

**Course Title:** *Global Food and Culture*

**Course Number:** *UGPH 0670*

**Course Pre- and Co-requisite(s):** *None*

**Course Location:** *Room 2A, School of Public Health, Piscataway*

**Course Date & Time:** *Wednesdays, 6-8pm*

**Course Instructor:** *Shauna Downs, PhD, MS*  
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*One Riverfront Plaza, Newark NJ 07102*  
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**Office Hours:** *By appointment only*

**Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)

**Required Course Text:** *None*

**Additional/Supplemental Readings/Resources:** The class readings consist of articles and book chapters. Readings will be posted on the Canvas system for the course. If this is not possible, some readings will be distributed in class, via e-mail, or through links to electronic journals or other web sites.

**Course Description:** Food tells a unique story about people, places and perspectives. By understanding what drives people to eat the foods they do, we can gain insight into the broader factors that influence nutrition and health outcomes of populations around the world. The overarching aim of this course is to provide students with a deeper understanding of the cultural, social, environmental, political and economic determinants that affect the food choices, nutrition and health of populations globally. Students will learn cultural concepts that relate to food and body shape preferences, they will examine how different farming and food systems influence the foods that populations have access to, and they will learn about the diverse dietary patterns from around the globe, and how they might influence health outcomes. The course will be divided into three modules: 1) cultural aspects of food choice; 2) food system typologies; and 3) global dietary patterns. A combination of lectures (in-class and online), discussions, online quizzes, homework, in-class group work, assignments and in-class presentations will be used to meet the course objectives.

**Selected Concentration Competencies Addressed:** Each concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Public Health Nutrition include:

- Analyze local and global food systems.
- Demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition, and health outcomes across the life span.
- Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups.

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu/](http://sph.rutgers.edu/) for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- Identify cultural, social, environmental, political and economic determinants that affect the food choices, nutrition and health of populations globally
- Apply qualitative research methods to understand the drivers of food choice
- Demonstrate appreciation for personal, social, cultural, economic, and historical variations and diversity in food, eating, and nutrition
- Understand the different food system typologies globally and how these influence dietary patterns
- Demonstrate the ability for systems thinking to analyze food systems globally from multiple perspectives

**Course Requirements and Grading:** Over the course of the semester, students will have the opportunity to earn 100 points. The course grades will be based on online quizzes and homework, assignments and class participation. A detailed description of the assignments and their grading criteria will be posted on Moodle.

1. *Reflections [4 x 5 pts.]:* Each student will be responsible for writing four brief reflections-(500-750 words) based on specific topics related to food and culture from readings, videos, lectures, etc. Each reflection topic will be provided to students along with a question to consider in their reflection. Appropriate citations and APA or AMA formatted references are required for all reflections. [Due: September 18<sup>th</sup>, October 9<sup>th</sup>, October 30<sup>th</sup>, November 13<sup>th</sup>]
2. *Qualitative Interview Assignment [20 pts.]:* Students will develop a semi-structured interview guide on the topic of the determinants of food choice. Interview guides should be based on concepts discussed in class as well as the academic literature related to food choices. It should also be tailored to a specific population. Students will submit their interview guides to the instructor for feedback, incorporate the suggested changes, and then subsequently conduct an interview with a volunteer who consents to participating and being audio-recorded. Students should record the interview and take detailed field notes. Students will write a reflection (~1000 words) related to conducting the interview, their key takeaways from the interviews and how the findings relate to the existing literature. Appropriate citations and APA or AMA formatted references are required for all reflections. [First draft due October 2<sup>nd</sup>; Final interview guide + reflection due October 16<sup>th</sup>]
3. *Nutrition and food system analysis [30 pts.]:* Students will conduct an analysis of the food system in a specific country in the world. Each student will be asked to select a country from a specific region of the world to ensure that different regions and countries are covered by the class. The analysis will contain: 1) an overview of the food system (including political, economic, social, environmental and cultural drivers); 2) a description of dietary patterns, and how the food system may influence those patterns; and 3) the main diet-related health problems (e.g., obesity, anemia, etc.) and priorities in the country. Students will be asked to use existing data sources (e.g., Global Dietary Database, Demographic Health Surveys, etc.) to describe current dietary patterns in the

country. The paper should not exceed 2,500 words and should contain 3-5 tables/graphs to depict the nutrition and food situation in the country. Appropriate citations and APA or AMA formatted references are required. [Due December 13<sup>th</sup>]

