

Spring 2018

DFN 220 Ethnic and Therapeutic Meal Patterns

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Herbert Lehman College, City University of New York
Department of Health Science

Ethnic and Therapeutic Meal Patterns (DFN 220): Spring 2018

An in-depth exploration of foods and foodways of diverse populations and cultures. Examination of the effect of ethnic, geographic, ecological and historical factors on foods, foodways, health and diet related diseases.

Class: Lab: (3 credits) Mondays, 9:30-12:00pm
Lecture: (2 credits) Mondays, 12:00-1:40pm

Class location: Gillet Hall, 429

Prerequisite: HSD 240 and DFN 120

Instructor: Kate Gardner Burt, PhD, RD

Office hours: Mondays 2-4, Wednesdays 2-4

Office location: Gillet Hall, 432

Contact: Katherine.Burt@lehman.cuny.edu

ACEND Knowledge Competencies	Course Learning Objectives	Evaluation of objectives
<i>This course will help you to achieve the following competencies:</i>	<i>After successfully completing this course you are expected to be able to:</i>	<i>The following assignments will be used to measure your mastery of each competency and objective:</i>
KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups	<ul style="list-style-type: none"> • Identify foods and foodways of members of select cultural/ ethnic/ regional groups; • Evaluate the effects of shifting demographics on the foods and foodways of selected cultural/ ethnic/ regional members of groups and communities; 	The final exam will test your knowledge of the foodways of various cultural and ethnic groups discussed in class.
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and	<ul style="list-style-type: none"> • Explain the interdependence of food and culture within the context of immigration and of the United States; • Practice cultural sensitivity to the foodways of clients and patients in the 	The meal project consists of developing a budget conscious, culturally-appropriate meal for a family of 4. In addition, an ingredient list, recipe, and nutrition analysis should be included. Finally, a brief paper

diversity, such as psychology, sociology or anthropology	community, food service and clinical setting.	providing cultural context for the meal (including the clients it is appropriate for) is required.
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Introduction

Culture is one of the most important factors into one's dietary choices. By understanding the role of culture in food, you will gain insight and into diet-related concerns, what people eat and why they eat it. This course will make you a better nutrition educator or dietitian because it will enable you to better understand your clients and their needs.

The course consists of lecture, group work, and reflective assignments which, coupled with the lab, are designed to give you experience diverse cultures.

Each day of the session we will study the food culture of countries, regions or ethnic groups. At the same time, we will explore one or more themes or issues that are especially relevant to those countries/ regions/ ethnic groups, such as the following:

- **History:** the effects of major political events, colonization, migration, immigration, trade, climate change, etc.
- **Food production:** the rise of agriculture & ancient society, globalization and industrialization, biodiversity, and agricultural practices.
- **Diet and health:** specific diet related diseases prevalent in the population of interest and dietary practices associated with positive health outcomes.
- **Consumption:** traditional and modern food customs, religious dietary laws, vegetarianism, ethical eating, food heritage and memory, the subjectivity of taste, age groups, allergies and intolerances etc.

The readings and in-class videos will expose you to new ideas and unfamiliar realities; writing will enable you to analyze and critique what you read; class participation and group activities will hone your speaking and collaboration skills. We will spend a significant part of class time in discussion, so be prepared to contribute by sharing your thoughts and questions based on the readings. Just as important, participating will open you up to differing perspectives and conflicting yet co-existing truths. Preparation and participation are essential!

There is No Required Textbook for this Course. All readings for class are posted on CUNY's Academic Commons and linked in Blackboard. **All readings must be completed before coming to class.**

Agenda

Date	Topic(s)	Readings	Assignment Due
1/29	Lecture: Overview & Cultural Competence Lab: Hygiene, kitchen safety & work flow	1. Beyond the Melting Pot and Salad Bowl Views of Cultural Diversity: Advancing Cultural Diversity Education of Nutrition Educators	
2/5	Sustainability	1. Sustainable Agriculture: Food and Personal Health 2. Food justice and sustainability: a new revolution 3. Why Americans Lead the World in Food Waste 4. The Grocery Gap: Who Has Access to Healthy Food and Why It Matters (pages 11-20)	Indiana University Plagiarism Tutorial
2/12	NO CLASS (LINCOLNS BIRTHDAY)		
2/19	NO CLASS (PRESIDENTS DAY)		
2/20*	Native Americans and Diabetes	Native American tab: 1. Native Americans: Staple foods, meal patterns, cooking techniques, etc. Diabetes tab: 1. CDC: National Diabetes Statistics Report 2. New York Times: New Diabetes Cases, at long last, begin to fall	Cultural Awareness Reflection Paper
2/26	Caribbean, Central and South America	1. Countries of North, Central and South America readings – assigned in class! 2. Latin American and Caribbean Food and Cuisine 3. Oldways – Latin American Heritage Diet	
3/5	Africa	1. Countries of Africa readings – assigned in class! 2. Oldways – African Diaspora Cultures Summary/Overview 3. Oldways – African Heritage Diet 4. Can the African American Diet Be Made Healthier Without Giving Up Culture?	
3/12	Europe and the Mediterranean	1. Mediterranean Diet Pyramid 2. Countries of Europe readings – assigned in class! 3. Harvard Health Publishing: Why the Mediterranean diet is so good for your heart 4. NPR's The Salt: How Snobbery Helped Take the Spice out of European Cooking	

