

**The University of British Columbia  
Food, Nutrition & Health; Faculty of Land & Food Systems**

**HUNU 509 – BEHAVIOURAL ASPECTS OF NUTRITION**

Instructor: Gwen Chapman  
Office: Food, Nutrition & Health (2205 East Mall), Room 243  
Telephone: 822-6874  
Office Hours: Monday 12-2 p.m.  
Or by appointment  
Classes: Tuesday, Thursday 2-3:30 p.m. McLeod 254

**Learning Objectives**

Upon completion of HUNU 509, students will be able to:

1. Describe current food consumption trends in Canada and the types of data by which food consumption in Canada is monitored.
2. Identify and discuss relationships between food consumption trends and demographic and lifestyle changes.
3. Critically discuss psychological, socio-cultural and ethnic factors which influence people's food choices.
4. Reflect on how their own food practices are shaped by issues discussed in this course.
5. Practice lifelong learning skills to continue to learn about consumer aspects of foods from the environment around them and from their own experiences as food consumers.
6. Summarize and critically evaluate findings of research based on different theoretical approaches to understanding food behaviour, and discuss the implications of these theoretical approaches for nutrition education and guidance.
7. Demonstrate strong oral and written communication and facilitation skills, as demonstrated in working in class and on-line with small groups of undergraduate students, class presentations, and written assignments.
8. Integrate knowledge from a variety of sources.

**Required Readings**

A package containing the required readings is available in The Bookstore. Students are expected to prepare for lectures by reading assigned papers before coming to class.

**Class Schedule**

Sept 10	Introduction to course
Sept 15, 17	Food consumption trends: What are Canadians eating? What factors are driving the trends?
Sept 22, 24, 29	Determinants and perceptions of healthy eating
Sept Oct 1, 6	Psychological perspectives on food choice
Oct 8	Sociocultural perspectives on food choice (Introduction)
Oct 13, 15	Food, festival, culture and social roles
Oct 20, 22	Food work in the family
Oct 27, 29	Women, food, and body image
Nov 3, 5	Masculinity and food
Nov 10, 12	Social class, income and food
Nov 17, 19	Food and ethnic identity
Nov 24, 26	Food and regional/national identity
Dec 1	FNH 342 group project poster display
Dec 3	Course wrap-up

### **Class Format and Student Participation**

HUNU 509 meets concurrently with FNH 342 (Consumer Aspects of Foods). The two courses share many learning objectives (1-5 above), and follow the same reading list and schedule of topics. However, HUNU 509 has additional learning objectives that encompass the additional level of critical thinking, application and integration of knowledge, and communication skills expected of graduate students. To accomplish these additional learning objectives, the students in HUNU 509 will play a different role from that of FNH 342 students in class discussions and will complete a different set of course assignments.

Class sessions will be used for a combination of instructor presentations, guest presentations, graduate student presentations, small group activities and discussion, and whole class debriefing and discussion. Each graduate student will be assigned to two small groups (~7 students/group) of FNH 342 students. Your interactions with these groups will provide you with an additional source of knowledge about behavioural aspects of nutrition, will help you hone your critical thinking skills, and will allow you to develop your oral and written communication and facilitation skills. Your specific role for in-class small group discussion times will be to observe the groups' discussion and use your knowledge, analytic thinking skills and insight to guide and facilitate the discussion, challenge students to think more critically, and engage with their reflections. In addition to in-class discussions, a small number of activities will require groups to communicate on-line between classes using the course Vista discussion tool, and your role will include monitoring and facilitating this work. HUNU 509 students will have their own private discussion thread on the course Vista website to debrief your experiences with the small groups. As well, one of your assignments will be to post five reflective/summary reports over the course of the term (as detailed below), demonstrating your ability to reflect on and integrate the course readings, students' comments, and your own experience and insight. Note that the HUNU 509 on-line discussion is *not* a forum for discussing what individual FNH 342 student have said, or how they have contributed to their group. If you have concerns about individual students, this should be discussed privately with the course instructor. At the end of the term, you will be asked to provide feedback to the course on the participation of each of the FNH 342 students in your groups.

*(Note: The remaining notes in this 'Class Format and Students Participation' section are included in the FNH 342 course syllabus, but apply equally to HUNU 509)*

As much as possible, this course will employ learner-centred, participatory education approaches. This means that the primary responsibility for your learning lies with you. While my role as instructor will be to provide guidance, resources, and educational formats to facilitate your learning, ultimately your commitment to learning will be the principal factor determining what you gain from the course. Active engagement with the subject matter will be emphasized. Ideally you will come to see yourself as part of a learning community that can function cooperatively to facilitate learning in the classroom and beyond. Differences in identity, experience, attitudes, skills, communication, knowledge will be considered assets, making the learning richer, and the process a lot more interesting for everyone.