4. *In-class presentations [20 pts.]*: Building on their nutrition and food system analysis, each student will present an overview of the food and culture of their selected country to the class using powerpoint or an equivalent presentation software. The presentations will be approximately 10 minutes in length, with additional time for questions from the class. The presentations should cover the following topics for their selected country: what people typically eat, why they eat it (e.g., determinants of food choice (with a particular reference to culture)) and how dietary patterns influence the health of the population. Students should also have one slide that describes the country's national dish, including its cultural significance. Students will be assessed by both the instructor and their peers. [Due December 4<sup>th</sup>]
5. *Class participation [10 pts.]*: This course is designed to be highly interactive. Class participation is expected from everyone during in-class group work, activities and discussions. Regular class participation and attendance are required and will be assessed throughout the semester. Please notify the instructor if you expect to be absent.

### Summary of Grading:

1. <i>Reflections</i>	20 pts.
2. <i>Qualitative interview assignment</i>	20 pts.
3. <i>Nutrition and food system analysis assignment</i>	30 pts.
4. <i>In-class presentations</i>	20 pts.
5. <i>Class participation</i>	<u>10 pts.</u>
<i>Total:</i>	<u>100 pts.</u>

<i>Grading Scale:</i>	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F

*\*Grades will NOT be rounded.*

*Late Assignments:* Students will lose a full letter grade for each 24 hours after the due date for the assignment has passed. All homework assignments need to be either emailed to the instructor prior to class or handed in during class. Homework received after class will receive lose 0.5 points per day. All written work must be completed to receive a passing grade in this class. Please let the instructor know as early as possible if you have any concerns about meeting assignment deadlines.

### Course Schedule:

## MODULE 1. CULTURAL ASPECTS OF FOOD CHOICES

Date: Week 1

### Introduction to food and culture

- Class Overview:
  - Describe what is meant by food and culture
  - Define the material and ideational (cognitive) sociocultural elements of food
- *Assigned Readings Due:*
  - De Garine, I., 1972. The socio-cultural aspects of nutrition. *Ecology of Food and Nutrition*, 1(2), pp.143-163.

Date: Week 2

### Sociocultural aspects of food

- Class Overview
  - Discuss the role of using food as a lens to examine politics, equity and sociocultural dynamics of populations
  - Examine food meanings and symbols
  - Examine the structure of meals
  - Examine the links between religion and food
- *Assigned Readings Due:*
  - Barilla Foundation. The cultural dimension of food.
    - [https://www.unscn.org/layout/modules/resources/files/the\\_cultural\\_dimension\\_of\\_food.pdf](https://www.unscn.org/layout/modules/resources/files/the_cultural_dimension_of_food.pdf)
  - Pak-Gorstein, S., Haq, A. and Graham, E.A., 2009. Cultural influences on infant feeding practices. *Pediatrics in review*, 30(3), p.e11.
- *Online 30:*
  - In [Parts Unknown](#), Anthony Bourdain uses food to explore different social, economic, political and religious contexts.
  - Students are asked to watch one episode of parts unknown and answer the following questions
    - How does Anthony Bourdain use food to better understand the historical, political, economic, social, culture, equity, religious, etc. aspects of the city/country?
    - What did you learn about the food culture in your selected city/country that you didn't previously know?