3/19	Middle East & Religions	<ol style="list-style-type: none"> 1. Dietary law: Rules And Customs In World Religions 2. Countries of the Middle East readings – assigned in class! 3. Cultural and Religion Information Sheets for Christianity, Islam, Jewish 	Midterm Assignment Due
3/26	Indian and Pakistan	<ol style="list-style-type: none"> 1. Indian, Pakistan, Nepal – a link to a list of several countries – assigned in class! 2. The Washington Post: Scientists have figured out what makes Indian food so delicious 3. The Washington Post: Why delicious Indian Food is surprisingly unpopular in the US 	
4/2	NO CLASS (SPRING BREAK)		
4/9	East and South Asia	<ol style="list-style-type: none"> 1. Countries of Asia readings – assigned in class! 2. Asian Diet Pyramid 3. Chifanle meiyou? – “Have you eaten?” 4. Time: A Very Brief History of Chinese Food in America 	
4/16	Children	<ol style="list-style-type: none"> 1. Reuters: Cash prizes may convince kids to eat more fruits and veggies 2. Feeding America: Nourishing our children beyond the school day 3. White House Task Force on Childhood Obesity Report to the President: Solving the Problem of Childhood Obesity within a Generation (pages 3-10) 4. Academy of Nutrition and Dietetics: How to raise a future foodie 	Market Tour Paper
4/23	Elderly	<ol style="list-style-type: none"> 1. National Academy of Sciences, 2010: Providing Safe and Healthy Foods: Diet Quality Issues for Aging Americans 2. Senior Hunger Fact Sheet 3. Sustaining Our Nation’s Seniors through Federal Food and Nutrition Programs 	
4/30	Lecture: Budgeting Lab: Meal Projects	TBA	
5/7	Allergies	<ol style="list-style-type: none"> 1. Critical Issues in Food Allergy: A National Academies Consensus Report 2. Washington Post: Does your mouth itch when you eat apples or other fruit? 3. Journal of the American Medical Association: Guidelines to help prevent peanut allergies 4. When Gluten Sensitivity Isn’t Celiac Disease 5. Today’s Dietitian: Food Intolerances vs. Allergies 	Meal Project Paper
5/14	Review	<ol style="list-style-type: none"> 1. Helping Consumers Eat Less 2. Kids Meals, Toys and TV adds up to frequent 	

Lab:

- fast food
3. Marketing to Children
4. RWJ's Report on Food Marketing To
Children

5/21

FINAL EXAM

ONLINE from 12-2pm

Your final course grade will be comprised of the following components:

Component	Percent of Final Grade
Lecture attendance and participation (10%)	<p>Class attendance is crucial to your successful completion of this course. Unexcused lateness will not be tolerated and will be marked as an absence. Repeated absences will only be excused with written documentation from a third party (e.g. doctor, employer, jury duty, etc.) attesting to the circumstances of your absence. <i>This portion of your grade is calculated based on whether or not your name is on the sign in sheet so always remember to sign into class!</i></p> <p>Participation in class discussions and lab is paramount to your success in this class and your future professional career. This is your opportunity to learn from assigned materials, class activities and the insights of your fellow students.</p>
Lab participation (10%)	<p><i>Lab participation is a combined grade of your reports AND your group's cleanliness!</i> Lab reports will be delivered on your assigned date. Please see the 'Lab Groups' document for more details.</p> <p><u>Lab Reports must include:</u></p> <ol style="list-style-type: none">1. Name of dish2. Main ingredients – NOT A LIST OF ALL INGREDIENTS!3. Major allergens4. What makes it representative of the culture5. How the nutritional composition of this dish could be improved
Cultural Awareness Self-Reflection Paper (15%)	<p>Based on the resource "Dimensions of Personal Identity" and Project Implicit, you are required to write a 2 page self-assessment and reflection about your cultural background and biases.</p> <p>See the 'Cultural Awareness Self-Reflection Paper' in the Assignments folder (under Course Information) for more details.</p>
Midterm (15%)	See the 'Midterm Assignment' in the Assignments folder (under Course Information) for more details.
Market Tour (10%)	See the 'Market Tour' in the Assignments folder (under Course Information) for more details.
Meal Project (20%)	See the 'Meal Project' in the Assignments folder (under Course Information) for more details.
Final Exam (20%)	The final exam will consist of multiple choice, true false and short answer questions. All readings and material discussed in class may be on the test. The exam will be held online on MAY 21st, from 12-2pm. You MUST log on during this time to take the exam!

Course Policies: Expectations, Assignments, and Grading

Attendance

Barring extraneous circumstances, you are expected to attend every class. If you must miss a class, you **MUST** let me know ahead of time in order to be excused. An excused absence will not be counted against your attendance grade but you will be unable to make up any missed work.

