

UWVCCA Appr 3/15/05
Senate Info 3/29/05

04-69

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: LBST499 Food and Culture and FDNT470 Human Food Consumption Patterns

Instructor of Record: Mia M. Barker phone: 7-3283 e-mail: Mabarker

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No

Instructor has taught the course since 1981. Has taken on-line courses and WEB CT courses at IUP.

2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No

The technology is available to deliver the course as conceptualized and where questions have arisen the IDC center has supplied expertise advice in the technical aspects, and the instructor has been able to accommodate to their suggestions for the course.

3. Are there suitable opportunities for interaction between the instructor and student? Yes No

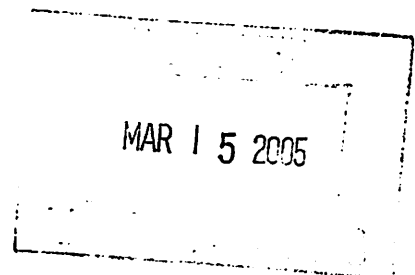
The instructor will maintain reasonable office hours on-line and will be available by email. The instructor will also post announcements and prompts for course work due dates.

4. a. Will there be suitable methods used to evaluate student achievement? Yes No

All assignments will have a posted rubric that will be attached to the assignment and student provided documentation of project work will be verified by the instructor.

- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) Yes No

All assignments that are in question will be checked for plagiarism. This will be done using current software.



5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

[Signature] 3-14-05
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail Sechrest 3/15/05
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

Approved as distance education course

Rejected as distance education course

signature of Provost date

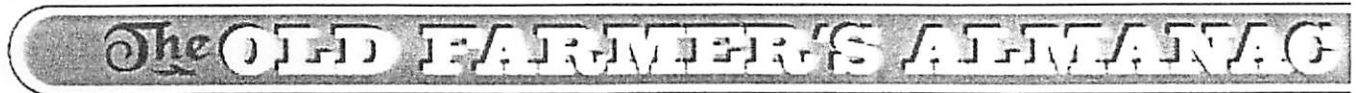
Step Four:

Forward materials to Dean of the School of Continuing Education.

Navigation - Select a Page and Go There



Find out the best days to...



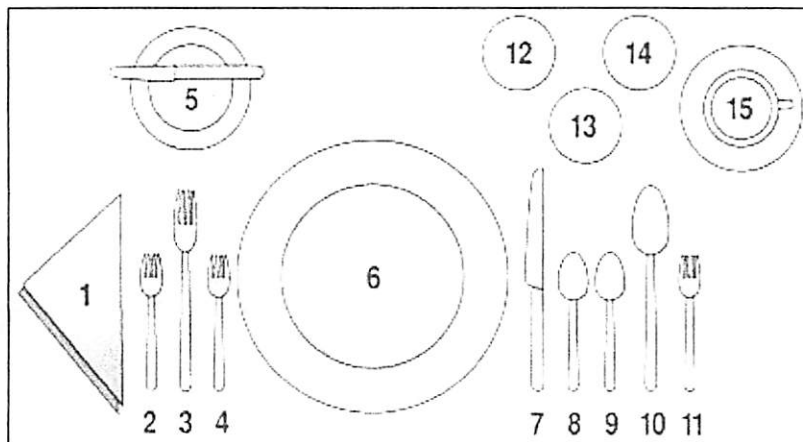
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- Home
- Astronomy
- Weather
- Gardening
- Food
- Outdoors
- Press

Setting the Table

"I'M ALWAYS AMAZED at how many people don't know how to set a table," says Roseanna Robinson. "We often intimidate guests by being too formal, yet some rules do apply." The following diagram shows a full-blown table setting for a fancy dinner party. Adjust it as necessary to fit your menu. "Remember to make your guests as comfortable as you can. Don't put out utensils that won't ever be used. If your menu doesn't include anything that would be eaten with a teaspoon, don't put teaspoons on the table. If you're planning to serve coffee and dessert afterward, bring out the teaspoons then," advises Robinson.



- | | |
|--|----------------------------|
| 1. Napkin | 8. Teaspoon |
| 2. Salad fork | 9. Teaspoon |
| 3. Dinner fork | 10. Soup spoon |
| 4. Dessert fork | 11. Cocktail fork |
| 5. Bread-and-butter plate, with spreader | 12. Water glass |
| 6. Dinner plate | 13. Red-wine glass |
| 7. Dinner knife | 14. White-wine glass |
| | 15. Coffee cup and saucer* |

* For an informal meal, include the coffee cup and saucer with the table setting. Otherwise, bring them to the table with the dessert.

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Free Newsletters

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Course Outline: LBST499 Food and Culture / FDNT470 Human Food Consumption Patterns
Semester: Spring, 2004
Instructor: Mia M. Barker, PhD
Office: 105 Ackerman Hall
Graduate Assistant: Melissa (Missy) S. Waltz (by appointment only)
 7 Ackerman Hall
 M.S.Waltz@IUP.EDU
Emergency Messages: Food and Nutrition Office
 10 Ackerman Hall
Phone: (724)357-3283
E-mail: Mia.Barker@IUP.EDU
Office Hours: Monday 1:00-2:00 pm and 5:00-6:00 pm
 Tuesday 11:30-12:30 pm
 Wednesday 1:00-2:00 pm
 Thursday 11:30-12:30 pm

YOU MUST MAKE AN APPOINTMENT FOR MATTERS WHICH REQUIRE AN EXTENSIVE AMOUNT OF TIME. A PERSON WITH AN APPOINTMENT TAKES PRECEDENCE OVER A DROP-IN. IF YOU MAKE AN APPOINTMENT BY E-MAIL YOU MUST RECEIVE CONFIRMATION IN ORDER FOR YOU TO ASSUME I WILL BE THERE WHEN IT IS OUTSIDE OF OFFICE HOURS.

