

**FDNS 4630/6630**  
**Cultural Aspects of Foods and Nutrition**

**Instructor:** Dr. Ruthann Swanson, 180 Dawson Hall, 706-542-4834, e-mail: [rswanson@fcs.uga.edu](mailto:rswanson@fcs.uga.edu) Any email correspondence must have the course number in the subject line to guarantee it will be read. Also via WebCT email.

**Course Description:** A study of the foodways, food habits and food behavior of various population groups in this country and others and the influences of these factors on the nutritional status of group members.

**Course Credit:** 3 hrs

**Course Prerequisite:** FDNS 2100

**Course Objectives:**

- (1) to become familiar with the foodways of selected populations within the United States;
- (2) to identify factors that influence food-related behavior within population groups;
- (3) to understand how foods and food-related behavior may be used to maintain cultural identity;
- (4) to understand the role of food habits in nutritional/health status of individuals and groups;
- (5) to become familiar with the techniques for studying food-related behaviors;
- (6) to become familiar with the sources of information on food-related behaviors; and
- (7) to understand the importance of foodways in nutrition counseling, community nutrition \_education efforts and marketing of food products.

**WebCT:** You will find the course syllabus, assignments, suggested internet resources by general topic, non-text readings and various other supporting materials on WebCT.

**Internet resources:** Internet resources that have been reviewed for accuracy are found on WebCT only. These are supplemental resources that will likely be helpful as you complete assignments and exams.

**Primary Text:** Kittler, P.G. and Sucher, K. 2007. *Food and Culture*, 5th ed. Thomson/Wadsworth Publishing Co., Inc, Belmont, CA.

**Supplementary text:** Ingram, G.G., Labensky, S., and Labensky, S.R. 2005. *Prentice Hall Dictionary of Culinary Arts*, 2 , ed. Prentice-nd Hall Inc. Upper Saddle River, NJ.

**Non-text assigned readings:** Current list is in a WebCT folder titled assigned readings; others may be added as the current literature is reviewed. These topics receive limited coverage in the primary text. One paper copy of these papers are on reserve in the Science Library. The papers are also available via WebCT or through [www.gil.uga.edu](http://www.gil.uga.edu). Password: fdns4630.

**Honesty policy:** All academic work must meet the standards contained in *AA Culture of Honesty*. @ Each student is responsible to inform him- or herself about those standards before performing any academic work.

**Attendance Policy:** Students are expected to attend all classes. This is an application-oriented course. Students who struggle in this class are those who have difficulty applying information in real-life situations. Regular class attendance facilitates the development of this skill which is critical to future professional success.

Benefits to class attendance include:

- . explanations of required readings by the instructor,
- . exposure to information and its application not covered in assigned readings,
- . an opportunity to ask questions related to course content,
- . an opportunity to benefit from the experiences and questions posed by classmates,
- . an opportunity for clarification of class assignments, and
- . a reduced need for 11 hour assistance in completing assignments th (the basis of your grade!) when the instructor is least likely to be available.

Further, regular class attendance allows the instructor to get to know individual students,

facilitating the writing of effective positive letters of recommendation for internships, practicums, scholarships, graduate school, jobs, etc. In addition to academic performance, other factors typically addressed in letters of recommendation are: maturity and commitment, the ability to work independently following the specific guidelines provided, and completion of assigned tasks in a timely manner. Regular class attendance directly and indirectly provides evidence of the existence of these desirable traits.

**Extra credit:** On occasion, and at the discretion of the instructor, *students in attendance* will have the opportunity to earn extra credit that will be added to the total points accumulated through completion of required assignments and exams throughout the semester.

**Cell phone use:** Cell phones must be turned off and must remain stowed throughout the class period.

**Use of name in class:** Unless I receive an email at the email address above (not via WebCT) from you by noon, Aug 22, indicating otherwise, I will use your name in class to return papers, acknowledge class contributions, etc..

**Collection of papers/assignments:** Assignments are due as indicated on the syllabus, unless notified otherwise in class; *work will be collected during the identified class period only*. I will neither accept nor grade papers left under my door, nor in my mailbox nor submitted by email, because I cannot guarantee that I will actually receive those papers. Exams can be turned-in only by the student preparing them. Exceptions to this policy will require prior written and signed permission from the instructor which must be attached to the assignment when submitted.

**Makeup exam policy:** In general, make-up exams are not given. Only under exceptional circumstances will exceptions be made and in those cases, alternative arrangements must be made prior to the distribution of exams in class.