Date: Week 3

### Determinants of food choice

- Class Overview:
  - Conceptualize food choice.
  - Review the food choice process model.
  - Discuss the drivers of our food choices.
- *Assigned Readings Due:*
  - Sobal, J. and Bisogni, C.A., 2009. Constructing food choice decisions. *Annals of Behavioral Medicine*, 38(suppl\_1), pp.s37-s46.
  - Bisogni, C.A., Connors, M., Devine, C.M. and Sobal, J., 2002. Who we are and how we eat: a qualitative study of identities in food choice. *Journal of Nutrition Education and Behavior*, 34(3), pp.128-139.

- Macht, M., Meininger, J. and Roth, J., 2005. The pleasures of eating: A qualitative analysis. *Journal of Happiness Studies*, 6(2), pp.137-160.
- Antin, T.M. and Hunt, G., 2012. Food choice as a multidimensional experience. A qualitative study with young African American women. *Appetite*, 58(3), pp.856-863.

Date: Week 4

## Methodological approaches to understanding food choice

- Class Overview:
  - Describe different qualitative approaches to examining food choices.
  - Discuss research questions that are conducive to using qualitative methods.
  - Describe how to develop semi-structured interview guides and how to analyze qualitative interview data.
  - Conduct a pile sorting in-class exercise.
- *Assigned Readings Due:*
  - Family Health International. Qualitative Research Methods: A data collector's field guide. Module 3: In-depth interviews.
  - Fox, E.L., Pelto, G.H., Bar, H., Rasmussen, K.M., Young, S.L., Debrosse, M.G., Rouzier, V.A., Pape, J.W. and Pelletier, D.L., 2018. Capturing changes in HIV-infected, breastfeeding mothers' cognitive processes from before delivery to five months postpartum: An application of the pile sorting technique in Haiti. *Current Developments in Nutrition*.
  - Blake, C.E., Bisogni, C.A., Sobal, J., Devine, C.M. and Jastran, M., 2007. Classifying foods in contexts: how adults categorize foods for different eating settings. *Appetite*, 49(2), pp.500-510.
- *Online 30:*
  - Students can access the website to conduct pile sorts here:
    - <https://5pyifwn0.optimalworkshop.com/optimalsort/class/sort>
    - Instructions are provided for the different pile sorts
    - Note the labels that you used to name the different piles in the first sorting exercise and be ready to explain why you sorted them that way in class

Date: Week 5

## Gender, race, ethnicity and food

- Class Overview:
  - Examine cultural aspects of eating among different races and ethnicities
  - Examine differences in body shape preferences from around the world.
  - Examine differences in eating based on gender
- *Assigned Readings Due:*
  - Swami, V., Frederick, D.A., Aavik, T., Alcalay, L., Allik, J., Anderson, D., Andrianto, S., Arora, A., Brännström, Å., Cunningham, J. and Danel, D., 2010. The attractive female body weight and female body dissatisfaction in 26 countries across 10 world regions: Results of the International Body Project I. *Personality and social psychology bulletin*, 36(3), pp.309-325.
  - Airhihenbuwa, C.O., Kumanyika, S., Agurs, T.D., Lowe, A., Saunders, D. and Morssink, C.B., 1996. Cultural aspects of African American eating patterns. *Ethnicity & Health*, 1(3), pp.245-260.
  - New York Times. The sugar that saturated the American diet has a barbaric history as the "white gold" that fueled slavery.

- <https://www.nytimes.com/interactive/2019/08/14/magazine/sugar-slave-trade-slavery.html>
    - New York Times. The Hidden Radicalism of Southern Food.
      - [https://www.nytimes.com/2017/05/06/opinion/sunday/the-hidden-radicalism-of-southern-food.html?fbclid=IwAR1zmPbRNfKX64PyCH58Rv-\\_JoPEh-aPLJtM3-vDYeCbfN1tjHjdT0TI\\_dE](https://www.nytimes.com/2017/05/06/opinion/sunday/the-hidden-radicalism-of-southern-food.html?fbclid=IwAR1zmPbRNfKX64PyCH58Rv-_JoPEh-aPLJtM3-vDYeCbfN1tjHjdT0TI_dE)
- *Online 30:*
  - Watch the video below: “Farming while Black”
    - <https://www.youtube.com/watch?v=cHiDSMKpkRg>
    - Be prepared to discuss in class.
- *Assignment Due:*
  - Draft of interview guide must be submitted for feedback.