SYLLABUS

I. Course Description: LBST 499 Food and Culture / FDNT 470 Human Food Consumption Patterns

Explanation of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be discussed.

II. Course Objectives:

- A. To learn factors which have shaped human food consumption behaviors and patterns including:
1. The evolution of agriculture from 5,000 BC to modern times as it relates to food production, delivery systems and consumption patterns.
 2. The biological and geographical factors related to food-production, delivery systems and consumption patterns.
 3. The economic factors as related to food-production, delivery systems, and consumption patterns.
 4. The impact of poor nutritional status on food production systems and subsequent international economic status of nations.
 5. The political factors as they relate to food production systems and international and national policies for distribution of food, to include food and nutrition programs.
 6. The sociological and/or cultural factors as they relate to food production, acquisition and/or consumption.
 7. The psychological factors which influence individuals and their food consumption behaviors.

- B. To understand the interrelationship/s of the influencing factors on food consumption patterns and the impact on the nutritional status of individuals and societies.
- C. To write and/or present position papers on topics related to food consumption behaviors and/or nutritional issues and those factors which influence them.
- D. To analyze, from a historical, economic, or political perspective, the adequacy of national and international programs aimed at the improvement of food delivery systems and/or the nutritional status of individuals.

III. Outline by Topic:

Date:	Lecture:	Text Reading (Bennion and Scheule)
1/12	Introduction to Course	
1/14	Science Odyssey: Medicine: Matters of Life and Death	Video: Science Odyssey: Medicine: Matters of Life and Death Electronic Reserve: Chapter 4 Medicine: Matters Of Life and Death. Charles Flowers Assignment: Video Questions
1/19	Food and Early Man	Text Chapter 3
1/21	Technological Food: The American Box	
1/26	Food and Early Man	Text Chapter 3
1/28	German Cuisine: Pennsylvania's Top Ethnic Background	
2/2	What Do We Grow Now?	Text Chapter 5
2/4	Italian Cuisine: One of Pennsylvania's More Visible Heritages	
2/9	What Do We Grow Now?	Text Chapter 6
2/11	Slavic Cuisines: Hungary, Poland, Czech, Russian, and others	
2/16	Hunger	Text Chapter 9
2/18	Presentations	
2/23	Eating is a Cultural Affair	Text Chapter 1 and 4
2/25	Oriental Cuisines: Chinese, Japanese, Thailand, Vietnam, Korean, South Pacific Islands	
3/1	Food and Social Organization	Text Chapter 7
3/3	Presentations	
3/15	Ideology of Food	Text Chapter 8
3/17	Presentations	
3/22	Ideology of Food – Bio-engineering	

3/24	Hispanic Cuisine: America's Fastest Growing Cultural Group	
3/29	Global Issues	Text Chapter 10
3/31	Presentations	
4/5	Global Issues	
4/7	Presentations	
4/14	Presentations	
4/19	Dietary Change	Text Chapter 11
4/21	Vegans: More Than Just An Abstinence From Meat	
4/26	World Feeding Programs	Text Chapter 12
5/5	Final Exam	

V. Evaluation of Student Performance (Lecture) Policies

A. Class Attendance and Participation

Class attendance and participation in class are an important component of this course. Your attendance will be tracked and only those excuses that fall under the standard university and/or department policy will be accepted as excused absences. ALL other absences must be documented.

Failure to give the oral presentation will result in an F in the course. IF you fail to follow the procedures and rules for the Oral Presentation, you will receive a letter grade reduction from the earned grade.

C. Tests and Returned Papers

You will receive all papers back and may question the grading by making an appointment. I will return papers without grades requesting that you redo the papers for the following reasons: (1) significant grammar and editorial mistakes, (2) missing the point of the question, (3) not following directions to the point that the instructor has significant problems finding the answer, and (4) anything that is handwritten.

I permit many papers to be redone when the point of the assignment is missed by the student. I will make a note on the paper that you will either have to redo the paper or may redo the paper for a higher grade. This is at the discretion of the instructor only.

D. Makeup Policy (DFN 9/80)

"Students who miss one week or more of classes, have notified the faculty as soon as possible of the absence and have an excuse signed by the attending physician or Health Center official will be given the opportunity to makeup any test or written work within ten days following the date on the doctor's excuse. In all cases, faculty must be notified prior to the day of any scheduled test or class assignment that is due."

If the instructor is not notified prior to the test that the student is ill, NO MAKE-UP will be given. If the instructor is notified, using the correct procedure (E-mail or voice mail), the student will be allowed to turn in the assignments for grading and will be allowed to make up the tests. If you show an appointment slip from the Health Center as an excuse, it must indicate that you were in the center at the time of the class or were required to be out by physicians orders.

