



**MUSE 1850-002 Diet Trends: Fact vs Fiction**  
Fall Semester 2023  
Wednesdays, 11:50 am – 1:10 pm; SILL room TBA

**Instructor:** Kary Woodruff, PhD, RDN, CSSD, CEDRD

**Email:** kary.woodruff@utah.edu

**Phone Number:** 801-585-5936

**Office Hours:** Mondays & Wednesdays 10:35-11:30 am or by appointment

**Office Location:** HPR N 210

***Email is the best way to communicate with me and/or set up a time to meet.***

### **Required Materials**

- *Anti-Diet: Reclaim your Time, Money, Well-Being, and Happiness through Intuitive Eating* by Christy Harrison; ISBN 978-0316420372 (there is only 1 edition available).
- Additional readings will be posted on the course Canvas page

### **Course Description**

Diet Trends - Sorting Facts from Fiction: This **one-credit course** will explore dietary trends highlighted in mainstream media and support the students' abilities to discern evidence-based practices from enticing but often unfounded nutrition practices. While the media has promoted popular health fads for over one hundred years, social media has amplified these messages exponentially in the past decade. This course will examine the allure of these dietary practices; students will also understand the societal influences that generate the strong appeal of food trends not experienced by many other cultures. Finally, by understanding our societal relationship with food, students will begin to contemplate their approach to eating and health-related behaviors.

### **Course Outcomes**

By the end of this course, you will be able to:

- Describe the evolution of dietary trends among Americans over the past 200 years.
- Identify how media outlets (including social media) has influenced dietary behaviors among Americans.
- Compare and contrast diet-related behaviors seen in the United States with those of non-American cultures.
- Demonstrate the ability to locate evidence-based information pertaining to diet and nutrition information.
- Appraise one's personal food culture in the context of American food culture.

### **Teaching and Learning Methods**

The course focuses on material from the required textbook with additional resources on Canvas that are relevant to the material presented in the text. Supplemental resources may include podcasts, videos, readings, and other social media resources. This course provides

comparative exposure to international perspectives, histories, values, and traditions via lectures and course materials as well as through presentations, discussions, and reflective writing.

If you want to learn as much as possible, you should be prepared to share relevant experiences, reflect on what others say, and discuss readings. Open yourself to others' points of view. As a member of this class, you are expected to be respectful towards others, even if their beliefs radically oppose your own.

### **Course Agreements**

The following principles will guide student and course instructor interactions to establish a classroom environment that supports respectful, critical inquiry through the free exchange of ideas:

- Treat every member of the class with respect, even if you disagree with their statements and arguments;
- Approach every argument as open to examination, even if it comes from someone with more experience or expertise than you;
- Reasonable minds can differ on any number of perspectives, claims, opinions, and conclusions;
- No ideas are immune from scrutiny and debate.

### **Course Requirements**

- **Attendance and participation** will be the primary criteria for the final grade in this class or Credit/No Credit. Credit will be granted based on the following criteria:
  - **Regular attendance is mandatory.** You will be required to **arrive on time and attend the full session** to receive credit for this class. If you arrive late or leave early, it will count as a tardy and two tardies equal an absence. **Each student is permitted TWO "free" absences.** If you miss more than two sessions, contact me immediately.
  - **Preparation and participation are key. This is a significant part of how I will assess your course participation.** Come to each class prepared to discuss the assigned texts and activities. Bring your book, notes, and comments to class. **For each class session, come prepared with the following which will be submitted to the professor via Canvas:**
    - **A one-sentence summary of the significance of the reading/preparatory materials (i.e. the "so what" of what you read/viewed).**
    - **A question or critique of the assigned texts (or a 'disturb').**
    - **An "a-ha" moment where you made a connection or encountered a surprising idea in the assigned texts.**

### **Course Policies**

- **Regular attendance is mandatory.** You will be required to **arrive on time and attend the full session** to receive credit for this class. If you arrive late or leave

early, it will count as a tardy and two tardies equal an absence. *Each student is permitted TWO "free" absences.* If you miss more than two sessions, contact your professor immediately.

- **Missed Class Sessions.** If you miss class, it is **your** responsibility to obtain notes from a classmate.
- **Missing class preparation submission:** you will have up to 3 opportunities to make up missed preparation by completing an alternative assignment if you don't submit a weekly 'Class Preparation.' See instructor for specifics. *Each student is permitted one missed 'weekly preparation' submission without having to make it up.*

### **Course Expectations:**

Food & Drink: food and drinks are permitted as long as they are not noisy and do not disturb classmates.

Electronic Devices in Class: There will be times when students are allowed (even requested) to use an electronic device such as a computer or tablet. Otherwise, during lecture and discussions, the instructor will ask that devices are closed and put away. Please silence cell phones; texting and emailing is not permitted during class.

Canvas: Familiarize yourself with Canvas! There is a great student tutorial on the 'Start Here' page if you are not used to navigating Canvas. All course announcements, instructor email, and course readings will be disseminated using Canvas. Please check the course Canvas page at least 3 times a week for updates and announcements.

### **Assignments**

In lieu of assignments and quizzes/exams, you will demonstrate your preparedness (of completing the weekly reading) by submitting a 'Class Preparation' submission each day of class. See **Course Requirements**, above.

The course culminates with a Final Reflection due **November 29<sup>th</sup>**. In this reflection you will develop your personal vision statement for what a healthy relationship with food looks like for you. You will share this vision with your classmates in the last 2 days of class using Adobe Express. See Canvas for details.

