

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Geosciences College Science (To obtain a course number, contact erudolph@fau.edu)		
Prefix GEO Number 6428	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Course Title Food: Environment and Culture	
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see <i>Guidelines</i>) We will look at food rituals, holidays, media, foraging, slow food, restaurants, organics, GMOs, gardening, ethnographic field techniques, waste, domestication, fermented beverages and food worker justice, pesticides and agriculture.	
Effective Date (TERM & YEAR) Fall 2017		Prerequisites None	Corequisites None
		Registration Controls (Major, College, Level) None	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Listed in syllabus	
Faculty Contact/Email/Phone mfadiman@fau.edu/ 561-297-3314		List/Attach comments from departments affected by new course	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 03/02/2017 3/8/17 3/1/2017 3-29-2017 3-29-17
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

Food: Environment and Culture

GEO 6428 (3 cr.)

Term: Spring 2017

Classroom location: SE 413, Boca Raton (In Class Course).

Class Meeting Times: Tuesdays 2:00-4:50

Professor: Dr. Maria Fadiman

Office: SE 454

E-mail: mfadiman@fau.edu

Tel: 561-297-3314

Office Hours: Mon: 10-1, Wed 12-2, 2:30-3:30 and by appointment

COURSE DESCRIPTION

We will look at food rituals, holidays, media, foraging, slow food, restaurants, organics, GMOs, gardening, ethnographic field techniques, waste, domestication, fermented beverages and food worker justice, pesticides and agriculture.

OBJECTIVES

The objectives of this course are for students to address these issues from an analytical and personal perspective. The class achieves these objectives through a combination of reading, discussion, field trips, and film.

Pre-requisites, Co-requisites, Instructor Permission: None.

COURSE ASSIGNMENTS

- **Class participation:** Students should be prepared to discuss the ideas and concepts brought up in class and the readings for every class period.
- **Readings:** Students should be prepared to thoroughly read the assigned texts, and to turn in written answers to questions given each week
- **Leading Discussion, Preparing Questions, Peer Review, and Weekly Journal Entries:** Students are expected to write questions and to lead class discussion.
- **Food Observations:** Students will record their own food patterns and experiences as assigned to turn in and discuss in class.
- **Food Video Clip:** On a designated day, each student will choose a video (YouTube, move clip, etc.) from 5-15 minutes or so in length, and have a question for the class to answer and discuss.
- **Recipe:** Each student will bring in a copy of a recipe for each member of the class and discuss what the recipe means to them.

• **Questions Speakers and Field Trips and Reflection Papers:** Students must ask two questions of guest speakers and field trip leaders and after field trips and films, students will turn in reflection papers.

• **Research Project and Presentation:** Students will present the projects on which they worked throughout the semester and ask questions about other people's presentations.

COURSE SCHEDULE

WEEK 1: INTRODUCTION –Jan 10

- No readings due.

WEEK 2: Food Rituals: Holidays, Preparation, Media–Jan17

- Allende, I. 2008. *Aphrodite: A Memoir of the Senses*. Harper Perennial, London. Pp: 170-172
- Allison, A. 1991. Japanese mothers and Obentos: The lunch-box as ideological state apparatus. *Anthropological Quarterly*, 64 (4):195-208.
- Moisió, R., E.J. Arnould and L.L. Price 2004. Between mothers and markets: Constructing family identity through homemade food. *Journal of Consumer Culture* 4 (3): 361-384.
- Ray, K., 2007. Domesticating cuisine: Food and aesthetics on American Television. *Gastronomica: The Journal of Food and Culture*, 7(1): 50-63.
- Wallendorf, M. and E. J. Arnould 1991. "We Gather Together": Consumption Rituals of Thanksgiving Day. *Journal of Consumer Research*, 18 (1):12-31

WEEK 3: Foraging/Local/Slow Food- Jan 24

- Erdrich, L. 2011. Ringo's Gold. *The New Yorker* Pp. 104-105.
- Kingsolver, B. 2007. *Animal, Vegetable, Miracle: A Year of Food Life*. HarperCollins Publishers, New York. Pp.154-169.
- Kramer, J. 2011. The food at our feet: Foraging around Europe. *The New Yorker* (The Food Issue). 80-91.
- Meehan, P. with D. Chang. 2011. Things were eaten. *Lucky Peach*. 2:7-17.
- Miele, M. and J. Murdoch, 2002. The practical aesthetics of traditional cuisines: Slow food in Tuscany. *Sociologia Ruralis*, 42 (4): 312- 328.
- Pollan, M. 2006. *Omnivore's Dilemma: A Natural History of Four Meals*. Penguin Books, New York. Pp.391-399.

