

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

Form ID CCOREFORM1211517731003	Version No. 20.003	Created by Salas-Velasco, Brenda
Created on 2023-03-14T13:37:30	Last Updated on 2023-03-14T13:57:21	Status Updated on 2023-03-31T15:23:10
Current Status Approved	Course Selected: Subject FNES (FNES - Family, Nut & Exercis) Catalog Nbr 104	

Course Revision & College	
Form Submission Revised Submission	College Queens College
Please describe revisions that have been made to this course Revised submission. Initial syllabus submission is retained for comparison. The new and revised submission is "FNES_104_Syllabus_rev2.doc"	

Course Data		
Course ID 008080	Subject FNES (FNES - Family, Nut & Exercis)	Catalog Nbr 104
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Social, Cultural, and Economic Aspects of Foods		
Course Description Multidisciplinary study of world food patterns and nutritional implications in various cultures.		
Department Family, Nutrition and Excercise Sciences		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
FNES_104_Syllabus.pdf
FNES_104_Syllabus_rev.doc
FNES_104_Syllabus_rev2.doc

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE

English Composition



World Cultures & Global Issues

Math & Quantitative Reasoning

US Experience in its Diversity

Life and Physical Sciences

Creative Expression

Individual and Society

Scientific World

Learning Outcomes: Questions

Learning Outcomes: Responses

*** 1. Gather, interpret, and assess information from a variety of sources and points of view.**

FNES 104 explores the social, cultural, and economic aspects of food in world food culture. To address the required learning outcomes in this course, students are required to complete 3 assignments (#1 'Monthly Exit Tickets', #2 'Cultural Competence Meal Project Paper', and #3 'Food Culture Project Group Presentation').

For the #1 'Monthly Exit Tickets', students must use at least 3 different resources they find in textbook, provided reading and peer-reviewed scholarly articles to gather relevant information from a variety of points of view. They then interpret the information from the standpoint of food culture, and assess the situation described in the monthly ticket in light of the information from lecture and this research. Students must complete 3 tickets during the semester. Each Exit Ticket consists of 4 essay questions on each month's materials for which students must provide a written response with a minimum of 300 words per question. Example questions of Monthly Exit Tickets with instruction is as follows: Please provide a written response of 300 words minimum per question. To answer each question, you must cite 3 different references that can be found in textbook, provided reading and peer-reviewed scholarly articles. Use the textbook (pages specified below) as a basic reference.

- How did the New World foods (tomatoes, potatoes, corn, etc.) influence European foodways? (pp.144-150, 160-164)
- Describe the cuisine that West African slaves brought to America and one American food recipe that has its origins in Africa. What traditional food might be served on Juneteenth? (pp.218-219)

For the #2 'Cultural Competence Meal Project' students are required to choose a culture (not their own), develop a culturally appropriate complete meal, critically assess the required components - cultural significance, meal preparation time, recipe composition, recipe cost - and write a 2000-2500-word paper. To develop a culturally appropriate complete meal and discuss the required components (cultural significance, preparation time, recipe composition, and recipe cost), students must collect, interpret, and evaluate the relevant information using at least 3 different resources they find in textbook, CUNY library or credible online sources (online scholarly databases, government websites, newspapers).

For the #3 'Food Culture Project Group Presentation' students are required to choose a group out of the 10 food culture groups – North America, Northern/Southern Europe, Central Europe/the Former Soviet Union/Scandinavia, Africa, Mexico/Central America, Caribbean Island/South America, East Asia, Southeast Asia/Pacific Island, Balkan/Middle East, South Asia. Students are required to prepare and present an oral presentation using PowerPoint slides of about 15 minutes by group. The presentation is evaluated by both instructor and

classmates. For the presentation, students must gather, interpret, and assess the relevant information using at least 3 different resources they find in textbook, provided reading, CUNY library or credible online sources (online scholarly databases, government websites, newspapers) to discuss the required components affecting food availability, storage, sanitation, and preparation. The required components are as follows: per capita income, environmental and geographical conditions, cultural history, religion, flavor principles, core and secondary foods, food values, health beliefs, gender and family roles, and housing.

*** 2. Evaluate evidence and arguments critically or analytically.**

Exams are based on course readings that present different perspectives on the development and evolution of food culture in different world regions. Exams require students to retain the knowledge taught and discussed during lecture and to demonstrate the capacity to evaluate and compare the materials to analyze the differences or similarities of the food cultures across regions and societies.

To answer the essay questions in 'Monthly Exit Tickets', students are required to evaluate the evidence they gathered (see above) and analyze arguments related to the Monthly Exit Ticket questions. An example of Monthly Exit Tickets is as follows (the same instruction as above in FC1):

- What is the difference between Cajun and Creole cooking?
- What are the origins of both styles of cooking? (pp.153-154)

In preparation for their 'Cultural Competence Meal Project Paper', students are required to evaluate the evidence they gathered in order to use it as evidence in their arguments on the required components (cultural significance, preparation time and cost of the developed meal) in order to gauge whether or not it is useful for constructing reasonable arguments (See the instruction for this assignment above in FC1).

