

NUFD 114: CULTURAL AND SOCIAL ASPECTS OF FOOD

In Workflow

1. NUFD Committee Chair (shiltsm@csus.edu)
2. NUFD Chair (wie@csus.edu)
3. SSIS College Committee Chair (wickelgr@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 01 Oct 2024 18:38:27 GMT
Seunghee Wie (wie): Approved for NUFD Chair
2. Thu, 17 Oct 2024 16:15:39 GMT
Emily Wickelgren (wickelgr): Rollback to NUFD Chair for SSIS College Committee Chair
3. Thu, 17 Oct 2024 23:22:44 GMT
Seunghee Wie (wie): Rollback to Initiator
4. Fri, 18 Oct 2024 23:25:49 GMT
Mical Shilts (shiltsm): Approved for NUFD Committee Chair
5. Mon, 21 Oct 2024 20:41:05 GMT
Seunghee Wie (wie): Approved for NUFD Chair
6. Wed, 23 Oct 2024 15:41:12 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
7. Sat, 26 Oct 2024 00:34:07 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Mar 24, 2022 by Urvashi Mulasi (mulasi)
2. Jun 8, 2022 by 302822325
3. Sep 19, 2024 by Janett Torset (torsetj)

Date Submitted: Fri, 18 Oct 2024 23:22:10 GMT

Viewing: NUFD 114 : Cultural and Social Aspects of Food

Last approved: Thu, 19 Sep 2024 14:02:02 GMT

Last edit: Tue, 29 Oct 2024 17:17:14 GMT

Changes proposed by: Urvashi Mulasi (219178129)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Urvashi Mulasi	mulasi@csus.edu	916 -278-4287

Catalog Title:

Cultural and Social Aspects of Food

Class Schedule Title:

Cultural+Soc Aspects Food

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Nutrition, Food & Dietetics

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

NUFD - Nutrition and Food

Catalog Number: (course number)

114

Course ID: (For administrative use only.)

132991

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Description: Add Race & Ethnicity in American Society requirement to Nutrition and Food (NUFD) 114: Cultural and Social Aspects of Food course (3 units). NUFD 114 already fulfills GE Area C2 Humanities requirement and we see it as an appropriate fit to be considered for Race & Ethnicity (R&E) requirement. The course description and objectives remain the same.

Justification: Cultural and Social Aspects of Food course examines how cultural, religious, and socioeconomic influences determine food choices, behavior, and health status. NUFD 114 is appropriate for the R&E requirement as it examines the culture and contributions of individuals from diverse societies and backgrounds. The course explores cross-cultural dietary practices and health belief systems while referring to the social experiences of underrepresented ethnic and racial minority groups in the US. For example, several attributes of culture are incorporated into the course with discussions on ethnicity, ethnocentrism, ethnorelativism, racism, and acculturation experiences of immigrant groups in the US. The course further discusses strategies to develop cultural humility and understanding and how Social Determinants of Health affect chronic health outcomes among people of underrepresented racial and ethnic minority groups.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Examination of the cross-cultural and social meaning of food and dietary behaviors. Regional, ethnic, religious, economic, and environmental influences on food habits and health status. Study of how cultural and societal values affect intake, health belief practices, and communication styles. Overview of health disparities in the context of socioeconomic status, race, ethnicity, and education. Understanding implicit bias, cultural differences, diversity, equity, and inclusion while working in a multicultural and diverse environment.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

FACS/NUFD 10.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Explain the cultural, religious, and socioeconomic influences in determining food choices and health-related outcomes.	Food Paper Recipe Project Cultural Experience Report and Presentation Discussion Forums Quizzes Reflection Activities Exams
2	Describe how acculturation impacts dietary practices and health outcomes.	Recipe Project Discussion Forums Quizzes Reflection Activities Exams

3	Evaluate the role of appropriate communication and cultural humility in health care settings.	Recipe Project Microaggression and Implicit Bias Training Discussion Forums Reflection Activities Exams
4	Examine health disparities in the context of socioeconomic status, race, ethnicity, and education and how health disparities may be overcome to achieve health equity in nutrition and dietetics.	Microaggression and Implicit Bias Training Discussion Forums Quizzes Reflection Activities Exams
5	Analyze personal biases with an understanding of cultural differences, diversity, equity, and inclusion.	Microaggression and Implicit Bias Training Discussion Forums Quizzes Reflection Activities Exams
6	Research the cultural and historical data on foods and describe findings through professional writing.	Food Paper Cultural Experience Report and Presentation Reflection Activities
7	Review and present information on an assigned culture, including dietary preferences, food taboos and symbolism, communication styles, and health beliefs and practices.	Recipe Project Reflection Activities
8	Engage in professional and thoughtful discussions and writings, and work collaboratively on projects.	Food Paper Recipe Project Cultural Experience Report and Presentation Discussion Forums Reflection Activities

