GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 03/22/2022

GCCCD Governing Board Approval: 04/19/2022

NUTRITION 159 – CULTURAL ASPECTS OF FOOD AND NUTRITION

1. Course Number Course Title Semester Units

NUTR 159 Cultural Aspects of Food and Nutrition 3

Semester Hours: 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This course explores the regional, ethnic, cultural, religious, historical, geographical, and social influences on food patterns, cuisines, and health, as well as how food is viewed as an expression of cultural identity and diversity. An overview of nutrition-related health disparities and inequities within racial and ethnic groups is discussed and assessed. Also examined are traditional foods, food availability, and global food issues, s. Connections are drawn between major historical events and how and why these events affected and defined the culinary traditions of different societies. Issues of diversity, equity and inclusion within the nutrition and dietetics profession are also discussed.

4. Course Objectives

The student will:

a. Differentiate between health beliefs and practices of various cultural groups.

b. Evaluate one’s own dietary practice and food habits within their own cultural context.

c. Compare dietary practices and food habits of different ethnic, religious and regional groups.

d. Summarize how cultural understanding may alter menu planning or nutrition education for individuals or groups.

e. Analyze factors that influence dietary patterns.

f. Examine potential biases within the healthcare system, and how issues of diversity, equity and inclusion may affect professional practice within nutrition and dietetics.

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

Electronic storage media.

7. Course Content

1. Comprehensive cultural food habits, flavor principles, meal patterns and meal cycles.
2. Nutrition and food habits, food availability, consumer food choice model, intercultural nutrition.
3. Traditional health beliefs and practices.
4. Cultural definitions of health, disease, illness, and sickness,
5. Intercultural communication concepts and challenges, role of communication in healthcare, intercultural nutrition education.
6. Food and religion, including western (Christianity, Judaism, and Islam) and eastern religions (Hinduism and Buddhism).
7. Cultural views on food, including Native Americans, Northern/Southern/Central Europeans, Scandinavians, Africans, Mexicans, Central Americans, Caribbean Islanders, South Americans, East Asians, Southeast Asians, Pacific Islanders, South Asians, Middle Easterners, and regional Americans.
8. Food and its interaction with society and culture both globally and locally
9. Consequences of nutrition-related disparities and inequities on health outcomes within minoritized groups.

8. Method of Instruction

1. Lecture
2. Group discussions.
3. Multimedia presentations
4. Group presentations
5. Field work / field trip (ex: ethnic / international grocery store or restaurant)

9. Methods of Evaluating Student Performance

1. Periodic quizzes and examinations and final examination including both objective and essay questions.
2. Written assignments on cultural nutrition topics, for example, students will evaluate their own traditionalhealth beliefs and practices and examine how these beliefs are culturally defined.
3. Cultural food project exploring various aspects of food culture in an assigned country such as meal patterns and meal cycles, the influence of religion on food choices, food availability and traditional health beliefs.

10. Outside Class Assignments

1. Reading of text and current periodicals.
2. Field work assignments (i.e. students will dine at a restaurant outside of their own culture/heritage and write a editorial-style review of their experience; students will explore an ethnic or international grocery store and write a report of their experience).
3. Individual projects including reports and presentations on various ethnic foods.

11. Representative Texts

1. Representative Texts:

Kittler, Pamela Goyan, and Kathryn Sucher. *Food and Culture*. 7th ed. Belmont, CA: Thomson/Wadsworth, 2017.

b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Analyze various theories shaping the relationship between food and culture.
2. Identify geographic areas of the globe and their food cultures.
3. Summarize historical and cultural contributions to food practices.