In the process of selecting sources for their 'Food Culture Project Group Presentation', students must evaluate evidence and arguments analytically to decide which evidence is most relevant to the subject and trustworthy to represent their selected food culture in completing these assignments (See the instruction for this assignment above in FC1).

*** 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.**

In response to essay questions in 'Monthly Exit Tickets', students are required to generate well-reasoned written arguments using evidence to support their answers. Example questions of Monthly Exit Tickets are as follows (the same instruction as above in FC1):

- Define the terms 'food' and 'food habits'. How does the omnivore's paradox influence a person's food choices and food habits? (pp.1-3, 23)
- What is Indian fry bread? Is it a traditional food? Why or why not? (pp.123-124)

'Cultural Competence Meal Project Paper' requires students to produce logical, analytical written arguments using evidence to support their conclusions about the cultural significance of developed meal in their chosen culture for the paper (See the instruction for this assignment above in FC1).

'Food Culture Project Group Presentation' requires students to draw on the knowledge developed over the course of the semester and produce well-reasoned oral arguments using evidence to support their conclusions about the cultural diversity and the cultural significance of foods in their chosen culture for the presentation (See the instruction for this assignment above in FC1).

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

'Monthly Exit Ticket' questions themselves are designed for students to identify and apply the fundamental concepts and methods of exploring the food culture of a specific region. An example of Monthly Exit Tickets is as follows (the same instruction as above in FC1):

- Which of the factors described by the consumer food choice model currently influence your food choices? Which factors do you think will stay the same and which do you think will change as you age? (pp.13-18)

In preparation for their 'Cultural Competence Meal Project Paper', and 'Food Culture Project Group Presentation', students are required to identify the fundamental concepts and methods of interdisciplinary field exploring world food cultures. Those include knowledge of concepts such as flavor principles of each food culture and basic knowledge of anthropology, communications, cultural studies, economy, food and nutritional sciences, geography, history, and sociology. Additionally, students are required to apply the identified concepts and methods to developing their paper and presentation (See the instructions for these assignments above in FC1).

5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

To answer the questions in 'Monthly Exit Tickets', students are required to analyze food culture and globalization of food, and describe the diversity in food culture from more than one point of view by using at least 3 different resources they find in textbook, provided reading and peer-reviewed scholarly articles. Example questions of Monthly Exit Tickets are as follows (the same instruction as above in FC1).

– Compare and contrast the preparation of beans (pp.489, 511, 522), corn (pp.489, 122, whisky-p.514), and apples (applesauce-p.492, butter-492, cider-491, 494, in Michigan-497, in Western America-526) in different regions of the United States.

– Choose one typical Filipino dish and describe it. Explain how it conforms to the principles of Filipino cooking. Select one or two ingredients and discuss whether they are due to an influence from another culture and why that might have happened? (pp.380-384)

To complete the 'Cultural Competence Meal Project Paper', students are required to analyze the dietary pattern and food culture in the culture group selected for their paper and describe the diversity of food culture and the globalization of food from social, cultural, and economic points of view by using at least 3 different resources they find in textbook, CUNY library or credible online sources (online scholarly databases, government websites, newspapers) (See the instruction for this assignment above in FC1).

In preparation for their 'Food Culture Project Group Oral Presentation', each student is required to analyze their group's selected food culture and describe the food culture's characteristics by using at least 3 different resources they find in textbook, CUNY library or credible online sources (online scholarly databases, government websites, newspapers). For the presentation, students are required to describe the dietary patterns, the diversity of food culture and the globalization of food from social, cultural, and economic points of view to represent their chosen food culture. (See the instruction for this assignment above in FC1).

6. Analyze the historical development of one or more non-U.S. societies.

7. Analyze the significance of one or more major movements that have shaped the world's societies.

<p>8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>	<p>To answer the questions in 'Monthly Exit Tickets', students are required to analyze and discuss the role of race, ethnicity, class, gender, belief, etc. in the respective food culture. Example questions of Monthly Exit Tickets are as follows (the same instruction as above in FC1):</p> <ul style="list-style-type: none"> – Describe the religion, worldview, and food and health beliefs attributed Gypsies (pp.179-181, 183, 192) – What are the basic tenets of Confucianism, Taoism, and Buddhism? How might these religions influence Asian food culture? (pp.322-323, 341, 352) <p>In preparation for 'Cultural Competence Meal Project Paper', to justify the cultural significance of the developed meal in the chosen culture, students are required to analyze the role of race, ethnicity, class, gender, religion, belief in the food culture selected for their paper (See the instruction for this assignment above in FC1).</p> <p>In preparation for 'Food Culture Project Group Presentation', to present the required components comprehensively, students are required to analyze and discuss the role of race, ethnicity, class, gender, religion, belief, etc. in the food culture selected for their presentation (See the instruction for this assignment above in FC1)</p>
<p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments Meets SLOs.</p>