The university policy for sanctioned events requires that your instructor[s] are given documentation of your participation in the activity and the length of time covered. You have ten school days to complete the assignment.

E. Cheating and Classroom Behavior

Cheating and/or plagiarism will not be tolerated. If the student is caught cheating or plagiarizing a paper or presentation, the student will receive an "F" in the course. The student's papers will be confiscated and the student will be asked to leave the classroom. The student will be processed through the university disciplinary system and additional sanctions may apply dependent on the violation and its severity.

F. Grading Scale To Be Used

I do not give incompletes in LBST 499 Food and Culture or FDNT 470 Human Food Consumption Patterns.

Earned Grade	Earned Points
A	90-100%
B	80-89
C	70-79
D	60-69
F	Below 60%

G. Professional Department

I have great respect for my students and I expect them to respect me and other students in the class. This means that I DO NOT ALLOW PHONES, PERSONAL PAGERS OR BEEPERS, CHEWING GUM, HATS OR CAPS in class. I do not allow talking to the point that you disturb other students or the lecture. The consequences for such behaviors are that I will ask you to either remove the gum or hat or to be quiet. Repeated and subsequent behavior that is disruptive will result in your being asked to leave the classroom. I do not like to do this but everyone has a right to the material in class, but by that thinking everyone has a right to be in class undisturbed by rude or disruptive behavior. I also request that you do not leave class in the middle of a lecture. If you can't stay for the whole class, don't come. DO NOT disturb the rest of the class by leaving in the middle or coming in late. For the English as second language students, I reserve the right to check for handwritten notations in the translation dictionary during quizzes and/or exams including the final.

VI. Texts

Required:

Bryant, C.A., DeWalt, K.M., Courtney, A., and Schwartz, J. 2003. *The Cultural Feast: An Introduction to Food and Society*. Thomson and Wadsworth, USA.

Electronic and Regular and Media Reserve:

Periodically items will be placed on Reserve for use in the class. The class will be notified as to the format being used.

Course Outline: LBST499 Food and Culture / FDNT470 Human Food Consumption Patterns
Semester: Summer 2005
Instructor: Mia M. Barker, PhD
Office: 105 Ackerman Hall
Graduate Assistant: To be determined
Emergency Messages: Food and Nutrition Office
14 Ackerman Hall
Phone: (724)357-3283 or (724)357-4440
E-mail: Mia.Barker@IUP.EDU
Office Hours: To be established dependent on semester

Required Texts and Electronic Materials:

There will be materials placed on the class web site, for many of the units and some basic materials are listed at the end of the syllabus. Instructor produced materials will be accessible through the **Lecture icon** on the web site. These materials will be available one week before the beginning of each unit and available through the end of the unit (one week after the assignment for each unit is due they will be removed from the site). **Any articles or web sites** will be linked to the web site at the appropriate place within the instructor designed course materials, either as separate icons or links within the unit assignments.

Course Description: LBST 499 Food and Culture / FDNT 470 Human Food Consumption Patterns

Explanation of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be investigated include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be *discussed*. The discussion of the ethics and morality issues within food distribution systems will utilize the bulletin board system. The students will be required to post to the bulletin board and respond to others in the course with subsequent response posts.

I. Course Organization:

The course materials will be organized into four units:

Unit I: Factors Relating to the Development of Food Consumption Behaviors

The study of food consumption patterns and their development will be covered. The factors which are closely related to the development of food consumption patterns will be covered. This includes (a) agriculture and the technology involved in food production world wide; (b) the biologic and geographical factors of food production; (c) the economics; (d) the sociological - psychological issues and (e) the political factors. All of these will be looked at with respect to their role on food consumption.

Unit II: The Impact of Food Consumption Patterns on Individual Nutrition and the Nutrition of Societies and Cultures

The second unit will build on the material from the first unit and look at the impact of the worldwide food production system and the impact that the food supply has on nutrition, individually (from a standard developmental grouping perspective) and from a societal perspective.

Unit III: Development of a Position Paper on World Nutrition and an Aspects of Unit One and/or Two

The third unit will consist of online discussions based on additional materials relating to food production systems and/or nutrition. The students will research a topic from the first or second unit, investigate the topic using the web and journal articles and develop a position paper and post it to the course bulletin board system. There will then be an online discussion of the papers.

Unit IV: The Food Production and World Food Organizations

This unit will approach the food production and world nutrition from a policy and organizational perspective. The impact of governmental agencies, world agricultural organizations and charitable agencies will be investigated.

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IV. Content Coverage and Evaluation

The course will be broken up into five week sessions. The first two units (**Units 1 and Unit II**) will be covered in the first three weeks. The fourth week will be **Unit III** and week five will be **Unit IV** will be

evaluated using guided questions and readings from the text with selected internet articles and/or sites. These might be specific sites they will be instructed to use (links to which will be embedded in the materials) or sites they will find to establish the answers which they will submit for grading and posting. These postings are listed as **substantive postings** and will have specific parameters which they must meet. See last page on requirements for **Guidelines for Postings and Evaluation**.