Your participation involves active engagement in the course: being consistently prepared for class (come having read—really read—that day's assigned readings); asking and responding to questions; offering your own insights and opinions; attentively and respectfully listening to others; engaging in healthy debate around controversial topics. The richness of our discussions requires involvement from everyone. Remember that your thoughts and opinions matter. If you are someone who typically says very little in class, you can still participate. Those who listen and conceptualize make some of the most insightful observations. This class represents an opportunity to hone your participation in a variety of ways such as writing down your questions/observations and posting them in an on-line discussion, asking questions instead of providing answers during a class discussion, or becoming more actively involved during small group situations. If you are

someone who typically participates freely, consider balancing your input with attentiveness to others' participation (allowing for silence, listening carefully, responding to others' ideas). You may also wish to increase the level of your engagement with the subject matter. Highly engaged students study the material with a critical lens, work with it, apply it to new circumstances, ask challenging questions, and display a willingness to engage with other students' comments.

To help you engage in the class discussions, you can prepare by considering these questions as you read the assigned papers before class:

- What do I agree and/or disagree with?
- Is there anything I don't understand?
- What is the key message from this reading?
- What is one quote, definition, model, study, or theory from the reading that summarizes the key message?
- How does the reading relate to a personal experience I have had?
- How does the reading relate to other readings in this course or other courses I am taking?

Class communication that respects alternate viewpoints is essential in our efforts to understand food through a variety of social, cultural, economic, and political lenses. This does not necessarily involve keeping your views to yourself, but it does require careful listening and thoughtful, courteous responses.

### **Course Website**

A variety of resources will be available on the course website (accessed through [www.vista.ubc.ca](http://www.vista.ubc.ca)). This will include private discussion groups as a tool for members of each small group to communicate with each other, as well as lecture notes which will be posted by the evening prior to class.

### **Evaluation:**

Small group engagement and facilitation	10%
Integrative postings	25%
Presentation	25%
Term paper	40%
TOTAL	100%

### **Notes:**

- **Small group engagement and facilitation:** This mark will be based on your self-evaluation (out of 5) and the instructor's evaluation (out of 5). Marks will be based on your participation with the small groups, your ability to learn about behavioural aspects of nutrition from that process, and development of your critical thinking, oral and written communication skills

- Integrative postings: Throughout the term each student will post five commentaries (maximum 500 words each) on topics covered in class. Students can select the five topics they wish to address, but must notify the instructor on or before September 22 with regards to their topic choices. Each commentary will be written in paragraph form, addressing the following questions:
  - What are 1-3 key points that you gleaned from the assigned course readings (these could be new insights, points that resonated for you, or statements that you disagreed with)?
  - How does your own experience with food relate to these insights (e.g., support or contradict)?
  - How were these points addressed in the small group discussions you observed/participated in? What did you learn from the discussion process?
  - By the end of the week, what are you taking away with regards to this topic?
 Each commentary will be due by midnight on the Sunday immediately following completion of the topic. They are to be posted on the Graduate Student Discussion group, so will be read by all HUNU 509 students and the instructor (I'm hoping we can have a bit of discussion/response to each commentary).
  
- Presentation: Each student will sign up for one of the topics from the weeks of October 20, November 3, 10, 17, and 24 (NOT one that you are writing a commentary on). Your assignment is to review the required readings for that week, then find 2 additional peer-reviewed papers (published no earlier than 2000) that supplement the required readings, expanding upon or presenting an alternative view of the topic for the week. You will prepare a 15 minute PowerPoint presentation that *briefly* highlights what you took away from the required readings, then summarize the two new readings and highlight how they add to the week's topic. Your presentation should end by posing 1-3 questions for students to discuss in their small groups. Remember that your audience for the presentation is undergraduate students, so you need to present at a level that is appropriate for them (but stimulates their thinking), and that will capture their interest. Presentations will be given on Tuesdays. Your mark will be based on the content and style of your presentation and PowerPoint slides.
  
- Term paper. Write a term paper that addresses the implications of two of the topics covered in HUNU 509 for the promotion of healthy eating and/or diet change. In addition to Introduction and Conclusions, your paper should include 4 substantive sections. Sections 1 and 2 should provide a brief critical review and synthesis of current literature on two HUNU 509 topics. Section 3 will introduce one specific nutrition education program, approach, or tool that you have selected, and briefly describe its history and content. Section 4 will be a critique of the program in light of the material covered in sections 1 and 2. What strengths and limitations would you identify for the program/tool? What recommendations would you make for modifying the program or tool in light of the information reviewed in Sections 1 and 2? Maximum 25 double-spaced pages (excluding references, APA style); 12 point Times New Roman font; 1 inch margins. *Due by 4:00 pm, December 10, 2009.*