Make-up exams or presentations are not available unless planned with me in advance of the scheduled exam date with verifiable documentation. If an emergency situation arises in which you cannot make it to the scheduled exam or presentation, contact me as soon as possible so that we can work out an acceptable plan. Please provide documentation when we meet.

Student Absence on Account of Religious Belief:

A student who, for religious reasons, does not attend classes on a particular day or days shall be excused from any examination or other work. The student shall have equivalent opportunity to make up any examination or study or work requirements. Please make every effort to notify me beforehand of any planned absences for religious reasons.

Assignments

All assignments are to be submitted on Blackboard before class. They must adhere to the following guidelines: page limits as indicated for each assignment, 12-point Times New Roman font, and double-spaced. **ALL SOURCES MUST BE CITED** following the APA Style Format. Cheating (e.g. using a classmate's work or using work that you have submitted in previous courses) and plagiarism (e.g. copying material directly from another source) is **STRICTLY** prohibited.

When you submit an assignment you must:

1. Check your Safe Assign score.
2. If your score is >20%, I will not accept or grade your assignment. A high (>20%) score indicates that a significant portion of your paper is taken from another source.
3. You will have 24 hours to revise and resubmit your assignment.
4. If you do not resubmit within one day, you will receive a zero.

If you are at all unclear about what constitutes plagiarism or how to properly cite sources, you should review these guidelines and more at the [Purdue Online Writing Lab](#).

Writing Resources at Lehman:

1. Lehman College free tutoring and writing assistance: Instructional Support Services Program
2. Strunk, W. and White, E.B. (1999). *The Elements of Style* (fourth edition). Needham Heights, MA: Allyn & Bacon/Longman.
3. *The Rules of APA Style*. Use for writing papers and bibliographies, citing references, etc.

4. Truss, L. (2003). *Eats, Shoots & Leaves*. New York, NY: Gotham Books. The most entertaining book on punctuation you'll never read.

Academic Integrity:

The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The CUNY policy states “academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” The complete text (including definitions and explanations of ‘cheating’ and ‘plagiarism’) of the CUNY Academic Integrity Policy and the Lehman College procedure for implementing that policy can be found [here](#).

To ensure the highest level of academic integrity, you must take the Indiana University plagiarism tutorial and pass the certification test [here](#). You will need to register to get a certificate. Print out the certificate, fill it out, sign it and submit it on Blackboard by 2/6/2017. No written assignments will be accepted prior to your completion of this tutorial.

If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation.

Grading

Assignments that contain more than 3 errors (spelling, grammar, punctuation, format, standard English usage) will have points deducted – the number of points deducted is indicated in each grading rubric. Late assignments will automatically get 20% deducted; after 1 week, a late assignment automatically get 50% deducted.

Grading for this course will be based on a straight scale (i.e. no curve), from A to F.

A: 95-100
A-: 90-94
B+: 87-89
B: 84-86
B-: 80-83
C+: 77-80
C: 74-76
C-: 70-73
D+: 67-69
D: 64-66
D-: 60-63
F: Below 60

Recommended Resources

These are recommended resources. If you know of an excellent resource for studying food culture that is not included here, I encourage you to share it with the class.

Scholarly Journals

Journal of the Academy of Nutrition and Dietetics
Journal of Nutrition Education and Behavior
Health Education and Behavior
Agriculture and Human Values
Food, Culture, & Society
Gastronomica
Food and Ecology

Food News in Print

[New York Times Dining Section](#) - published every Wednesday (Tuesday evening online), and additional Dining content online every week.

Print Journals & Magazines

[Gastronomica](#) (quarterly)
[Food, Culture & Society](#) (quarterly journal of the ASFS, see below)
[The Art of Eating](#) (quarterly)
[Saveur Magazine](#) (9 issues/year)
[Edible Communities](#) magazines, Brooklyn, Manhattan, etc.

Websites/Blogs

[Grist](#) - a good source for environmentally oriented food news
[Huffington Post](#) - all-purpose food news, oriented towards lifestyle, politics and gossip
[The Atlantic](#) - covers both food politics and culinary trends
[Food Politics](#) - Dr. Marion Nestle on the pulse of food and nutrition politics
[Mark Bittman's Blog for NYT](#) - Mark Bittman covers a wide range of topics about food

Food Interest Organizations

- [Association for the Study of Food and Society](#) (ASFS). The listserv is free to join: <http://food-culture.org/listserv.php>
- [Slow Food USA](#) (SFUSA) - organizes around food issues work towards creating a good, clean and fair food system.
- [Community Food Security Coalition](#) (CFSC) has an extremely active listserv that includes news, job postings, debate and networking opportunities from people working in sustainable agriculture and food production, food security and anti-hunger, nutrition and health, academia and so on. Join here: <http://www.foodsecurity.org/list.html>
- [Southern Foodways Alliance](#) (SFA) - documents food culture of the American South through events, oral histories, compendiums, etc.

[New York City Food Systems Network](#) - network of food professionals, farmers, restaurateurs, nutrition educators and others who meet to discuss how the food system works, and how to support a more locally focused food system for NYC