

# **FNES 104: Social, Cultural, and Economic Aspects of Foods**

## **General Education**

**Flexible Core-World Cultures and Global Issues (WCGI)**

### **General Information:**

**College:** Queens College

**Department:** Family, Nutrition, and Exercise Sciences

**Course section, Day and Time of Class Meetings:** Wednesday, 9:10 am – 12 pm

**Building and Room Number:** Powdermaker Hall 130

**Instructor name and contact information** (office phone and e-mail address, as well e-mail policy).

**Instructor:** Sungeun Choi, PhD, RDN

**Phone:** (718) 997-4169

**Email:** Sungeun.choi@qc.cuny.edu

**Email policy:** Email is checked once a day Monday to Friday during the semester.

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### **Course Description:**

This course will explore the social, cultural, and economic aspects of food in world food culture. Topics to be covered include the dietary patterns, food practice, and the nutritional implications in various cultures around the world. Throughout the course, cultural eating patterns and traditional food habits will be analyzed with oral and written discussion using the fundamental concepts and methods of interdisciplinary field including anthropology, communications, cultural studies, economy, food and nutritional sciences, geography, history, and sociology. Moreover, the knowledge learned through this course will be applied to build students' cultural competences.

### **Textbook Information:**

#### **Required text:**

Kittler, P.G., Sucher, K.P. (2015). *Food and Culture. 7<sup>th</sup> Edition*. CA, Wadsworth/Cengage. ISBN-10: 1-305-62805-5

Please note that this book is available through the QC online bookstore

<https://qc.textbookx.com/institutional/index.php> and other vendors, also available as an e-text.

**Suggested reading:** Menzel, P & D'Aluisio, F. (2007). *Hungry Planet: What the World Eats*. Material World, The Crown Publishing World; Napa, CA. ISBN 1-58008-681-0

Additional readings will be available on the Blackboard site for this course via links or in pdf form.

### **Attendance Policy:**

Students are expected to arrive to class on time, having completed the reading and/or PowerPoint slides viewing in advance for each class meeting. Arriving on time and being prepared to actively engage in class discussions shows respect for our shared learning space and experience throughout the semester. Students are expected to come prepared to participate actively in class. This means doing the reading and assignments before class, being willing to contribute to class discussion and bringing assigned primary texts to class. Class Participation will consist of in-class discussion and discussion board post. You must post to the discussion board at Blackboard. Class Participation counts for 8% of your grade. Because class work is an important part of the course, I will take attendance regularly. Except for documented emergencies, you will lose a point off your class-participation grade for each absence. If you have an emergency, please notify me ahead of time. There are no make-up classes. You are required to come to class on time. If you cannot arrive on time owing to extenuating circumstances let me know in advance. If you are not present at the beginning, you will be marked absent.

### **Discipline/Course Specific Learning Objectives:**

Upon completion of this course, students will:

<b>Learning Objectives (LOs)</b>	<b>Assessment Method</b>
LO1. Identify and apply the fundamental concepts and methods to examine the effect of cultural, social, economic, and psychosocial factors on food choices, behaviors, and practices.	Monthly Exit Ticket; Cultural Competence Paper; Group Presentation
LO2. Demonstrate the capacity to analyze how cultural, social, economic, and psychosocial factors influence food choices, behaviors, and practices.	Exams; Monthly Exit Ticket; Cultural Competence Paper; Group Presentation
LO3. Analyze dietary culture from various countries/regions and describe the global cultural diversity from more than one point of view.	Monthly Exit Ticket; Cultural Competence Paper; Group Presentation
LO4. Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion ( <b>KRDN 2.6</b> ).	Cultural Competence Paper
LO5. Analyze and discuss the role that race, ethnicity, class, gender, belief, religion or other forms of social differentiation play in world dietary cultures	Monthly Exit Ticket; Cultural Competence Paper; Group Presentation

Nutrition and Dietetic students who receive less than **73%** on an assessment of a **KRDN** course objective will be required to redo the assignment. Although only the initial grade will be used in course grade calculations, failure to redo the assignment earning  $\geq 73\%$  will prevent you from receiving a Verification Statement, required to enter a Dietetic Internship.