You will be required to read all of the postings and respond to **substantive posts** from eight (8) of your classmates. The original posts (eight [8] sets of guided questions requiring **substantive posts**) will have certain parameters each must meet. The responses will all have a grade component for timeliness and for completeness and ability to advance the discussion. There will be established minimums and maximums recommended for each of the eight (8) primary assignments and response posts dependent on the complexity of the questions. **Response posts** are required from all students to eight (8) **substantive posts**. The instructor will randomly assign students for **response posts** from the class list. You will then be expected to submit a **post response**.

The postings and responses will comprise 70% of the grade. Postings will be due every other day during the first two units. The responses will be due then 48 hours after the original post. The due time will be 11 pm EST. Dates and times will be listed with each assignment. The remaining 30% of the grade will be on projects that will be selected by the students based on a section or topic of the course content. There will be at least 4 separate types of projects (on-line presentations; program plans for a selected audience; papers with significant formatting appropriate for WEB distribution) the student may selected from. These will represent synthesis of materials in that they will have to pull together materials from various areas and disciplines to obtain full credit.

There will be a practice posting using the bulletin board system. The practice post will be a brief bibliography of the student and a paragraph of their interest areas.

V. Evaluation of Student Performance (Lecture) Policies

A. Class Participation

Class participation is an essential element in an on-line class. Your participation will be tracked and your progress will be available at any time within the course. There is a missed **Guidelines for Posting and Grading** that will be in effect and followed. It is attached to the end of the syllabus.

Failure to adhere to the policy will result in either a lowered grade or failure in the course. It will be possible to fail the course based on a significant number of late postings.

B. Significant and Response Posts and Projects

All posts will be graded by the rubric that is attached to the assignment. The rubric will be attached to the initial assignment and will be filled out and returned to the student with the original post. The grades will be available to the student in the progress record of each student.

C. Plagiarism

All postings will be evaluated for content and originality. The use of available software for checking originality of work will be employed if the instructor suspects plagiarism.

D. Grading Scale To Be Used

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VI. Texts

Required:

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Electronic and Regular and Media Reserve:

Periodically items will be placed on Reserve for use in the class. The class will be notified as to the format being used and it will be posted in the appropriate place for instructor-student communications.

Guidelines for Postings and Evaluation

I. Communication Style:

In an on-line course, clear, accurate, communication in appropriate English grammar is expected and will comprise a part of every posting's grade. Disrespect for individuals in the course will not be tolerated nor will inappropriate language. The instructor will inform the student privately if infractions of this type occur once. Repeated infractions will result in disciplinary action.

Formality of a post: In an on-line course, writing style is equal to tone of voice and body language. Remember to use a relatively formal writing style. This means that you should use appropriate grammar, capitalization, and punctuation. Do not use Internet abbreviations in any communications. The adherence to these guidelines will lead to a respectful exchange of ideas.

Precision of language: Avoid the use of jargon or language that is discipline specific. When course participants are individuals from a variety of backgrounds, linguistic short hand is not appropriate. Remember you are talking to a diverse group of individuals and the written word is the only way you have to communicate, so, if you use the term **lipids** to refer to a **nutrient that will not dissolve in water** remember, only food and nutrition science and or chemistry professionals make that distinction. A better term would be **fat**.

Cooperation and respect: If you are assigned to respond to a post that you do not understand or disagree with please take a civil approach to the issue. The first step is to ask for clarification of the position. This may be done by rewording the parts of the post that you do not agree with and asking if this is the intent of the post. Then if you still do not agree with the position you must very clearly document where you and the original post diverge in thinking and why.

Do not use combative or insensitive or inflammatory language. If you don't understand what is written there are three possible reasons: (1) you did not understand the original post because of your interpretation; (2) the writing of the original post was not clear; (3) or a combination of both (the most likely of the three). You will lose points if you respond in a less than respectful manner because this is part of the grading process.

II. Substantive and Response Posts:

Evaluation of Posts: The evaluation methods for an on-line course are dependent on the adherence to certain concepts of on-line instruction. The two principles that form the major part of the evaluation process are the students' respect for (1) the term **substantive posts and response posts and/or assignments;** and (2) **timeliness**. Strict adherence of these two policies will ensure fairness to all the students in the course.

All participants will be required to read the requirements for completion of the course before they will be allowed to participate in the course, a response or acceptance will be delivered electronically and will be the first item in their "status" folder (i.e., the grade book). Receipt of the acknowledgement of the course requirements will permit the student to participate in the class and sets the ground rules for the course.

Success of any on-line course is dependent on active participation by all members. The following rules will be strictly enforced and failure to follow the rules will result in a lowered grade for the course.

1. All assignments (8 substantive posts; 8 post responses and 2 major projects) are to be completed to meet the course requirements.
2. All substantive postings will be due on date indicated on the assignment, by 11:00 pm EST.
3. All responses to postings will be due within 48 hours and that date will be indicated, by 11:00 pm EST.

4. The two projects will be posted on the date indicated on the course outline by 11:00 pm EST.
5. All assignments will be expected on the due date, however, there will be a late by 48 hours on **one substantive post** and a late by 48 hours on **one response post**. There will be no penalty for these.

Assignment Number *													
Type	01	02	03	04	05	06	07	08	Total Posts	Project 1	Project 2	Final %	Grade
SP ^a													
On time													
RP ^b													
On time													
P #1	Title												
P #2	Title												
Final Grade													

^a SP = Substantive Post

^b RP = Response Post

*Grading Legend: C = Complete (% score will appear in cell)
 L = Late but accepted (1 maximum)
 M = Missed
 N = Not substantive or not accepted

Assignment #1
Science Odyssey: A Matter of Life and Death

LBST 499 Food and Culture
FDNT 470 Human Food Consumption Patterns

Points: 100 points.