**Late adds:** Late adds for this course will not be approved except on exceptional circumstances.

**Grading:**

<b>Assignment</b>	<b>4630 points</b>	<b>6630 points</b>
<b>Abstract</b>	<b>30</b>	<b>30</b>
<b>Web Evaluation</b>	<b>35</b>	<b>35</b>
<b>Exam I</b>	<b>125</b>	<b>125</b>
<b>Final Exam</b>	<b>125</b>	<b>125</b>
<b>Individual Project</b>		
<b>Part 1</b>	<b>45</b>	<b>45</b>
<b>Part 2A</b>	<b>15</b>	<b>15</b>
<b>Part 2B/2C</b>	<b>95</b>	<b>95</b>
<b>Eating Out Report</b>	<b>30</b>	<b>30</b>
<b>Graduate Project</b>	<b>---</b>	<b>225</b>
	<b>500 possible points</b>	<b>725 possible points</b>
<b><u>Grading Scale</u></b>	<b><u>Grade</u></b>	<b><u>% rnmge</u></b>
	<b>A</b>	<b>94-100</b>
	<b>A-</b>	<b>90-93</b>
	<b>B+</b>	<b>87-89</b>
	<b>B</b>	<b>83-86</b>
	<b>B-</b>	<b>80-82</b>
	<b>C+</b>	<b>76-79</b>
	<b>C</b>	<b>73-75</b>
	<b>C-</b>	<b>70-72</b>
	<b>D</b>	<b>60-69</b>
	<b>F</b>	<b>Below 60</b>

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**Cultural Aspects of Foods and Nutrition**  
Tentative Schedule  
Fall Semester, 2009

\*\* designates a due date for an *assignment or exam*;

**bold topic entry** indicates a guest speaker or no class;

All reading assignments per topic are indicated the first day the topic is covered in lecture.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
Aug 17	Course Introduction	Kittler and Sucher, 1990
19	Current Population Trends	Bernstein and Edwards, 2008; Decker, 2004; Kittler and Sucher, pp 18-19, 39-41; Minckler, 2008; NILC, 2005
21	Current Population Trends	
Aug 24	Foodways and Food Habits	Bareuther, 2000; Goldblith, 1992; Kittler and Sucher, Chapt.1; Stewart and Amerine, 1982
26	Foodways and Food Habits	Ballenger and Blaylock, 2003; Goel et al., 2004; Sloan, 2007; Wells and Buzby, 2008
28	Changing American Foodways	
Aug 31	Changing American Foodways	IFT, 2005; Johnson, 2002; Johnson-Kaslow et al., 2006; Satia-Abouta et al, 2002; USDA-ARS, 2008
Sept 2	Methodology	
4	Methodology	
<b>Sept 7</b>	<b>NO CLASS Labor Day Holiday</b>	Kittler and Sucher, Chapt. 4
<b>** 9</b>	Overview—Religious Influences Western Religious Influences—Jewish Dietary Laws <b><i>Due: Individual Project Part 1 A &amp; B</i></b>	

	11	Western Religious Influences—Jewish Dietary Laws, Catholic	
Sept	14	Western Religious Influences-- Protestant	
	16	Western Religious Influences-- Protestant	
	18	Western Religious Influences-- Orthodox	
Sept	21	Western Religious Influences-- Islam	
	23	Western Religious Influences- Islam	
	25	Eastern Religious Influences--Hinduism	
Sept	28	Eastern Religious Influences—Sikhism, Jainism	
	30	Eastern Religious Influences-- Buddhism	
**Oct	2	<b>Putting It Into Practice-- School Nutrition</b> Paula Farmer, MS, RD, Director School Nutrition Program, Clarke County <i>Due: Abstract</i>	Anon., 2004; USDA, 2007
Oct	5	What Makes Ethnic Foods Distinct? American Dietary Pattern/ Regional Foods	Burney, 2003; Kittler and Sucher, pp 8-11; Chapter 15
	7	Native Americans	Kittler and Sucher, Chapt. 5
	9	Native Americans	
Oct	12	Native Americans	
	14	Europeans	Kittler and Sucher, Chapt. 6 & 7
	16	Europeans	
Oct	19	<b>NO CLASS—ADA, DENVER CO</b>	
**	21	Europeans <i>Due: Exam I</i>	
	23	Europeans	
Oct	26	African-American	Kittler and Sucher, Chapt 8
	28	African-Americans	
	30	<b>NO CLASS- Fall Break</b>	
Nov	2	South Asian-- Indian	Kittler and Sucher, Chapt. 14
	4	South Asians-- Indian	
	6	Oriental Asians-- Chinese	Kittler and Sucher, Chapt 11
Nov	9	Oriental Asians-- Chinese	
	11	Oriental Asians	Kittler and Sucher, Chapt 12
	13	Oriental Asians	
Nov	16	Oriental Asians	
**	18	Hispanics <i>Due: Web Evaluation</i>	Kittler and Sucher, Chapt 9 & 10

20	Hispanics	
<b>Nov 24-28</b>	<b>NO CLASS-- Thanksgiving Holiday</b>	
Dec 1	Hispanics	
** 2	Hispanics/Caribbean <i>Due: Individual Project Part 2 A, B, C</i>	
4	Putting It Into Practice	Caranfa and Kenney, 2006; Costa, 1998; Hazen, 2005; Kittler and Sucher, pp 57-67
** Dec 7	Putting It Into Practice <i>Due: Eating Out Report</i>	Hughes, 2005; Ikeda, 1999; Kittler and Sucher, pp.58-69; 27-46
8 (UGA Friday)	Communications/ Wrap-- Up	Kittler and Sucher, 1990
<b>Dec 10</b>	<b>READING DAY</b>	
<b>** DEC 17</b>	<b>FINAL EXAM , Friday, 8AM-11AM</b>	