## MODULE 2. FOOD SYSTEM TYPOLOGIES

Date: Week 6

### **Industrial, subsistence and organic farming systems**

- Class Overview:
  - Describe different farming systems around the world.
  - Discuss the role of these different farming systems to meet global food demand.
  - Discuss the role of technology in agriculture production systems.
- *Assigned Readings Due:*
  - Garnett, T., Appleby, M.C., Balmford, A., Bateman, I.J., Benton, T.G., Bloomer, P., Burlingame, B., Dawkins, M., Dolan, L., Fraser, D. and Herrero, M., 2013. Sustainable intensification in agriculture: premises and policies. *Science*, 341(6141), pp.33-34.
  - Mie, A., Andersen, H.R., Gunnarsson, S., Kahl, J., Kesse-Guyot, E., Rembiałkowska, E., Quaglio, G. and Grandjean, P., 2017. Human health implications of organic food and organic agriculture: a comprehensive review. *Environmental Health*, 16(1), p.111.
  - Collier, P., 2009. Africa's organic peasantry: beyond romanticism. *Harvard International Review*, 31(2), p.62.
  - Disrupting Big Ag: <https://www.ft.com/content/d16b04b8-ea4b-4bc0-bdad-451605b3eb37>
- *Online 30:*
  - Students will be asked to watch the documentary "The biggest little farm"
    - <https://www.uphe.com/movies/the-biggest-little-farm>
    - Be prepared to discuss in class

Date: Week 7

### **Indigenous and pastoralist food systems**

- Class Overview:
  - Describe indigenous food systems from around the world.
  - Describe pastoralist food systems from around the world.
  - Discuss how environmental (i.e., climate change) drivers are affecting these systems.
  - Discuss sedentism of indigenous and pastoralist populations.

- **Assigned Readings Due:**
  - Herrero, M., Addison, J., Bedelian, C., Carabine, E., Havlik, P., Henderson, B., Van De Steeg, J. and Thornton, P.K., 2016. Climate change and pastoralism: impacts, consequences and adaptation. *Rev Sci Tech*, 35, pp.417-33.
  - Devereux, S., 2010. Better marginalised than incorporated? Pastoralist livelihoods in Somali Region, Ethiopia. *The European Journal of Development Research*, 22(5), pp.678-695.
  - Kuhnlein, H.V., Erasmus, B. and Spigelski, D., 2009. *Indigenous peoples' food systems: the many dimensions of culture, diversity and environment for nutrition and health*. Rome, Italy: Food and Agriculture Organization of the United Nations.
- **Online 30:**
  - Students should read/watch the following articles and videos
  - Nigeria's Farmers and Herders Fight a Deadly Battle for Scarce Resources
    - <https://www.nytimes.com/2018/06/25/world/africa/nigeria-herders-farmers.html>
    - Instructions: Students should read the NYTimes article and be ready to discuss future of pastoralism
  - How this Sioux Chef is bringing back Indigenous Food
    - [https://www.youtube.com/watch?v=NzfG\\_25NP08](https://www.youtube.com/watch?v=NzfG_25NP08)
  - Indigenous foods in Jharkhand State, India
    - <https://www.youtube.com/watch?v=ASJ2H-NV7hw>