Due Date: This is to be determined dependent on when the course is offered.

Directions:

Science Odyssey: Medicine: A Matter of Life and Death focuses on the advances in public health and medicine which have revolutionized the health status of Americans. It discusses the germ theory and its relationship to disease, the advances in vaccines and their relationship to health, the discovery of the concept of nutritional deficiencies and its relationship to health, and how we have developed an understanding of modern medicines (including antibiotics and insulin) with a focus on diabetes.

I want you to look up the leading causes of disease in the country today and relate the top ten diseases or killers to the advancements in public health that are documented in the video.

I want you to think about how the advances in our understanding of disease have changed over the past century. Using the examples from the video, statistics on how we die today compared to 1900, and other references which document the topics listed above (germ theory, vaccines, nutritional deficiencies, etc.), develop a 2-3 page comparative answer to the following question:

How do the changes in modern medicine alter how we look at disease today, and how have the diseases which are the top ten killers of Americans today become the top ten killer diseases? What happened to change the way we die over the past century?

You must use the points in the video as a STARTING point.

What is Due:

1. The content of the assignment posted to the bulletin board system.
2. The references / URLs.

Tracking Questions – Science Odyssey

LBST 499 Food and Culture

FDNT 470 Human Food Consumption Patterns

Directions: These questions can be used to help you extract information from the video, *A Science Odyssey: Matters of Life and Death*.

Use the following questions to document information from the video.

1. What is the germ theory? What is the importance of the germ theory?
2. How does the germ theory influence our current view of disease?
3. What are the implications of the discovery that a nutritional deficiency could create a disease? (pellagra)
4. Why was there so much social uproar over the relationship of a dietary deficiency and pellagra?
5. What is the most important thing about early medicines that are different from current medicines?
6. What was the importance of the development of penicillin?
7. Explain how the advances made within medicine have turned diabetes from a fatal illness to a chronic one. How does this relate to other of the current leading causes of death.
8. How does all of this information influence how we view modern health and wellness and its relationship to food consumption patterns?

The Overview of Food Consumption Factors

LBST 499 / FDNT 470
Food and Culture
Mia M. Barker, PhD

What Is a Society?

- Fieldhouse, 1995
- "the people who participate in the culture and thus give it concrete expression"



What is Culture?

- Taylor, 1871
- "...is that complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society."



Characteristics of Culture

- Learned experience
- Acquired as people live their everyday lives
- Group phenomenon
- Transmitted generation to generation



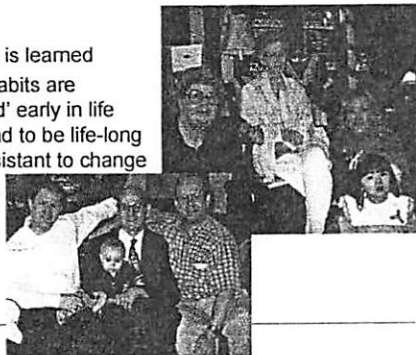
Characteristics of Culture

- Transmitted formally or informally, verbal or nonverbal cues
- Involves change
- Involves the preservation of tradition
- Has a value system
- Symbols are acknowledged by the group



Learning and Culture

- Culture is learned
- Food habits are 'learned' early in life and tend to be life-long and resistant to change



Cultural Meanings of Food

- Often where we are from is an important part of our culture. It determines what is available as food.



How Does Acculturation Occur?

- Process by which groups and individuals adapt to the norms and values of an alien culture
 - Induced by contact with foreign culture
 - Usually two-way
 - One culture dominates

Degree of Acculturation

- Dependent on:
 - Social context of migration
 - New living conditions
 - New social networks
 - Strength of ties maintained with place of origin
- Change is more rapid when:
 - Emigrant is young
 - Subject to school
 - Works
 - Where there is little support for the old culture

Development and Influencing Factors

- Birth - family
- Infancy - family
- Childhood - family, school, friends
- Adolescence - school and peers
- Adults - work, social structure
- Middle-age - work social structure
- Old age - self-actualization

Food Selection Paradigm



Food Selection Paradigm

If we look at each of the factors that determine what we eat, then the picture of what we eat today is influenced by many aspects of the factors that make up the paradigm.

The next few slides elaborate on the characteristics of the major factors of the Food Selection Paradigm.

