Course Syllabus

PubH 7200  Section 102 Class #87651
No Passport Required:  A Global Journey of Food, Culture and Health
May Session 2013

Credits: 1 credit
Meeting Days/Time: May 28  9:00 am – 12:00 pm
                 May 29, 30, 31  8:00 am – 12:00 pm
Meeting Place: Blegen Hall 215
Instructor: Aida Miles, MMSc, RD, LD
            Director, Coordinated MPH Nutrition Program
Office Address: Division of Epidemiology and Community Health
               Room 300 WBOB
               1300 S 2nd St
               Minneapolis, MN 55454
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Fax:  612-624-9328
E-mail: miles081@umn.edu
Office Hours: By Appointment

I. Course Description

This course will take participants on a journey of cultures and eating patterns across the globe, and explore how these affect their health and well-being. It will provide a birds-eye view of how political and economic influences have affected food availability. We will examine how dietary habits and nutritional status of populations affect their national and local food policies and practices. The course will travel back to the U.S. and explore how culture, immigration, acculturation and social determinants of health have affected individual’s food choices and health. The journey will include visits to ethnic markets and traditional food establishments to sample ingredients, foods, and learn from natives about their foods, traditions and eating habits.

II. Course Prerequisites

There are no prerequisites for this course, however it is recommended for graduate students or upper division undergraduate students. Since this course includes visiting food and eating establishments, students with food allergies or intolerances MUST contact the instructor prior to the first day of class to discuss special accommodations. Students are required to complete a pre-course assignment prior to the first day of class, which is outlined later in the syllabus.
III. Course Goals and Objectives

At the end of this course student will be able to:

- Outline the effect of food habits on the health of populations on a global level.
- Describe how dietary habits and cultural food preferences affect health and nutrition policies on a global and local level.
- Describe economic and political influences on agricultural practices, food availability and eating patterns, and their effects on the population’s health.
- Identify social determinants of health and their impact on food choices, food patterns and on a population’s nutritional status and health.
- Discuss the effects of immigration and acculturation on traditional eating patterns and their impact on health.
- Appreciate food traditions, flavors and patterns from a variety of cultures.

IV. Methods of Instruction and Work Expectations

- This course combines readings, in-class discussions, guest presentations and visits to ethnic markets and food establishments.

This is a SHORT course and, in order to get the most out of it, students will need to be engaged in some reading and activities outside of class. The better prepared you are, and the more you immerse yourself in the topic, the more you will get out of this course!

Outside of class students are expected to:

- Spend about 2-3 hours prior to the first class completing pre-course reading and a short assignment.
- Spend an additional 2+ hours of reading prior to each subsequent class in preparation for class discussions.
- Submit a reflection paper at the end of class.

We have a very limited amount of face-to-face time, so let’s make the MOST out of it. The following expectations are set to help each student have the very BEST learning experience! Punctuality is a must, and so is the avoidance of any distractions. Just like in a movie theater, if you are texting or on the phone, not only will you miss out on something, but so will the people around you who are distracted by your activities.

In Class students are expected to:

- Be on time for each class session and stay until the end of class. If a student needs to be late or leave early due to an emergent issue, the student needs to email or talk to the instructor as soon as the student knows of this emergency.
- Not use pagers, cell phones, tablets or laptops during class. Students are allowed to utilize tablets or laptops during class ONLY for the purpose of viewing articles or power-point presentations. Texting, e-mailing, speaking on the phone or engaging in social media during class will result in points taken off the student’s grade.
- This course relies heavily on student involvement through discussions. Students will receive points for active participation.

- Students are expected to participate in all class excursions, being during class times or after class times.
V. Course Text and Readings

Required online readings & websites listed on the syllabus can be accessed by clicking on the weblink, if provided. Journal articles and other readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them through PubMed or the University Libraries (see instructions listed below). Students are responsible for downloading all course materials and completing pre-course assignments.

To access the articles with a PMID number, go to the PubMed website at http://www.ncbi.nlm.nih.gov/entrez/query.fcgi
Type in the PMID number listed on the course materials, click the go button
This takes you to a citation page, click on the author name
This takes you to the abstract page, click on the journal title button
This takes you to the full journal article

To access all other articles, go to the U of MN libraries website at http://www.lib.umn.edu/articles/ej.phtml
Type in the journal title in the “Search For” box, click the go button
This takes you to a list of possible journal titles, click on the title you want
This takes you to a search form, fill in citation information, click the go button
You will be prompted to login with your X.500 number and password
This will take you to the journal and the abstract of the article
Find on the page where it says Full Text or PDF (it is different for each journal), click on that and the full text will open.