Attach a list of the required/recommended course readings and activities:

NUFD 114_Syllabus.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Nutrition and Food (Dietetics)

BS in Nutrition and Food

Minor in Nutrition and Food

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Race and Ethnicity in American Society (Pertains to GE Areas 3A, 3B, and 4 only)

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

NUFD 114_Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The course objectives, textbook, and assignments included in the syllabus would be common across all sections. Additional assigned readings, guest speakers, and class activities might vary between sections per the instructor's preference.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The following assessments and activities will evaluate the GE Area C2 Learning Objectives (LOs):

- a. Food paper: GE LOs 1, 2, 3
- b. Group Presentation: GE LOs 1 - 4
- c. Cultural Experience: GE LOs 1 - 3
- d. Implicit Bias Training: GE LOs 3, 4
- e. Discussion Forums: GE LOs 1 - 4
- f. Class participation: GE LOs 1 - 4

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The master syllabus for NUF 114 will be distributed by the lead tenure-track faculty to all other faculty teaching this course to ensure that the GE Area C2 Learning Outcomes and other updates are communicated and integrated across sections. The course objectives, GE LOs, textbook, assignments, and core readings are similar across sections; individual instructors might incorporate additional readings or invite other guest speakers. The FACS department has maintained high curriculum standards ensuring that course updates are communicated among instructors and that the learning outcomes are being achieved.

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

NUFD 114 is broad in scope and will provide an understanding of socio-cultural aspects of food and nutrition from a global perspective. This course will discuss regional, ethnic, religious, economic, and environmental influences on food habits and health status that apply to a broader student audience. We examine culture and diet, giving examples from various cultural groups worldwide.

Develops an understanding of and appreciation for the diversity of the human community.

This course will appreciate the human community's diversity by understanding and appreciating cultural differences and similarities among and between groups. We will examine the food habits, communication styles, and health beliefs and practices in cultural groups worldwide. We will discuss the physiological and non-physiological reasons why certain cultural groups prefer to eat some foods over others, including food taboos and symbolism. For example, in the food paper assignment, students review the historical and cultural data on a chosen food, discussing its cultural significance, food symbolism, and culinary and medicinal uses within a certain culture.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

NUFD 114 will discuss the role of food and culture in determining societal values and health-related outcomes. Throughout the course, historical data about the culture's food preferences, health beliefs, and communication styles will be discussed. Assignments will include evidence-based exploration of several questions. Through class readings, students will have a chance to participate in thoughtful discussions, challenge a viewpoint with evidence, and develop critical thinking skills.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course will explore human dietary practices and health belief systems from a cross-cultural perspective, giving reference to cultural communities worldwide. Cultural attributes, including attitudes, beliefs, customs, values, and perceptions from various racial and ethnic groups, will be incorporated into the course material.

Compare and analyze various conceptions of humankind.

NUFD 114 will compare and analyze worldviews on what constitutes food for a particular cultural group; religious belief systems and associated dietary restrictions; differences in traditional and alternative health practices; and verbal and non-verbal communication styles for various cultures.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

We will examine cultural food practices, food taboos, and symbolism from a historical perspective. The course will discuss historical data on traditional and alternative treatment methods, including Ayurveda, traditional Chinese medicine, and sacred healers' role in managing the disease.

For example, in one of the discussion assignments, students will be reading a chapter from Anne Fadiman's "The Spirit Catches You and You Fall Down" book. This chapter discusses the Hmong culture's unique traditions and health belief systems, giving reference to how spirits can cause illness and pleasing ancestral spirits is essential for recovery from disease.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

• Ethnicity: We discuss ethnicity in the context of social identity and shared behavior patterns, including food habits, dress, language, and family structure. Examples from various cultures' beliefs, customs, and values will be presented.

• Socio-economic status: This course examines health disparities in the context of socioeconomic status, race, ethnicity, and education and how health disparities may be overcome to achieve health equity in nutrition and dietetics. We give examples of how disparities in socioeconomic status, mortality rates, chronic disease incidence, and access to care are prevalent among many U.S. ethnic groups.

• Religious affiliation: We discuss how food is an important part of religious symbols, rites, and customs for various cultural communities worldwide. Giving examples from both Western and Eastern religions, we discuss how religious dietary practices vary enormously.