### **CUNY COMMON CORE**

*(do not modify the below statement – this statement must be included on all QC WCGI courses)*

**All Flexible CORE Courses must meet the following three learning outcomes:**

<b>FC 1: Gather, interpret, and assess information from a variety of sources and points of view.</b>
<b>FC 2: Evaluate evidence and arguments critically or analytically.</b>
<b>FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.</b>

*In Addition, all WCGI courses must satisfy at least three of the following learning outcomes:*

WCGI 1: 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.
WCGI 2: Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
WCGI 3: Analyze the historical development of one or more non-U.S. societies.
WCGI 4: Analyze the significance of one or more major movements that have shaped the world's societies.
WCGI 5: 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.
WCGI 6: Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

**Course Grade:**

Assessment	Percentage of Final Grade
Midterm Exam	20% – 200 points (pts)
Final Exam	20% – 200 pts
Monthly Exit Ticket	12% – 120 pts
Cultural Competence Paper – Meal Project	20% – 200 pts
Group Project Presentation	20% – 200 pts
Class Participation & Discussion	8% – 80 pts [in-class participation 60 pts (=5 pts/class x 12 classes) + Discussion Board post 20 pts (=10pts/post x 2)]
Grade Total	100% – 1,000 pts*

\*Students can earn a total of **1,000 points** in FNES 104 during the semester. To determine your letter grade at the end of the semester, calculate the total number of points you earned and divide by 10.

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section. [Please consult the Academic and Grading Policies](#) for percentage grade equivalents. The following point range out of 1,000 points will be applied to each letter grade (see the second column in the table below).

Grade	Percentage (%)	Point range out of 1,000 points
A+	97-100	970-1,000
A	93-96	930-969
A-	90-92	900-929
B+	87-89	870-899
B	83-86	830-869
B-	80-82	800-829
C+	77-79	770-799
C	73-76	730-769
C-	70-72	700-729
D+	67-69	670-699
D	60-66	591-669
F	0-59	0-590

**Late Assignments and Make-up Exams:**

ALL WORK is due **on time**. Each due date for an assignment is displayed under ‘Course Calendar’ in this syllabus. Assignments cannot be redone for a higher grade after being graded.

Where an extension is not granted or work is submitted late without a request being made, marks will be DEDUCTED as follows:

- Up to 24 hours late – 5% of assigned point deduction
- Over 24 hours late and up to 7 days late – 10% of assigned point deduction
- Over 7 days late and up to 14 days late – 20% of assigned point deduction
- A late assignment/work will NOT be accepted after 2 weeks past the due date and the resulting grade will be a “0.”

If you **miss an exam**, it is your responsibility to contact me to make arrangements to complete the exam missed. The make-up exam arrangement must be made up within seven days from the day the exam was originally given unless it is an unusual or extenuating circumstance. Make-up exams will only be allowed in the event that a written, documented, explanation is accepted.

If you fail to make up the missed exam, the resulting exam score will be a "0." The student is solely responsible to acknowledge exam dates which are provided by the teacher. Make-up exams will cover the same material but may be different in format from the original exam.

### **Reasonable Accommodations For Students With Disabilities:**

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. **This should be done during the first week of class.** For more information about services available to Queens College candidates, visit <http://www.qc.cuny.edu/studentlife/services/specialserv/Pages/default.aspx>, or contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 am to 5:00 pm & Friday 8:00 am to 4:00 pm).

### **CUNY Policy On Academic Integrity:**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>. Please read this document, paying careful attention to the sections on plagiarism and Internet plagiarism. If you are not sure how to cite work you have found on the internet, please review the APA Guidelines provided by the [Purdue OWL](#).

**Students must adhere to the CUNY Academic Integrity policy.** Please be reminded that you **may not**: plagiarize or represent others' work as your own; use unauthorized reference materials; receive or give help on any assignment, paper, exam unless specifically authorized to do so.

### **Assignments and Exams:**

#### **Exams (2) – Midterm and Final:**

Two exams-one midterm exam (20%) and one final exam (20%)-are designed to assess student learning near the midpoint and end of the course on materials from both readings and lectures. The exams are designed to gauge how they have retained knowledge of the world food cultures, and how they use the knowledge to analyze food culture in a broad comparative context. Midterm exam will cover materials from class meetings 1 to 6 and final exam will cover materials from class meetings 8 to 14 (see the course schedule below).

Exams require students to recall knowledge and data taught and discussed during lecture and demonstrate the capacity to evaluate and compare the materials to analyze the differences or similarities of the food cultures across regions and societies (**FC 2**).