Text: None

Readings: (Preliminary list - subject to change)


Martin DH. “Now we got lots to eat and they’re telling us not to eat it”: understanding changes to southeast Labrador Inuit relationships to food. International Journal of Circumpolar Health. 2011; 70(4): 384-395. PMID: 21884654

Popkin BM. Global nutrition dynamics: the world is shifting rapidly toward a diet linked with noncommunicable diseases. Am J Clin Nutr. 2006; 84:289-98. PMID: 16895874


### VI. Course Outline/Weekly Schedule

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Assignments to complete BEFORE class</th>
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| Day 1 – May 28 9am – 12pm | ▪ Introductions to each other.  
▪ Introduction to each of 3 outings, expectations and logistics.  
▪ Discuss pre-course assignments and readings  
▪ Food, Culture and Health in European Countries (video and discussion)  
▪ The Many Flavors of Health (Part 1) A discussion of traditional foods, flavors, their historical background, and their perceived health benefits | ▪ Devine CM. 2005  
▪ Iqbal. 2008  
▪ Pre-course assignment (outlined later in syllabus). |
| Day 2 - May 29 8am – 12pm | ▪ Food, Nutrition and Health in Asia: Then and Now. Will highlight how the political and economical landscape has changed over the years, and how this has affected food choices and the incidence of non-communicable diseases. Guest speaker: Dr. Mark Pereira.  
▪ The Many Flavors of Health (Part 2) - Finalize the discussion started on May 28. “Flavors” from around the world will be sampled in class. Students will also visit the Global Market in Minneapolis to search new ingredients and be adventurous with new flavors. Will depart at around 11am and students will carpool. (Students will have specific questions to answer /research at the market, as well as sites to make sure to visit, and a requirement to taste at least one new item). | ▪ Popkin BM. 2011  
Additional Suggested reading:  
▪ Popkin BM. 2006  
▪ Vorster HH. 2011 |
| Day 3 - May 30 8am – 12pm | ▪ Global Market Outing- discussion of findings- what did you learn?  
▪ Food, Nutrition and Health in Latin America: Then and Now. Guest speaker: Noel Mueller, Doctoral Candidate, University of Minnesota, School of Public Health.  
▪ The changing landscape of the US population-overview of immigration and acculturation and its impact on health and well-being.  
▪ Exploring a new cuisine. Students will form groups and explore a cuisine that is new to them. Will depart at around 11am and share lunch together at an ethnic restaurant. (A list of eating establishments close to class will be provided and | ▪ Batis C. 2011  
▪ Martin DH. 2011  
Additional suggested reading:  
▪ Ayala GX. 2008  
▪ Liu 2012 |
Day 4 - May 31
8am – 12pm

- Discussion of eating establishments and different food cultures students visited yesterday during lunch.
- You are what you eat… but where you live has a lot to do with it! A look at health disparities and social determinants of health – Guided discussion.
- Around the World in 80 Plates - A look at the dietary guidelines and recommendations from various countries, and how these compare to the USDA “My Plate”.
- The Mediterranean Diet. Guest Speaker: Chrissa Arcan, PhD, RD
- Post-course assignment overview.
- Exploring a new cuisine. Students will form different groups to explore a different cuisine today. Will depart at around 11am to share lunch together at an ethnic restaurant. Will reflect on this, and other course experiences, through the post-course assignment.
- Wang Y. 2011
- Jacobs DR. 2009
- Estruch. 2013
- Additional suggested reading:
  - Dean 2012

Pre-course Assignment:

This activity is meant to help you think about your background and how your experiences might have influenced your diet and food choices.

Answer the following questions:

1. Where (geographically) did you grow up in? Include any information that might help the reader visualize the area, for instance, neighborhood type, rural or urban setting, with close neighbors or in a remote location.

2. Did your parents and grandparents grow up in a similar environment? If not, how did their growing-up environment differ from yours?

3. What do you consider to be your cultural background? Answer this in any way you want, it can be based on religious affiliation (for instance, Jewish), or based on ethnicity or race. If you don’t wish to answer this question, you may skip it.

4. Describe eating habits during your growing-up years. For instance, eating together every evening, never eating as a family, relying on food stamps or food pantries, growing own food (farming), raising livestock, enjoying cooking as a family, grandparent doing most of the cooking, etc.

5. Outline major events in your life, for instance, moving to a new location (area, state, country), moving away from home, going to college, having your first job, having a child, parents divorcing, graduating from college/ having a career, etc.