Date: Week 8

## Urban agriculture

- **Class Overview:**
  - Describe the role of urban agriculture in food systems globally.
  - Discuss the opportunities and challenges for urban agriculture to address nutrition problems locally and globally.
  - Discuss the broader socio-ecological implications of urban farming (e.g., increased social cohesion, etc.).
- **Assigned Readings Due:**
  - Santo R, Palmer A, Kim B. Vacant lots to vibrant plots: A review of the benefits and limitations of urban agriculture. Johns Hopkins Center for a Livable Future. Baltimore MD, 2016.
  - Palmer, L. Urban agriculture growth in US cities. *Nature Sustainability*. 2018;1(1):5-7. doi:10.1038/s41893-017-0014-8
  - Zezza, A. and Tasciotti, L., 2010. Urban agriculture, poverty, and food security: Empirical evidence from a sample of developing countries. *Food policy*, 35(4), pp.265-273.
- **Online 30:**
  - Aerofarms Newark
    - [How Aerofarms's vertical farms grow produce](#)
  - NYTimes. A vertical farm in Newark.
    - <https://nyti.ms/2FVwLrj>
  - Student should watch the video and formulate their opinion on the merits of vertical farming (do the pros outweigh the cons?)

## MODULE 3. GLOBAL DIETARY PATTERNS

Date: Week 9

## The role of history in shaping food and culture: where does our food come from?

- Class Overview:
  - Provide an overview of dietary patterns around the world and how they are changing.
  - Examine the origins of foods around the world and how they have entered different cuisines.
  - Discuss how history has influenced food and culture.
- Assigned Readings Due:
  - Khoury, C.K., Bjorkman, A.D., Dempewolf, H., Ramirez-Villegas, J., Guarino, L., Jarvis, A., Rieseberg, L.H. and Struik, P.C., 2014. Increasing homogeneity in global food supplies and the implications for food security. *Proceedings of the National Academy of Sciences*, 111(11), pp.4001-4006.
  - Where are food comes from. <http://blog.ciat.cgiar.org/origin-of-crops/>
  - The Economist. A taste of adventure: The history of spices is the history of trade. <https://www.economist.com/node/179810>
- Online 30:
  - The Colonial Roots of Pimiento Cheese
    - <https://www.npr.org/sections/thesalt/2019/05/19/724322542/the-colonial-roots-of-pimiento-cheese>
  - The hunt for General Tso Jennifer Lee
    - [https://www.ted.com/talks/jennifer\\_8\\_lee\\_looks\\_for\\_general\\_tso?language=en](https://www.ted.com/talks/jennifer_8_lee_looks_for_general_tso?language=en)
  - Instructions:
    - Read the comic strip and watch the ted talk
    - Select a food/dish that is part of your culture or a cuisine that you consume frequently
      - Does the food/dish originate elsewhere? If yes, where?

Date: Week 10

## Healthiest diets from around the world: Mediterranean, Okinawan, etc.

- Class Overview:
  - Describe the different dietary patterns globally that are health promoting.
  - Break down key components of those diets.
  - Discuss how these diets can be adapted to the US or other countries globally.
  - In-class activity to examine adherence to a Mediterranean Diet.
- Assigned Readings Due:
  - Dinu, M., Pagliai, G., Casini, A. and Sofi, F., 2018. Mediterranean diet and multiple health outcomes: an umbrella review of meta-analyses of observational studies and randomised trials. *European journal of clinical nutrition*, 72(1), p.30.
  - Willcox, D.C., Scapagnini, G. and Willcox, B.J., 2014. Healthy aging diets other than the Mediterranean: a focus on the Okinawan diet. *Mechanisms of ageing and development*, 136, pp.148-162.

Date: Week 11

## Migration, acculturation and diets

- Class Overview:
  - Describe how diets, nutritional status and health outcomes change when populations migrate.



- Describe the acculturation process and its impact on health outcomes.
- Discuss the healthy immigrant effect.
- Discuss cultural aspects of food and the refugee crisis.
- **Assigned Readings Due:**
  - Beydoun, M.A., Beydoun, H.A. and Zonderman, A.B., 2018. Evidence of acculturation's impact on dietary quality among non-Hispanic blacks. *The American Journal of Clinical Nutrition*, 107(5), pp.679-680.
  - Zhang, Q., Liu, R., Diggs, L.A., Wang, Y. and Ling, L., 2017. Does acculturation affect the dietary intakes and body weight status of children of immigrants in the US and other developed countries? A systematic review. *Ethnicity & health*, pp.1-21.
  - Kennedy, S., Kidd, M.P., McDonald, J.T. and Biddle, N., 2015. The healthy immigrant effect: patterns and evidence from four countries. *Journal of International Migration and Integration*, 16(2), pp.317-332.
  - Mennen, L.I., Jackson, M., Sharma, S., Mbanaya, J.C.N., Cade, J., Walker, S., Riste, L., Wilks, R., Forrester, T., Balkau, B. and Cruickshank, K., 2001. Habitual diet in four populations of African origin: a descriptive paper on nutrient intakes in rural and urban Cameroon, Jamaica and Caribbean migrants in Britain. *Public health nutrition*, 4(3), pp.765-772.