### Reading list

Date	Topic	Readings
Sept 10	Introduction to FNH 342/HUNU 509	
Sept 15, 17	Food consumption trends: What are Canadians eating? What factors are driving the trends?	<p>Agriculture and Agri-Food Canada. Canadian Food Trends to 2020. Released 24/02/09. Available at <a href="http://www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1170944121865&amp;lang=eng">http://www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1170944121865&amp;lang=eng</a>. Retrieved July 29, 2009</p> <p>Agriculture and Agri-Food Canada. Canadian Consumers: Spending on Food and Beverages. Released 02/02/2009. Available at <a href="http://www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1170942402619&amp;lang=eng">http://www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1170942402619&amp;lang=eng</a>. Retrieved July 29, 2009</p>
Sept 22, 24, 29	Determinants and perceptions of healthy eating	<p>Gedrich K. Determinants of nutritional behaviour: a multitude of levers for successful intervention? <i>Appetite</i> 2003; 41: 231-238.</p> <p>Paquette MC. Perceptions of healthy eating: State of knowledge and research gaps. <i>Canadian Journal of Public Health</i> 2005; 96(supplement 3): S15-S19.</p> <p>Ristovski-Slijepcevic S, Chapman GE, Beagan BL. Engaging with healthy eating discourse(s): Ways of knowing about food and health in three ethnocultural groups in Canada. <i>Appetite</i> 2008; 50(1):167-178.</p>
Oct 1, 6	Psychological perspectives on food choice	<p>Rozin P. Food is fundamental, fun, frightening, and far-reaching. <i>Social Research</i> 1999; 66(1): 9-30.</p>
Oct 8	Sociocultural perspectives on food choice (Introduction)	<p>Caplan P, Keane A, Willetts A, Williams J. Studying food choice in its social and cultural contexts: Approaches from a social anthropological perspective. In Murcott A (Ed.) <i>The Nation's Diet: The Social Science of Food Choice</i>. Longon: Longman. 1998. pp. 168-182.</p>
Oct 13, 15	Food, festival, culture and social roles	<p>Wallendorf M, Arnould EJ. "We gather together:" Consumption rituals of Thanksgiving Day. <i>Journal of Consumer Research</i> 1991; 18:13-31 (Available on Vista)</p>
Oct 20, 22	Food work in the family	<p>DeVault M. Conflict and deference (chapter 6). In <i>Feeding the Family: The Social Organization of Caring as Gendered Work</i>. Chicago: University of Chicago Press. 1991. pp. 138-163.</p> <p>Beagan BL, Chapman GE, D'Sylva A, Bassett R. "It's just easier for me to do it": Rationalizing the family division of foodwork. <i>Sociology</i> 2008; 42(4):653-671.</p>

Oct 27, 29	Women, food, and body image	<p>Chapman GE. From “Dieting” to “Healthy Eating”: An Exploration of Shifting Constructions of Eating for Weight Control (chapter 5). In Sobal J, Maurer D. (eds.) <i>Interpreting Weight: The Social Management of Fatness and Thinness</i>. New York: Aldine de Gruyter. 1999. pp. 73-87</p> <p>Paquette MC, Raine K. Sociocultural context of women’s body image. <i>Social Science &amp; Medicine</i> 2004; 59: 1047-1058.</p>
Nov 3, 5	Masculinity and food	<p>Sobal J. Men, meat, and marriage: Models of masculinity. <i>Food &amp; Foodways</i> 2005; 13: 135-158.</p> <p>Gough, B., &amp; Conner, M. T. Barriers to healthy eating amongst men: A qualitative analysis. <i>Social Science &amp; Medicine</i> 2006; 62:387–395.</p>
Nov 10, 12	Social class, income and food	<p>Power EM. Determinants of healthy eating among low-income Canadians. <i>Canadian Journal of Public Health</i> 2005; 96(supplement 3): S37-S42.</p> <p>Germov J. Food, class and identity. In Germov J, Williams L (eds). <i>A Sociology of Food and Nutrition: The Social Appetite</i>. Third Edition. Melbourne:Oxford University Press. 2008. Pp. 264-280.</p>
Nov 17, 19	Food and ethnic identity	<p>Vallianatos H, Raine K. Consuming food and constructing identities among Arabic and South Asian immigrant women. <i>Food Culture &amp; Society</i> 2008; 11:355-373.</p> <p>Satia-Abouta J, Patterson RE, Kristal AR, Teh C, Tu S. Psychosocial Predictors of Diet and Acculturation in Chinese American and Chinese Canadian Women. <i>Ethnicity &amp; Health</i> 2002; 7:21-39.</p>
Nov 24, 26	Food and regional/national identity	<p>Blue G. If it ain’t Alberta, it ain’t beef. <i>Food, Culture &amp; Society</i> 2008; 11:69-85.</p> <p>Penfold S. “Eddie Shack was no Tim Horton:” Donuts and the folklore of mass culture in Canada. In Belasco W, Scranton P (Eds.). <i>Food Nations: Selling Taste in Consumer Societies</i>. New York: Routledge. 2002. Pp 48-66.</p> <p>Rozin P, Fischler C, Imada S, Sarubin A, Wrzesniewski A. Attitudes to food and the role of food in life in the U.S.A., Japan, Flemish Belgium and France: Possible implications for the diet-health debate. <i>Appetite</i> 1999; 33:163-180.</p>
Dec 1	FNH 342 group project poster display	
Dec 3	Course wrap-up	