Determinants of Food Availability

- Land availability
- Water availability
- Climate
- Type of soil
- Pest and plant control
- Transportation
- Storage facilities

Factors involved with Food

- Price **Economics**
- Farm costs
- Marketing costs
- Packaging
- Processing
- Transport
- Storage
- Consumer demand
- Income
- Patterns of expenditure

Religion and Its Influence on What We Eat

- Control of consumption due to rules and regulations of the religious doctrines
 - Sacrifice
 - Honor
 - Symbolism

Socio-psychological Factors of Food Consumption

- Prestige
- Status
- Friendship
- Communication
- Reward and punishment
- Emotions

What Determines Ultimate Acceptability of Food

- | | |
|-----------------|---------------------|
| ▪ Cultural | ▪ Prohibitions |
| ▪ Religious | ▪ Individual choice |
| ▪ Ideology | ▪ Preference |
| ▪ Myths | ▪ Taste |
| ▪ Superstitions | ▪ Therapeutic needs |
| ▪ Taboos | ▪ Personality |
| ▪ Ritual | ▪ Beliefs |
| ▪ Morals | ▪ Personal values |
| ▪ Doctrine | |


Political Factors That Alter Food Supply

- | | |
|-----------------------|--|
| ▪ Agricultural policy | ▪ Nutrition policies and guidelines |
| ▪ Subsidies | ▪ Government sponsored research activities |
| ▪ Business controls | ▪ Trade and aid policies, tariffs and quotas |
| ▪ Legislation | |
| ▪ Distribution | |
| ▪ Welfare programs | |
| ▪ Rationing | |

What We End – A Food and Culture Course

- Today, in America we are focused on food more from a health perspective. We are very concerned with the dietarily related diseases, and our ultimate health.
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Assignment #1

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MEDICINE AND HEALTH

1900: The era of scientific medicine is only just beginning. If you become sick or injured, you'll need a strong constitution, or plenty of luck, to survive. It's been a few decades since the French scientist Louis Pasteur discovered the microscopic creatures we call "bacteria" and demonstrated that these "germs" could cause many illnesses. But despite these discoveries, many people continue to blame sickness on a variety of human traits and social conditions -- a poor constitution, a "degenerate" lifestyle, or miasmatic clouds of filth emanating from city slums. Though the scientific community knows that germs cause disease, they don't completely understand how they're spread, and they certainly don't know how to destroy them.



Here are a few steps on the science odyssey from then to now, including links to activities and databank entries on this site.

- In 1900, the bubonic plague hits San Francisco. Armed with an understanding that germs cause disease, Chinatown is quarantined to prevent spread of the plague. Doctors have few of the tools we are now accustomed to for the treatment of such diseases.

You Try It: Doctor over Time

Discoveries: Bubonic plague hits San Francisco

- In 1909, Paul Ehrlich develops the first drug that can cure a specific illness by killing the germ that has invaded the body.

Discoveries: Ehrlich finds cure for syphilis

- In 1915, Joseph Goldberger identifies another potential cause of disease, poor diet.

Discoveries: Pellagra shown to be dietary disease

People: Joseph Goldberger

- In 1918, a deadly worldwide outbreak of the flu points out the limits of the powers of medicine, as well as the destructive side effects of war.

Discoveries: Worldwide flu pandemic strikes

- In 1922, researchers find a way to treat diabetes, until then untreatable.

Discoveries: Banting and Best isolate insulin

People: Frederick Banting

People: Charles Best

- In 1928, a potent substance that can kill bacteria is isolated in the laboratory, but it will be

nearly twenty years before it is used to combat infection and disease.

Discoveries: Fleming discovers penicillin
People: Alexander Fleming
People: Ernst Chain
People: Dorothy Hodgkin

- In the next two decades, many more pharmaceuticals appear on the market to treat a range of diseases, including infections, glaucoma, and arthritis.

You Try It: Doctor over Time
People: Percy Julian

- In the 1950s, new vaccines become available that prevent dreaded childhood diseases, including polio.

On the Edge: Paralyzing Polio
Discoveries: Salk produces polio vaccine
People: Jonas Salk

- Researchers during that decade and beyond study various biochemicals, gradually developing pharmaceuticals that can combat certain forms of cancer.

Discoveries: Drugs developed for leukemia

- Offshoots of that same work led to the development of drugs that affected the immune system, allowing the first successful organ transplants.

Discoveries: First successful kidney transplant performed
People: Christiaan Barnard

- By the end of the 1970s, optimism about modern medicine is running high, as more and more diseases appear to be conquered.

Discoveries: World Health Organization declares smallpox eradicated
People: Donald Hopkins

- But in 1981, the accomplishments of medicine are challenged as a new deadly disease, AIDS, is identified. It will be several years before viable treatment methods for AIDS are available.

On the Edge: Hip Hop with Dr. Ho
Event: AIDS is officially recognized



Today: Life expectancy has risen dramatically, but poverty and the environment are still major factors affecting health worldwide. The average citizen knows a great deal about how to maintain health. Antibiotics have proven an indispensable tool in battling illness, but resistant strains of bacteria demand newer and stronger drugs. Organ transplants and high-tech medicine give thousands

of people each year a second chance at life, but the medical system has become big business, and there is heated debate over access and cost of care. New disease organisms challenge the limits of scientific medicine.