### **Assignment #1. Monthly Exit Ticket:**

Each month, students are required to complete an Exit Ticket on Blackboard. Completion of 3 Tickets is required (February, March, & April) during the semester.

- Each Exit Ticket will consist of 4 questions on each month's materials.
- Each Exit Ticket is an opportunity for students to critically engage with the month's materials in writing. Students must provide a written response of 300 minimum words per question.
- Each Ticket will be due the third Sunday of each month, before midnight (February 19, March 19, & April 16).
- Each Exit Ticket will be graded on a 40-point scale.

This assignment addresses three **Flexible Core Learning Outcomes (FC 1, 2, & 3)** in the following ways: Students must use 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 (**FC 1**). To answer the essay questions in 'Monthly Exit Tickets', students are required to evaluate the evidence they gathered and analyze arguments related to the Monthly Exit Ticket questions (**FC 2**). In response to essay questions in 'Monthly Exit Tickets', students are required to generate well-reasoned written arguments using evidence to support their answers (**FC3**).

This assignment addresses the three **World Culture and Global (WCG) Learning Outcomes (WCGI 1, 2, & 5)** in the following ways: The 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 (**WCGI 1**). To answer the questions in 'Monthly Exit Tickets', students analyze the respective food culture and describe the food culture's characteristics 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. (**WCGI 2**). In their 'Monthly Exit Ticket' responses, students are required to analyze and discuss the role of race, ethnicity, class, gender, belief, etc. in the respective food culture (**WCGI 5**). See sample Exit Ticket questions below.

### **Sample Monthly Exit Ticket Questions**

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.

1. **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) (10 points)
2. **What is the difference between Cajun and Creole cooking? What are the origins of both styles of cooking?** (pp.153-154) (10 points)
3. **Describe the religion, worldview, and food and health beliefs attributed Gypsies** (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 (10 points).

4. **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 (10 points).**
5. **What are the basic tenets of Confucianism, Taoism, and Buddhism? How might these religions influence Asian food culture? (pp.322-323, 341, 352) (10 points)**
6. **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) (10 points)**

### **Assignment #2. Cultural Competence Paper – Meal Project:**

The purpose of this project is to develop cultural competence by developing a culturally appropriate meal. This project requires students 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 (see below), students must use at least 3 different resources they find in textbook, CUNY library or credible online sources (online scholarly databases, government websites, newspapers).

This assignment addresses three **Flexible Core Learning Outcomes (FC 1, 2, & 3)** in the following ways: To develop a culturally appropriate complete meal and discuss the required components below, 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) (**FC 1**). 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 below in order to gauge whether or not it is useful for constructing reasonable arguments in their paper (**FC 2**). This 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 (**FC 3**).

This assignment addresses the three **World Culture and Global (WCG) Learning Outcomes (WCGI 1, 2, & 5)** in the following ways: Students have been introduced, through readings and discussions during class meetings, to the methods of inquiry used by scholars to study and explore the culture. Materials used to teach the course include literature, images of artifacts, videos, maps, etcetera that provide students a look into the cultures and societies being studied. The meal project paper requires students to identify the fundamental concepts and methods of interdisciplinary field exploring world food cultures taught during lecture. 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 (**WCGI 1**). To complete this assignment, 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) (**WCGI 2**). 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 (**WCGI 5**).

**Instructions:** Choose a culture (not your own), plan a meal for a family of 4 (representative of the meal patterns, staple foods, etc. of the culture you choose), and write a 2000-2500-word paper excluding title page, tables, and references by including the following required components. Your meal must be comprised of at least 3 different dishes (e.g., appetizer, main, dessert OR main, side, dessert). You will select ONE dish to be the focus of this project, find a recipe from an authentic source for that dish, and explain it. Cite all sources according to APA style.

Your paper should include the following:

1. **Cultural significance:** Name and explain the choice of the meal theme.
  - a. How do these dishes (*the whole meal*) represent the theme chosen? Justify your choices and how they represent your chosen culture. For this justification, 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.
  - b. State where you got *your recipe* and discuss the authenticity of the source.
  - c. Discuss how the foods used in *your recipe* are traditional or not (should cite sources!). Provide relevant social/historical context of the ingredients and/or the recipe as a whole.
  
2. **Preparation Time:** Although you will not cook the meal, estimate the time that will be spent for preparing the recipe and the meal as a whole if you cook the meal. Discuss the implications of this (e.g. is it too time intensive for a working family to prepare after work?).
  