Includes a writing component described on course syllabus

I) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course will meet the minimum word limit for the writing component through the following assignments, the estimated total is 2100 words:

–Food paper: This project is an independent research paper where students will choose a food (or herb, spice) and research it within a specific culture. Students will review the food's history and discuss its cultural significance and any food symbolism or culinary and medicinal use. This paper is limited to 3 typed pages of text. The writing will be evaluated based on a grading rubric that assesses the overall content, grammar, and professional references. (~ 900 words, 11% of the total grade)

–Cultural Experience report: As a way of experiencing other cultures beyond the classroom, computer, and textbook, students will experience other cultures by viewing a foreign movie, visiting a museum, or visiting an ethnic market. Students will write a 2-page report describing their experience. The writing will be evaluated for the content of the information presented, clarity, and grammar. (~600 words, 5% of the total grade)

–Reflection and Discussions: Students will submit a 1-page reflection activity describing their experience after taking the Implicit Association Test and attending the Implicit Bias training. Reflection will be evaluated for the content, clarity, critical thinking, and grammar (~300 words, 7% of the total grade)

There will be two online class discussions in CANVAS. Each discussion will be based on assigned readings and students will thoughtfully reflect on the questions asked and provide feedback to their peers' work. Discussions will be evaluated for the content, clarity, critical thinking, grammar, and responding thoughtfully and professionally to colleagues' work (~300 words, 7% of the total grade)

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The topics covered in NUFD 114 will appeal to a broader student audience as food and culture are integral parts of human identity. Knowledge about cultural humility and empathy is vital today as professionals work in a multicultural environment; thus, students from multiple disciplines, including health sciences, business, hospitality management, and criminal justice, would benefit from taking NUFD 114. Students would have an opportunity to self-reflect and share their perspectives on various topics relating to socio-cultural aspects of food, while understanding cultural differences, diversity, equity, and inclusion.

General Education - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

The course explores historical, cultural, and social aspects of nutrition and health among underrepresented ethnic and racial minority groups in the US, as outlined in the course objectives and schedule, and indicated by a few examples below:

- Diverse racial and ethnic groups and communities are discussed in weekly course topics, including Japanese Americans, Hmong Americans, the Black Community, Mexican Americans, American Indians and Alaska Natives, and the Jewish Community. Furthermore, guest speakers from diverse backgrounds speak about their culture; guest-recommended resources, including books, articles, weblinks, videos, etc., are shared with students in the course for an interactive learning experience.
- In one of the assignments, students take Harvard's Implicit Association Test and watch a webinar on managing microaggressions and biases relating to individuals from various racial and ethnic groups and physical abilities. Students then identify strategies to advocate for themselves and others experiencing microaggressions.
- Throughout the course, food taboos and cultural symbolism are discussed for various racial and ethnic groups, and the cultural meaning behind what one group views as 'food' and intercultural differences around food choices and eating are discussed.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

The course focuses on diverse ethnic and racial groups and also compares and contrasts experiences for various cultural communities, as outlined in the syllabus and indicated by a few examples below:

- Religious symbolism around food and eating is explored, and which foods are considered religious taboos and avoided by an observant cultural group.

- The importance of understanding intercultural communication, including verbal and non-verbal communication styles, is discussed.
- Differences in traditional health beliefs and practices and how various cultures define health and illness is discussed. How cultural worldview and communication can impact healthcare decisions among different racial and ethnic groups is further examined.
- Several assignments and discussions are focused on intercultural comparisons. In one discussion, students share how non-verbal communication gestures, including body language, touching, facial expression, spatial relationship, and eye contact, are interpreted among various cultural groups.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Several attributes of culture are incorporated in the course with discussions on the concepts of ethnicity, ethnocentrism, ethnorelativism, racism, and acculturation experiences of immigrant groups in the US. For example, the changing demographics of the US are discussed using recent Census Bureau data, and strategies to develop cultural humility and understanding while interacting with people from diverse communities are discussed. Several readings, discussions, and assignments allow students to explore how race, ethnicity, culture, and acculturation affect health outcomes for diverse communities. In addition, how Social Determinants of Health (i.e., conditions in the environments where people are born, live, learn, work, play, worship, and age) affect chronic health outcomes among people of underrepresented racial and ethnic minority groups is discussed.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

From a sociocultural perspective, the course examines diversity as a range of human differences, including race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious value system, and national origin. Furthermore, the course emphasizes the value of diversity in the healthcare setting and how increasing diversity in the healthcare workforce will increase healthcare accessibility and quality for underrepresented minority groups and underserved communities.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

The role of culture and acculturation in shaping well-being and health outcomes for people of underserved communities is thoroughly discussed in the course. For example, in one of the topics, the course outlines how an individual's education level, length of residence in the US, ties with family, and primary spoken language can affect acculturation and how acculturation has been linked with chronic health outcomes, including heart disease, cancer, type-2 diabetes, and obesity.

Please attach any additional files not requested above:

Consultation with relevant departments.pdf
Consultation Document for NUFD 114.pdf

Reviewer Comments:

Emily Wickelgren (wickelgr) (Thu, 17 Oct 2024 16:15:39 GMT): Rollback: See email on 10/17/24

Seunghie Wie (wie) (Thu, 17 Oct 2024 23:22:44 GMT): Rollback: Please edit as needed.

Key: 14017