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Religion and Its Influence on What

We Eat

- Control of consumption due to rules and regulations of the religious doctrines
 - Sacrifice
 - Honor
 - Symbolism
-

The Overview of Food Consumption Factors

LBST 499 / FDNT 470

Food and Culture

Mia M. Barker, PhD

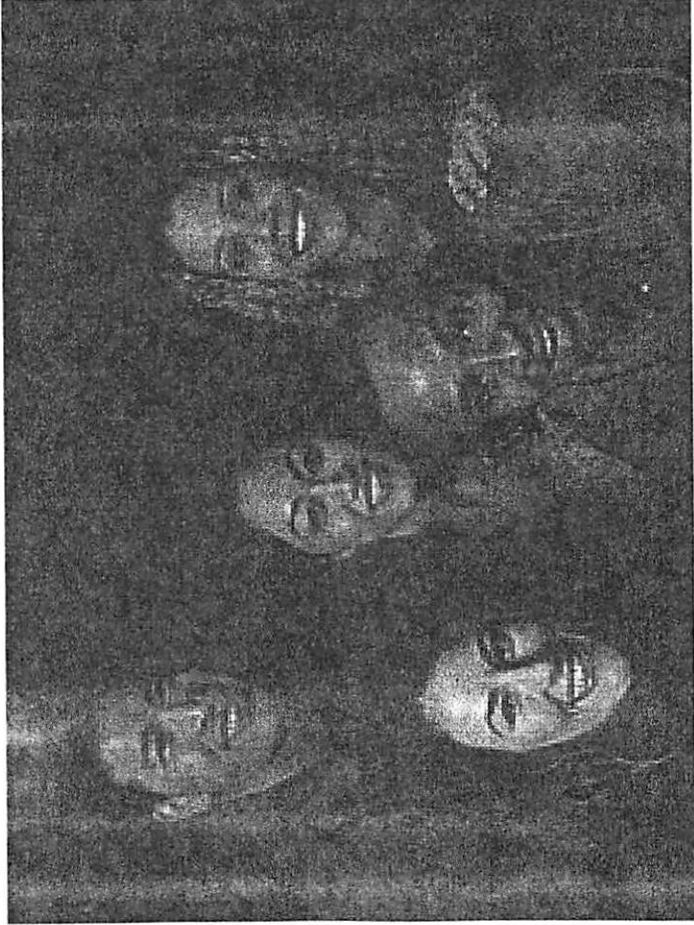
What Is a Society?

- Fieldhouse, 1995
- “the people who participate in the culture and thus give it concrete expression”



What is Culture?

- Taylor, 1871
- ...is that complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.



Characteristics of Culture

- Learned experience
- Acquired as people live their everyday lives
- Group phenomenon
- Transmitted generation to generation



Characteristics of Culture

- Transmitted formally or informally, verbal or nonverbal cues
- Involves change
- Involves the preservation of tradition
- Has a value system
- Symbols are acknowledged by the group



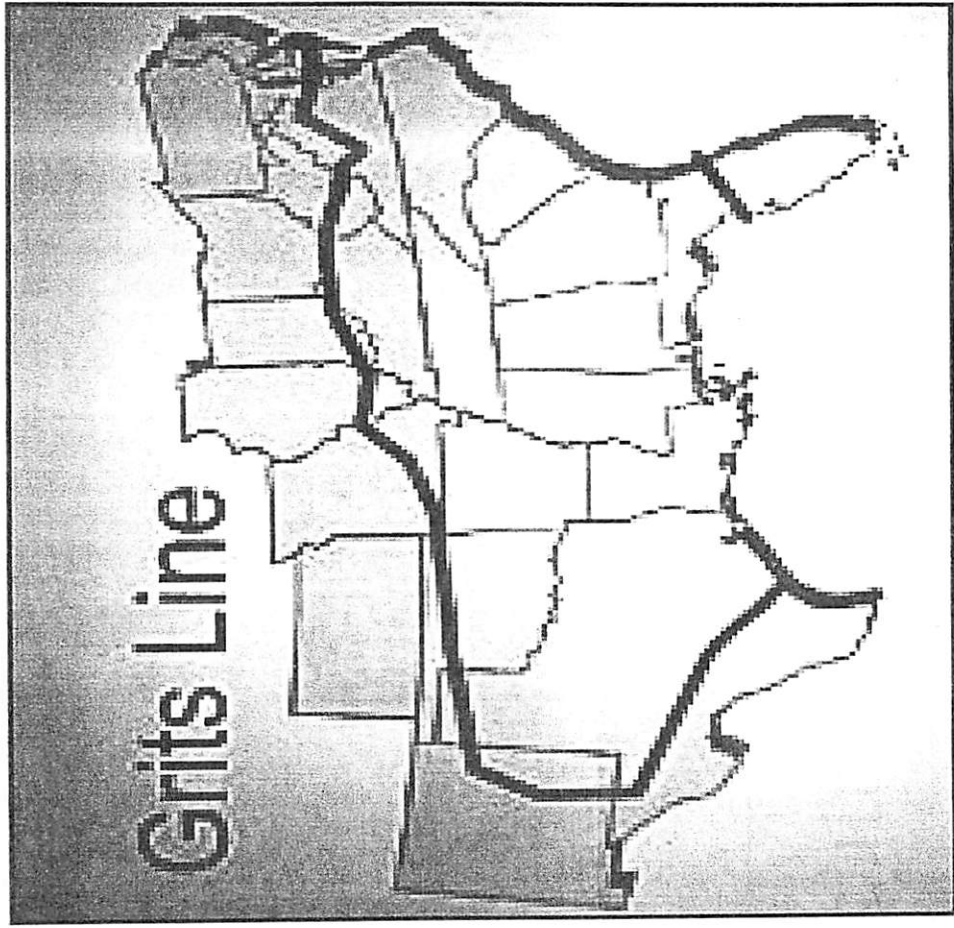
Learning and Culture

- Culture is learned
- Food habits are 'learned' early in life and tend to be life-long and resistant to change



Cultural Meanings of Food

- Often where we are from is an important part of our culture. It determines what is available as food.