Date: Week 12

### **Food movements: the role of food stylists and chefs**

- **Class Overview:**
  - Describe the role of chefs as key players in the food system (from farm-to-fork).
  - Describe how food movements influence our modern-day food and culture.
  - Discuss the role of food stylists in modern-day food movements.
- **Assigned Readings Due:**
  - NYTimes. These are the seeds of a revolution. Dan Barber.
    - <https://www.nytimes.com/interactive/2019/06/07/opinion/sunday/dan-barber-seed-companies.html>

Date: Week 13

### **Student presentations**

- **Class Overview:**
  - Students will conduct presentations on the food and culture of different regions around the world

Date: Week 14

### **Food, culture and identity: perspectives from a Palestinian restaurateur**

Class Overview (TBC):

- Students will go to the Olive Press Eatery in Metuchen to enjoy a dinner and lecture on food and identity
- **Assigned Readings Due:**
  - Saving Palestine's Forgotten Food
    - <https://www.youtube.com/watch?v=tYD070D7iyE>

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more

information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:**

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)

<b>Competencies</b>	<b>Course Topics</b>	<b>Assignments/Assessments</b>
Analyze local and global food systems.	<ul style="list-style-type: none"> <li>• MODULE 2. Food System typologies</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition and food system analysis</li> </ul>
Demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition, and health outcomes across the life span.	<ul style="list-style-type: none"> <li>• Healthiest diets from around the world: Mediterranean, Okinawan, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition and food system analysis</li> </ul>
Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups.	<ul style="list-style-type: none"> <li>• Determinants of food choice</li> <li>• Methodological approaches to understanding food choice</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Qualitative Interview Assignment</i></li> </ul>
<b>Course objectives</b>	<b>Course Topics</b>	<b>Assignments/Assessments</b>
Identify cultural, social, environmental, political and economic determinants that affect the food choices, nutrition and health of populations globally	<ul style="list-style-type: none"> <li>• Introduction to food and culture</li> <li>• Sociocultural aspects of food</li> <li>• Determinants of food choice</li> <li>• Gender, race, ethnicity and food</li> <li>• Migration, acculturation and diets</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> </ul>
Apply qualitative research methods to understand the drivers of food choice	<ul style="list-style-type: none"> <li>• Determinants of food choice</li> <li>• Methodological approaches to understanding food choice</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Qualitative Interview Assignment</i></li> </ul>
Demonstrate appreciation for personal, social, cultural, economic, and historical variations and diversity in food, eating, and nutrition	<ul style="list-style-type: none"> <li>• Introduction to food and culture</li> <li>• Sociocultural aspects of food</li> <li>• Determinants of food choice</li> <li>• Gender, race, ethnicity and food</li> <li>• The role of history in shaping food and culture: where does our food come from?</li> <li>• Migration, acculturation and diets</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> </ul>

	<ul style="list-style-type: none"> <li>• Food movements: the role of food stylists and chefs</li> </ul>	
Understand the different food system typologies globally and how these influence dietary patterns	<ul style="list-style-type: none"> <li>• MODULE 2. Food System typologies</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection: production systems</li> <li>• Nutrition and food system analysis</li> </ul>
Demonstrate the ability for systems thinking to analyze food systems globally from multiple perspectives	<ul style="list-style-type: none"> <li>• MODULE 2. Food System typologies</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition and food system analysis</li> </ul>