UBC Vancouver Course Syllabus Template

## Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Working and learning in a settler run educational institution, we must seek to be in right relations with our host nation, and to learn from their experiences.

## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| Critical Perspectives in Consumer Food Practices | FNH 342 | 3 Credits |

## Contacts

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| **Course Instructors** | **Contact Details** | **Office Location** | **Office Hours** |
| Gerry Kasten, H.Dip (Comm Cooking), RD, MSc, FDC | email: [gerryk@mail.ubc.ca](mailto:gerryk@mail.ubc.ca) (Preferred Contact)  Call or Text: (604) 319-2460 | Online, Via Zoom  (At UBC -  FNH 324) | By appointment. |

## Course Instructor Biographical Statement

Gerry Kasten loves food! He was born to a farming family and still helps his brother bring in the harvest each year.  He has an Honours Diploma in Commercial Cooking and has both Bachelors and Masters degrees in Nutrition. His Master’s research was on food choices amongst gay men. He worked in Public Health in BC for thirty years, and has led the boards of directors of both Dietitians of Canada and the BC Agriculture in the Classroom Foundation. Gerry’s chequered past has led him to a critical analysis of the constructions of gender, particularly as they are enacted through food.

Gerry wants to live in a world where people celebrate food, sharing it with those they love, taking its pleasure without restraint because its flavour saturates their most sensuous appetites.

## Course Structure

**CLASSES:** Two, 80 minute lecture and discussion classes weekly, Mondays and Fridays from 9:30 – 10:50 a.m. (Pacific Time) Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for your classmates and instructor by arriving on time, having read the assigned papers and being prepared to discuss each week’s readings.

**CLASS STRUCTURE:** FNH 342 uses a mixed-mode format that includes: readings; in-class and online discussions; guest speakers; presentations; and research posters.

**COURSE WEBSITE:** Access to course materials will be available through the FNH 342 UBC Canvas website. You are responsible for checking this website regularly (e.g., minimum 3-4 times a week) to be aware of any updates or changes to the course content, scheduling, or activities. To access the course website, go to [Canvas](http://canvas.ubc.ca) and log in using your CWL.

## Schedule of Topics

Sept 11: Orientation and introduction to FNH 342

Sept 14 & 18: Food Consumption Trends

Sept 21 & 25: Perceptions of Healthy Eating

Sept 28 & Oct 2: Determinants of Food Choice

Oct 5 & 9: SocioCultural Perspectives on Food Choice

Oct 13 - 15: Online Quiz begins Oct 13th @ 6:00 p.m. and ends Oct 15th @ 10:00 p.m.

Oct 16: Food Festival, Culture and Social Roles

Oct 19 & 24: Food Work in the Family

Oct 26 & 30: Gender Aspects of Food Choice

Nov 2 & 6: Social Media Influences on Food Choice

Nov 9 & 13: Social Class, Income and Food

Nov 16 & 20: Food and Ethnic Identity

Nov 23: Food and Regional/National Identity; Final Essay Due 11:59 p.m.

Nov 27 & 30: Poster Presentations

## Learning Outcomes

## Upon completion of the course, students should be able to:

## Describe current food consumption trends in Canada and the types of data collected to monitor food consumption in Canada.

* Identify and discuss relationships between food consumption trends and demographic and lifestyle changes.

## Critically discuss psychological, socio-cultural, ethnic and social media factors that influence people's food choices.

## Reflect on how your own food consumption patterns are shaped by the “big picture” issues explored in this course.

## Practice lifelong learning skills to continue learning about consumer aspects of foods from your own experiences as a food consumer and from broader influences around you.

## Learning Activities

## You will contribute to the class through active and meaningful participation, both in and out of class.

Core Group and In-class Participation (10): This mark will be based on self-assessment, peer assessment from other members of your core group, and TA/instructor observations. Using a marking rubric, at the end of term you will be asked to confidentially provide a participation mark for yourself and each member of your core group. The instructor and TAs will use this feedback and their own observations to determine your participation mark.

## Online Discussion Postings (15): For selected weeks throughout the term, your group will be required to engage with one other group in reflective online discussions about each week’s topic. For each discussion, one student per group will be a Lead Discussant (each student is required to be the Lead Discussant once during the term). By Saturday noon of the assigned week, Lead Discussants will post a critical commentary on the week’s topic by addressing key questions. By 11:59 p.m. Monday, other group members will post a response, indicating what you would add to the Lead Discussant’s comments, what you agree with, where your opinion differs and/or where you see similarities or differences in how the two groups handled the topic. These responses may also comment on other group members’ postings as well as (or instead of) the Lead Discussant’s post. Each student is required to post a minimum of four responses on different weeks over the course of the term. A course TA or the instructor will mark the postings using the rubric provided on the course website.

## Online quiz (15): The quiz will be open-book and completed online through the course website between 6:00pm, Tuesday October 13 and 10:00pm, Thursday October 15. It will include multiple choice and short answer questions. Students are expected to complete the quiz independently of others. Once you start the quiz, you will need to complete it in one sitting within 90 minutes. There are no in-and-out privileges.

## Poster Assignment (20): Groups of ~6 students will prepare a poster exploring through a variety of lenses a current food issue, commodity, product, or trend. The exploration may include consideration of nutritional, psychological and/or sociocultural issues, as well as more personal reflections, experiences and perspectives. Poster topics will be student-generated early in the term. Posters will be presented to the class on Nov 26th & 30th. Every group member will be expected to participate in presenting a 10-minute critical analysis of their topic to classmates, the course TAs, and the instructor.

## Final Essay (40): The final essay will be a written, referenced paper, offering an opinion, on a topic drawn from course readings, lectures, presentations, class discussions, and personal reflections. Essay topic must be approved by the instructor and submitted by October 18th

## Learning Materials

Please see the *FNH 342 Reading List for 2020 Fall Term* for all of the class readings.

## Assessments of Learning

In-Class Attendance & Meaningful Participation 10%

Online Discussion Postings 15%

Online Quiz (ends October 15, 10pm) 15%

Group Poster Assignment (Nov 27 & 30) 20%

Final Essay (Due Nov 23rd, 2020) 40%

Late assignments are not accepted, except by prior arrangement with the instructor. Late Quizzes will not be marked. Poster presentations must occur on the scheduled date.

## University Policies

**Policies and Resources to Support Student Success**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[the UBC Senate website](https://senate.ubc.ca/policies-resources-support-student-success)**.**

**Statement regarding online learning for international students during the COVID pandemic**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit  <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).  Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>.

### Learning Resources

Education at UBC is undergoing unprecedented change. You, your instructors, and peers are all figuring out how to teach and learn in a fully online environment. This transition comes with natural challenges and means your learning may not look or feel like what you expect.

Know that you are not alone in navigating these changes. UBC is an exceptional community doing all we can to support one another. [The Keep Learning website](https://keeplearning.ubc.ca/) compiles resources to help you set up, learn effectively online, understand the technologies used at UBC, take care of yourself, answer questions, and get support in this new context.  <https://keeplearning.ubc.ca/>

### Copyright

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*Version: September 9th, 2020*