3. **Recipe Description:**
  - a. Write an ingredient list and recipe instruction for your chosen recipe using FORM 1 posted on Blackboard. Indicate the sources of the recipe including the name, date and city of publication. you have modified the recipe use the form below and indicate, “adapted from” (the source recipe) ex. Adapted from Chef Giada’s Zeppole (Italian donuts).
  - b. If you have modified the recipe used, discuss how you modified the presentation from how it’s indicated on the recipe and from the culture.
  
4. **Recipe Cost:** Calculate the cost of your recipe by filling out the RECIPE COST worksheet (FORM 2) posted on Blackboard. Find food price by online search.
  - a. Total cost for ingredients - You can spend a maximum of \$20 for your recipe for 4 servings.
  - b. Cost per serving (based on ingredients used): Total cost/4

**Grading Rubric for Cultural Competence Paper - Meal Project**

Name and explain the choice of the meals theme		
	Satisfactory	Unsatisfactory
Identification of theme; fit with	Cultural context of the meal,	Unclear, cursory, or weak



meal assessed	major ingredients and recipes selected is explained thoroughly	connections drawn between meal and culture of focus
Source of recipe	Source and clear explanation of "authenticity" provided.	Source is not named and/or not evaluated.
Context	Social/historical/political influences of the recipe and/or major ingredients examined; explanation of cultural significance	Context is poorly researched and/or fails to explain the cultural relevance of the recipe
Recipe worksheet	Completed recipe sheet accurately re: sources, modifications	Incomplete/inaccurate recipe sheet
Timing	Explanation and analysis of timing to prepare recipe was detailed and thoughtful	Explanation was incomplete, lacked depth.
Recipe cost worksheet	Complete	Incomplete/inaccurate

CRITERIA	POINTS
Cultural significance/Meal Plan	100
Preparation time	10
Recipe description	50
Recipe cost	30
Meet the minimum word count/Grammar	4
APA citation style	6
<b>Total Points</b>	<b>200</b>

### Assignment #3: Group Presentation – Food Culture Project:

For the #3 'Food Culture Project Group Presentation', students are required to choose a group out of the 10 food culture groups below. 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.

This group presentation project addresses the three **Flexible Core Learning Objectives (FC 1, 2, & 3)** in the following ways: 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 from a variety sources and points of view (**FC 1**). 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 (**FC 2**). '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 (**FC 3**).

This assignment addresses the three **World Culture and Global Issues Learning Objectives (WCGI 1, 2, & 5)** in the following ways: 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 presentation (**WCGI 1**). 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 (**WCGI 2**). 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. (**WCGI 5**).

The Group Presentation using PowerPoint slides will be on the last day of class, May 10<sup>th</sup> 2023.

1. **Group Formation** – Choose your group. There will be a sign-up sheet at the first class.

Total 10 groups: Each group must have 4~5 group members.

Each group must choose **1 country** within the assigned region.

Group 1: Native Americans/North America Group (US regions or Canada)

Group 2: Northern/Southern Europe Group

Group 3: Central Europe/the Former Soviet Union/Scandinavia Group

Group 4: Africa Group

Group 5: Mexico/Central America Group

Group 6: Caribbean Island/South America Group

Group 7: East Asia Group

Group 8: Southeast Asia/Pacific Island Group

Group 9: Balkans/Middle East Group

Group 10: South Asia Group

2. **Required content elements for this presentation**

- 1) Per capita income
- 2) Environmental and geographic conditions as they relate to food availability
- 3) Language and cultural history
- 4) Predominant religion(s) and holiday food practices
- 5) Major foods: Protein sources, starch sources, fat sources, prominent vegetables, prominent fruits, spices and seasonings, beverages, desserts
- 6) Flavor Principles and predominant cooking styles
- 7) Core and secondary foods identified
- 8) Food values, beliefs, food taboos, health seeking food behaviors
- 9) Gender and family roles
- 10) Influence of housing on food storage, sanitation and preparation

### 3. File Submission

- One group member should email me the group file by a day before the presentation (by 11:59 PM on May 9<sup>th</sup>, 2023) so that I can upload the file in the class computer prior to presentation.
- After the presentation, the FINAL PowerPoint presentation group file should be submitted via Blackboard by 11:59 PM on May 14<sup>th</sup>, Sunday 2023.