**Grading**— This is a Credit/No Credit class! There are no graded assignments. So, your grade depends only on your participation and engagement with your classmates and the material we discuss.

### **Comment regarding the use of AI (such as ChatGPT):**

- It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools that has not been cited or use documented or authorized. Students will also be expected to adhere to the prescribed professional and ethical

standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code: <http://regulations.utah.edu/academics/6-400.php>

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

### Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading (due by class on this date)</b>
8/23	<b>Course introduction &amp; syllabus review</b>	
8/30	<b>Defining (fad) diets</b>	<b>Textbook: Introduction (10 pgs); article: Fad Diets: Fact and Fiction (10 pgs) - on Canvas</b>
9/6	<b>History of diets in United States</b>	<b>Textbook: chapters 1 &amp; 2</b>
9/13	<b>Identifying &amp; locating evidence-based practices</b>	<b>3 readings from Marriott library's Accelerate Learning Community (on Canvas)</b>
9/20	<b>Diet trends - do they work?</b>	<b>Textbook: chapters 3 &amp; 4</b>
9/27	<b>Risks of Diets</b>	<b>Textbook: chapters 5 &amp; 6</b>
10/4	<b>Eating Disorders</b>	<b>Articles: "Overview of eating disorders" and "Orthorexia and disordered eating"</b>
10/11	<b>Fall Break</b>	<b>Nothing!</b>
10/18	<b>Wellness Culture in the US</b>	<b>1 blog post and 1 article posted on Canvas</b>
10/25	<b>US Dietary Guidelines</b>	<b>Reading: Dietary Guidelines Executive Summary; NYTimes article critique of dietary guidelines. Posted on Canvas.</b>
11/1	<b>Weight Bias and Weight Stigma</b>	<b>Review textbook pages 134-144; article posted on Canvas</b>
11/8	<b>Weight management - evidence-based practices</b>	<b>Article: Adult Weight Management Guidelines. Posted on Canvas.</b>
11/15	<b>Intuitive Eating</b>	<b>2 articles posted on Canvas</b>
11/22	<b>No Class - Thanksgiving Break</b>	

11/29	<b>Final Presentations</b>	
12/6	<b>Final Presentations</b>	

### University Policies

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 2. *University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
- 3. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 4. *Undocumented Student Support.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

5. **COVID-19.** The University of Utah has implemented reasonable health and safety protocols, considering recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. For the most up-to-date information on COVID-19 protocol, please refer to: <https://coronavirus.utah.edu/>. Other resources are
  - a. [Registrar's Office COVID-19 Information and FAQ's](#)
  - b. [Housing & Residential Education](#)
6. **Diversity/Inclusivity.** I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.
7. **Student Names & Personal Pronouns.** Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)
8. **Drop/Withdrawal.** The last day to drop classes is 9/1/23; the last day to withdraw from this class is 10/20/23. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
9. **Non-contract note.** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.
10. **Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.
11. **Veterans Center.** If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>.

Please also let me know if you need any additional support in this class for any reason.

**12. *Learners of English as an Additional/Second Language.*** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: The Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

**13. *Plagiarism software policy.*** I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

**14. *Other important information to consider including:***

- a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
- b. Accommodation Policy (see Section Q):  
<http://regulations.utah.edu/academics/6-100.php>

### **Additional Support & Resources for Students:**

**1. *Diverse Supports for Students.*** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

#### ***Student Support Services (TRIO)***

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Student Support Services (TRIO)**

801-581-7188

[trio.utah.edu](http://trio.utah.edu)

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### *American Indian Students*

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **American Indian Resource Center**

801-581-7019

[diversity.utah.edu/centers/airc](http://diversity.utah.edu/centers/airc)

Fort Douglas Building 622  
1925 De Trobriand St.  
Salt Lake City, UT 84113

### *Black Students*

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Black Cultural Center**

801-213-1441

[diversity.utah.edu/centers/bcc](http://diversity.utah.edu/centers/bcc)

Fort Douglas Building 603  
95 Fort Douglas Blvd.  
Salt Lake City, UT 84113

### *Students with Children*

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Center for Childcare & Family Resources**

801-585-5897

[childcare.utah.edu](http://childcare.utah.edu)

408 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112



### ***Students across Intersectional Identities and Experiences***

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Center for Equity and Student Belonging (CESB)**

801-581-8151

[diversity.utah.edu/centers/CESB/](https://diversity.utah.edu/centers/CESB/)

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### ***LGBTQ+ Students***

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **LGBTQ+ Resource Center**

801-587-7973

[lgbt.utah.edu](https://lgbt.utah.edu) ([Links to an external site.](#))

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### ***Women***

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### **Women's Resource Center**

801-581-8030

[womenscenter.utah.edu](https://womenscenter.utah.edu)

411 Union Building

200 S. Central Campus Dr.  
Salt Lake City, UT 84112

### ***Inclusivity at the U***

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

*Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

#### **Office for Inclusive Excellence**

801-581-4600

[inclusive-excellence.utah.edu](http://inclusive-excellence.utah.edu) (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### ***Other Student Groups at the U***

To learn more about some of the other resource groups available at the U, check out:

[getinvolved.utah.edu/](http://getinvolved.utah.edu/)

[studentsuccess.utah.edu/resources/student-support](http://studentsuccess.utah.edu/resources/student-support)