I. Course Description

This course will take participants on an exploration of cultures, cooking and eating patterns across different cultural groups in the United States and discover how these affect their health and well-being. Participants will explore how culture, immigration, acculturation and social determinants of health have affected individual’s food choices and health. The focus will be on acquiring an appreciation of various cultures and an understanding of the meaning that food plays in their lives. Participants will visit traditional food establishments to sample dishes and learn about their food traditions and eating habits.

Competencies

Domain 1: Analytic/Assessment Skills
1. Assesses the health status of populations and their related determinants of health and illness

Domain 2: Policy Development/Program Planning Skills
1. Analyzes information relevant to specific public health policy issues

Domain 4: Cultural Competency Skills
1. Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services
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 may include food tastings, students with food allergies or intolerances should contact the instructor prior to the first day of class. **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:

- Describe how food habits have evolved through history in the United States and their implication on the population’s health and nutrition.
- Identify factors (including culture/race/ethnicity) that influence current food patterns, nutritional status and health.
- Outline the effect of food habits on the health of various ethnic groups in the U.S.
- 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 food establishments.

  This is a SHORT course; to get the most out of it students 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:
  
  o Spend about 3-4 hours prior to the first class completing pre-course reading and an assignment.
  o Spend an additional 2+ hours of reading prior to each subsequent class in preparation for class discussions.
  o Visit an ethnic food establishment and 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!

- In Class students are expected to:
  
  o 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.
  o 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.
  o This course relies heavily on student involvement through discussions. Students will receive points for active participation.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to [www.umn.edu](http://www.umn.edu) click on the “myU” button
- login with your University ID and password
scroll to your course and click on the Moodle site link

Readings:


http://dx.doi.org/10.2752/175174410X12633934463079


http://dx.doi.org/10.1016/j.appet.2015.07.024

Additional References of Interest:


http://dx.doi.org/10.2752/155280109X368660


http://dx.doi.org/10.2752/175174415X14101814953800


VI. Course Outline/Weekly Schedule/

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Course</strong></td>
<td>To be completed prior to first day of class (Monday, 5/23): View narrated presentations in Moodle. Answer a set of questions and submit as an attachment via Moodle.</td>
</tr>
<tr>
<td><strong>Day 1- Monday, May 23, 2016</strong></td>
<td>To be completed prior to Tuesday, 5/24: Reading: Learning to Bridge Different Ways of Knowing: the Dream of the Wild Health American Indian Seed-Garden Project as Mentor. By Craig Hassel.</td>
</tr>
<tr>
<td><strong>Day 3- Wednesday, May 25, 2016</strong></td>
<td>To be completed prior to Wednesday, 5/26: Reading: Goto, et al. Weisberg-Shapiro &amp; Devine Work on your group presentations Optional- bring an ethnic or All-American dish to share in class for a pot-luck on Friday</td>
</tr>
<tr>
<td><strong>Day 4- Friday,</strong></td>
<td>Complete post-course assignment</td>
</tr>
</tbody>
</table>
Pre-course Assignments:

1. View two narrated presentations: “Culture and Food Habits” and “Traditional Health Beliefs” available in Moodle.

2. Answer the following questions and submit via Moodle as a Word attachment.
   This activity is meant to help you think about your background and how your experiences might have influenced your diet and food choices.
   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. Describe major health changes, if any, you have experienced that have affected your eating habits.
   6. Describe any major dietary changes, if any, that you have made (if not described in question 5).
   7. Based on your answers to the above questions, reflect on how life events have influenced your food choices over time. Reflect on how you arrived at being the “eater” you are today. (Minimum answer length for question 7 is 8 sentences; maximum is 2 pages).
   8. Why are you taking this course?

   This assignment must be typed, double space, in Word format.

   Please submit as an attachment via Moodle no later than 11:50 PM on Sunday, May 22 (night before class). Make sure you bring an additional copy to refer to in class, as we will discuss it.

Group Project:

Choose one racial/ethnic cultural group in the US and explore its food habits and health status (nutrition-related). For example you could select Asian Indian, Korean, Russian, etc. As a group you will do a 20 minute presentation to fellow students on Friday, May 27.

Summarize and present the following information:

1. Historical perspective of the culture- this could include the following, depending on your chosen culture:
   a. Where does it originate
   b. How or why did it become popular/predominant in the US

2. Socio-demographic characteristics, if available. If you cannot find national level data for some of these, you may use MN data or data from a state where this culture is predominant. These may include:
a. Are there geographical locations within the US where it is more prominent
b. Is there a predominant socio-economic (income) level?
c. Is there a predominant educational level?

3. Food and Nutrition in the country of origin-
   a. Typical foods eaten and food patterns
   b. Are there nutritional guidelines/dietary guidelines in the country of origin

4. Typical foods eaten and eating habits from the country of origin that are common/popular in the United States among immigrants.
   a. Effects of migration, acculturation in food habits among this population in the US

5. Typical foods eaten in the culture that have become popular or "mainstream" in the United States. (there may not be any)

6. List nutrition-related diseases that are common in this culture in the United States. How do these differ from the incidence of these diseases in their home country?

7. Provide a summary of one research paper, published within the past 8 years, related to the cultural group that you investigated, which refers to food/intake/nutrition and health. End the summary with a "lessons learned," how can this information inform the work of public health professionals working with people from this culture?

**Post-course Assignment:**

There are two parts to this assignment.

**Part 1:**

Visit a restaurant or eating establishment that serves ethnic cuisine and write about this cuisine. This will include additional background research on the country of origin. The following elements should be a part of your submission:

a. Name of the establishment and type of cuisine
b. Country of origin and Country's location (what continent)
c. Dietary Staples (ingredients most commonly used). Information related to food habits, flavors, food traditions.
d. Name of the dish you tasted and your subjective opinion (liked, disliked, too bland, too spicy).
e. A reflection on something surprising, unexpected, new or insightful that you learned through this experience. (The reflection should be a minimum of 3 sentences and a maximum of one page, double spaced).

**Part 2:**

Write a reflection on an aspect of the course that you enjoyed the most. You can use the list below as examples of what you may reflect on. Choose at least one peer-reviewed publication as part of your reflection. You may choose an article from the reading list or you can select your own based on your interests.

- The interrelation between food, culture and health in general terms or related to the cultures featured in class and through guest speakers.
- Migration and food acculturation and their effect on health and well-being.
- The higher incidence of obesity, diabetes, cardiovascular disease or other nutrition-related diseases in certain ethnic/racial groups.

**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 required or additional reading list if you wish.

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 4 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 Sunday, June 5, by 4:00 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 Saturday, June 11, 2016 at 4pm Central time.

### VII. Evaluation and Grading

- Class Participation: 20 points (20% of grade)
- Pre-course assignment: 25 points (25% of grade)
- Group Presentation: 35 points (35% of grade)
- Post-course assignment: 30 points (30% of grade)

The Pre-course assignment and Post-course assignment must be submitted via Moodle by the specified deadline. Three points will be deducted from assignments for each day that they are late.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Represents achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>

- **S** Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.
Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

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 official 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 SPHGrades at: [www.sph.umn.edu/grades](http://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](http://onestop.umn.edu).

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://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](http://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.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources 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.

8
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 Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).
Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational
Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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