### 4. Oral Presentation

- Each group will have 15 minutes for a power point presentation and 5-10 minutes for discussion and food presentation.
- Each of the group members should present orally.
- Power point slides should be readable and uncrowded.
- Present at least 3 foods/beverages specific to your region. For the presentation, you can bring real food/product samples OR show the pictures.

**Grading Rubric for Group Presentation**

CRITERIA	POINTS
<b>Group Presentation</b>	
<b>Oral presentation: Organization/time, content, delivery style, &amp; presentation materials</b>	<b>80</b>
<ul style="list-style-type: none"> <li>• Presentation evaluation by classmates (40)</li> <li>• Presentation evaluation by instructor (40)</li> </ul>	
<b>Group work evaluation by group members (10): Workload, effectiveness, dependability, quality, &amp; attitude</b>	<b>10</b>
<b>A minimum of 3 food sample presentation/Display of food samples reflective of culture</b>	<b>10</b>
<b>Required content elements (100)</b>	<b>100</b>
<ol style="list-style-type: none"> <li>1. Per capita income (3)</li> <li>2. Environmental and geographic conditions as they relate to food availability (5)</li> <li>3. Language and cultural history (7)</li> <li>4. Predominant religion(s) and holiday food practices (20)</li> <li>5. Major foods: Protein sources, starch sources, fat sources, prominent vegetables, prominent fruits, spices and seasonings, beverages, desserts (32)</li> <li>6. Flavor Principles and predominant cooking styles (10)</li> <li>7. Core and secondary foods identified (5)</li> <li>8. Food values, health beliefs, food taboos, health seeking food behaviors (8)</li> <li>9. Gender and family roles (5)</li> <li>10. Influence of housing on food storage, sanitation and preparation (5)</li> </ol>	
<b>Total Points</b>	<b>200</b>

### **In-Class Participation:**

In-class participation will account for 6% (60 pts) of your grade. Participation includes actively engaging in class discussions, and providing constructive commentary on classmate's work.

Excellent Class Participation (6%): Student is present in the class on time, with reading/viewing completed and is prepared with comments or questions and prepared to share; speaks frequently without monopolizing the class discussion; offers incisive and constructive feedback on classmate's work; acknowledges and respects other class members.

Fair Class Participation (4%): Student is usually present the class on time, with reading/viewing done; speaks often enough; offers feedback on classmates' work that is usually incisive and instructive; acknowledges and respects other class members.

Poor Class Participation (1 – 2%): Student is frequently absent from the class, late or comes to class without reading/viewing completed; never speaks, or speaks in a disrespectful way; doesn't offer feedback to classmates or offers disrespectful feedback; ignores or is rude towards other members of the class; is a non-engaged or destructive collaborator.

### **Discussion Board:**

On the Blackboard discussion board, at least 1 post submission on each of 2 forums is required.

#### **#1 Forum: Who are You? And What Do You Eat? - Self-Introduction (10 pts)**

- Submit your post by February 12, Sunday 11:59 pm.

In 1825, Jean Anthelme Brillat-Savarin, a French "foodie," said, "Dis-moi ce que tu manges, je te dirai ce que tu es" which means, "Tell me what you eat and I will tell you who you are." Please tell us who you are and what you eat by answering the following questions.

1. The most recent [United States census](#) officially recognized five [racial categories](#) ([White](#), [Black or African American](#), [Asian](#), [Native American/Alaska Native](#), and [Native Hawaiian/Pacific Islander](#)) as well as [people of two or more races](#). What is your race? \_\_\_\_\_
2. A person's "**ethnic background**" means the country, social or religious group, etc. that their ancestors came from. Some examples of different **ethnic backgrounds** include: Irish. Korean, Jewish, Native American, Columbian. What is your **ethnic background**?  
\_\_\_\_\_
3. What is your **favorite food**? \_\_\_\_\_
4. What is your **least favorite food**? \_\_\_\_\_
5. The comfort food (dish) may be consumed to relieve negative psychological effects or to increase positive feelings.  
What is your **comfort food (dish)**? \_\_\_\_\_
6. What is your **favorite restaurant** in the New York City (Manhattan, Brooklyn, Queens, the Bronx and Staten Island) \_\_\_\_\_
7. Any dietary restriction? \_\_\_\_\_  
For example, Kosher, Halal, allergy, vegan, etc.