How Does Acculturation Occur?

- Process by which groups and individuals adapt to the norms and values of an alien culture
 - Induced by contact with foreign culture
 - Usually two-way
 - One culture dominates
-

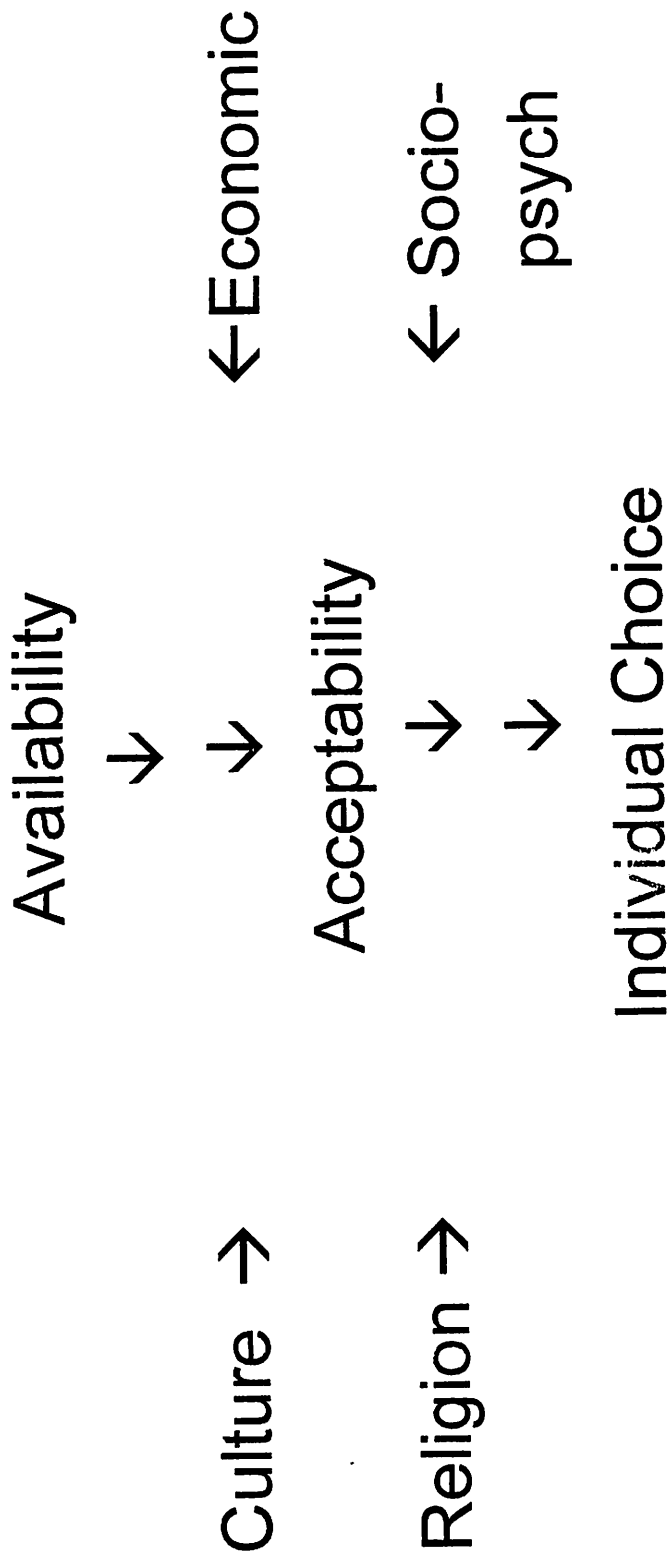
Degree of Acculturation

- Dependent on:
 - Social context of migration
 - New living conditions
 - New social networks
 - Strength of ties maintained with place of origin
- Change is more rapid when:
 - Emigrant is young
 - Subject to school
 - Works
 - Where there is little support for the old culture

Development and Influencing Factors

- Birth - family
- Infancy - family
- Childhood - family, school, friends
- Adolescence - school and peers
- Adults - work, social structure
- Middle-age - work social structure
- Old age - self-actualization

Food Selection Paradigm



Food Selection Paradigm

If we look at each of the factors that determine what we eat, then the picture of what we eat today is influenced by many aspects of the factors that make up the paradigm.

The next few slides elaborate on the characteristics of the major factors of the Food Selection Paradigm.

Determinants of Food Availability

- Land availability
 - Water availability
 - Climate
 - Type of soil
 - Pest and plant control
 - Transportation
 - Storage facilities
-

Factors involved with Food

■ Price Economics

- Farm costs
 - Marketing costs
 - Packaging
 - Processing
 - Transport
 - Storage
 - Consumer demand
 - Income
 - Patterns of expenditure
-

Socio-psychological Factors of Food

Consumption

- Prestige
 - Status
 - Friendship
 - Communication
 - Reward and punishment
 - Emotions
-

What Determines Ultimate Acceptability of Food

- Cultural
 - Prohibitions
 - Religious
 - Individual choice
 - Ideology
 - Preference
 - Myths
 - Taste
 - Superstitions
 - Therapeutic needs
 - Taboos
 - Personality
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-

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