6. Describe major health changes you have experienced, if any.

7. Describe any major dietary changes, if any, that you have made.

8. Based on your answers to the above questions, reflect on how life events have influenced your food choices over time. Make sure to reflect on your answers to each of the above questions, when pertinent. (Minimum answer length for question 8 is 10 sentences; maximum is 2 pages, double spaced).
This assignment must be typed, single or double spaced. If submitting electronically, it must be in Word format.

This assignment is due at 9am on Tuesday, May 28. You can turn in a hard copy to the instructor at that time. Make sure you bring an additional copy to refer to in class, as we will discuss it.

Alternatively, the assignment can be submitted via Moodle no later than 11:50pm on May 27, 2013.

Post-course Assignment:
There are two parts to this assignment.

Part 1:
Write a short reflection (minimum 5 sentences, maximum 2 paragraphs) of the restaurant/ eating establishment you visited on May 31st with fellow classmates. Include the name of the establishment, type of cuisine, and something you learned about the food and culture of the country represented by this cuisine.

Part 2:
Write a reflection on an aspect of the course that you enjoyed the most, based on the list below. The reflection should include additional research/ reading you have done on the subject matter. You may write your reflection on any of the following:

- The interrelation between food, culture and health.
- The changing landscape of food availability and food consumption in developing countries. You can include reflections on content covered by guest speakers Pereira and Mueller.
- Cultural foods, flavors, health claims and health implications. You can include reflections on the visit to the Global Market.
- Migration and food acculturation and their effect on health and well being.
- Dietary Guidelines of a country of your choice compare and contrast with US dietary guidelines. You can include reflections on content covered by guest speaker Arcan.
- Reflections on food and cuisine of the first eating establishment you visited with fellow students on May 30th. Include brief research on this country’s eating habits and dietary patterns, or research on migration and acculturation amongst people from this country.
- Research on a dietary pattern that you are particularly interested in and a reflection on why you feel this pattern promotes health (or not).

If there is another aspect of the course or topic that you would like to write your reflective paper on, please submit the topic to the instructor no later than June 3rd, 2013 for approval. Please wait for approval before writing a paper on an alternate topic.

Guidelines for papers:
Since this is a reflective paper and not a scientific paper you do not need to worry (too much) about writing style. You do need to use at least ONE peer-reviewed publication when writing your paper, and you need to state what you learned from that publication, or your opinion on the publication. You may choose a reading from the “suggested readings” list as one of the peer-reviewed publications.

Your paper should be DOUBLE spaced, with 1 inch margins, in WORD format, and font that is either 10, 11 or 12 (nothing smaller or larger).

The paper needs to be at least 1.5 pages long, and no longer than 3.5 pages long. This does NOT include Part 1 of this assignment. Include a citation for at least ONE peer-reviewed journal article that you read, that relates to the topic you are discussing.

The paper must be devoid of any spelling or grammatical errors, as points will be deducted for these.
Due date: Please submit electronically via Moodle no later than Friday, June 21, by 12:00 pm Central time. If the paper is late, 3 points will be deducted for each day that it is late. The paper will no longer be accepted after June 28, 2013 at 7:00am Central time.

VII. Evaluation and Grading

This is a short course and therefore it is imperative that students attend all class sessions, participate in the outings (visit to the Global Market and two eating establishments) and actively participate in class discussions. In addition, students are expected to complete pre-class readings, complete a pre-class assignment and a post-class reflective paper. Students must complete all these requirements in order to obtain a satisfactory grade. The following is a breakdown of the grading structure:

- Class Participation: 20 points (20% of grade)
- Participation in 3 outings: 30 points (30% of grade)
- Pre-course assignment: 20 points (20% of grade)
- Post-course reflection: 30 points (30% of grade)

The Pre-course assignment and Post-course reflection paper must be turned in to the instructor in class or via Moodle by the specified deadline. Three points will be deducted from assignments for each day that they are late.

This course is offered S/N only

Must complete all assignments to a C-level (70%).

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>S</td>
<td>Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).</td>
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<tr>
<td>N</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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PLEASE NOTE:

If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. The grading option for a Public Health Institute 4-day course may not be changed after the second day of class. Or, after the first day of class for a 2-day course.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Course Evaluation

Beginning in fall 2008 the School of Public Health will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete the course evaluations. Students who complete the course evaluations promptly will be
able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed the course evaluation or not.

Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the course for which you are registered.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. See section below for rules about Public Health Institute courses.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES

School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”
Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website at http://www.mentalhealth.umn.edu