**#2 Forum: Does Hunger Cause Obesity? – Connection between Food Insecurity and Obesity (10 pts)**

- Read the ‘Cultural Controversy’ section, “Does Hunger Cause Obesity?” p.21 in textbook.
- Read the research brief article “Understanding the connections: Food Insecurity and Obesity” that is posted on Blackboard.
- Submit your post explaining how food insecurity can be connected with obesity using the ideas and facts from the readings by April 30, Sunday 11:59 pm (minimum of 300 words).

**Online Discussion Board Rubric**

Required elements					
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	
<b>Relevance of post</b>	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas.	Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas.	Posting fails to address all components of the prompt. Makes short or irrelevant remarks.	No posting	
	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	
<b>Quality of post</b>	Presenting a logical, clear and strong argument; providing ample and accurate evidence to support your side of the argument.	Presenting relevant viewpoints to support your side of argument, but not strong enough.	Minimum effort is made to present your side of argument.	No posting	
	<b>Excellent (1)</b>		<b>Fair (0.5)</b>	<b>Poor (0)</b>	
<b>Mechanics</b>	Writing is free of grammatical, spelling, or punctuation errors.		Writing includes 4-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.	
	<b>Excellent (1)</b>			<b>Poor (0)</b>	
<b>Word count</b>	Posting meets the minimum word count			Posting fails to meet the minimum word count	
				<b>Total</b>	<u>    </u> /10

**Course Calendar:**

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Class #	Class Day & Date	Topic	Readings	Assignment Due	Objectives/ Criteria Met
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1	Wednesday, Jan. 25	Course Introduction /Food and Culture	Chap 1		FC 1, 2 WCGI 1, 2 LO 1, 2
2	Wednesday, Feb. 1	Intercultural Communications and Health Beliefs	Chap 2 and 3		FC 1, 2 WCGI 1, 2 LO 1, 2, 3
3	Wednesday, Feb. 8	Food and Religion	Chap 4	Discussion Board Post #1 Due 2/12, Sunday	FC 1, 2 WCGI 1, 2 LO 1, 2, 3
4	Wednesday, Feb. 15	Native Americans and Regional Americans	Chap 5 and 15	Assignment#1: Monthly Exit Ticket 1 Due 2/19, Sunday	FC 1, 2, 3 WCGI 1, 2, 5 LO 1, 2, 3
5	Wednesday, Feb. 22	Northern and Southern Europeans	Chap 6		FC 1, 2 WCGI 1, 2 LO 1, 2
6	Wednesday, March 1	Central Europeans, the Former Soviet Union People, Scandinavians	Chap 7		FC 1, 2 WCGI 1, 2 LO 1, 2
7	March 8	IN-PERSON MIDTERM EXAM		IN-PERSON MIDTERM EXAM	FC 1, 2
8	Wednesday, March 15	Africans	Chap 8	Assignment#1: Monthly Exit Ticket 2 Due 3/19, Sunday	FC 1, 2, 3 WCGI 1, 2, 5 LO 1, 2, 3
9	Wednesday, March 22	Central and South Americans, Caribbeans	Chap 9 and 10		FC 1, 2 WCGI 1, 2 LO 1, 2
10	Wednesday, March 29	East Asians	Chap 11		FC 1, 2 WCGI 1, 2 LO 1, 2
4/5		Spring Recess			
4/12		Spring Recess			
11	Wednesday, April 19	Southeast Asians	Chap 12	Assignment#1: Monthly Exit Ticket 3 Due 4/16, Sunday	FC 1, 2, 3 WCGI 1, 2, 5 LO 1, 2, 3
12	Wednesday, April 26	People of the Balkans and Middle East	Chap 13	Discussion Board Post #2 Due 4/30, Sunday	FC 1, 2 WCGI 1, 2 LO 1, 2, 5
13	Wednesday, May 3	South Asians	Chap 14	Assignment#2: Meal Project Paper Due 5/7, Sunday	FC 1, 2, 3 WCGI 1, 2, 5 LO 1, 2, 4
14	Wednesday, May 10	FINAL GROUP PRESENTATIONS		Assignment #3: Final Group Presentation File Submission Due 5/14, Sunday	FC 1, 2, 3 WCGI 1, 2, 5 LO 1, 2, 3, 5
	May 17	IN-PERSON FINAL EXAM		IN-PERSON FINAL EXAM	FC 1, 2