WEEK 4: Gardens and Farmers Markets –Jan 31

- Corrigan, M. 2011. Growing what you eat: Developing community gardens in Baltimore, Maryland. *Applied Geography* 31:1232-1241
- Kingsolver, B. 2007. *Animal. Vegetable, Miracle: A Year of Food Life*. HarperCollinspublishers, New York. Pp.174-189.
- Mayle, P. 1991. *A Year in Provence*. Vintage Books, New York. Pp. 71-72.
- Qasim, M. and N. Dunnett. 2000. Perceived benefits to human well-being of urban gardens. *HortTechnology*, 10(1): 40-45.
- Sommer, R., J. Herrick, and T. R. Sommer. 1981. The behavioral ecology of supermarkets and farmer's markets. *Journal of Environmental Psychology*, 1:13-19.

WEEK 5: Community Garden Field Trip –Feb 7

- *Ask 2 questions of tour leader*

Fruitful Field:

100 NE 44th St., Pompano, FL

<http://thefruitfulfield.org/>

WEEK 6: Food Waste and Ugly Food-Feb 14

***Turn in Field Trip Reflection Paper**

- Block, et al. 2016. The squander sequence: understanding food waste at each stage of the consumer decision-making process. *Journal of Public Policy & Marketing* 35 (2): 292-304.
- Kaufman and Williams, 2016. *Huffington Post* (online)
http://www.huffingtonpost.com/entry/supermarkets-food-waste_us_577bbe78e4b09b4c43c111f0?section
- Royte, E. 2016. *National Geographic* (online)
<http://www.nationalgeographic.com/magazine/2016/03/global-food-waste-statistics/>

VIDEO IN CLASS:

- John Oliver Food Waste:
<https://www.youtube.com/watch?v=i8xwLWb0ILY> John Oliver

WEEK 7: Methodology –Feb 21

- Bernard, H. R. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press, Plymouth. Pp: 306-336.
- Dunlop, F. 2008. *Shark's Fin and Sichuan Pepper: A Sweet-Sour Memoir of Eating in China*. W.W. Norton and Company, New York. Pp. 34-45.

WEEK 8: Mid Semester project-Feb 28

- Prepare to discuss with the class:
 - Project description
 - Methodology
 - What you have done so far
 - Questions you have

WEEK 9: Spring Break Mar 7

WEEK 10: Organic/Pesticides/GMO –Mar14

- Carson, R. 1962. *Silent Spring*. Houghton Mifflin Company, New York :39-51.
- Farquharson, V. 2009. *Sleeping Naked is Green: How an Eco-cynic Unplugged Her Fridge, Sold Her Car, and Found Love in 366 Days*. Houghton Mifflin Harcourt Publishing Company, New York. Pp: 95-96.
- Lee, W.J., M. Shimizu, K.M. Kniffin, and B. Wansink. 2013. You taste what you see: Do organic labels bias taste perceptions? *Food Quality and Preference* 29: 33-39.
- Naylor, R. and Ehrlich, P.R 1997. Natural pest control services and agriculture. *In Nature's Services: Societal Dependence on Natural Ecosystems*, G.C. Daily, ed. Island Press.
- Pollan, M. 2002 *Botany of Desire: A Plant's-Eye View of The World*. Random House, New York: 183-191.

WEEK 11: Dr. Watson, Guest Speaker, localism and Beer – Mar 21

- *Ask 2 questions of guest speaker*

Suggested Readings:

- Flack, W.2009. American Microbreweries and Neolocalism: “Ale-ing” for a Sense of Place. *Journal of Cultural Geography* 16(2):37-53.
- Schnell, S. M. and Reese, J.F. 2003. Microbreweries as tools of local identity. *Journal of Cultural Geography*, 21 (1):45-69

WEEK 12: Field Trip – Brewery, Funky Buddha –Mar 28

**Turn in Speaker Reflection Paper*

- Ask 2 questions of tour leader

Funky Buddha Brewery

1201 NE 38th St, Oakland Park, FL 33334

<https://funkybuddhabrewery.com/>

WEEK 13: Restaurants -April 4

**Turn in Field Trip Reflection Paper*

- Clark, D. 2004. The raw and rotten: Punk cuisine. *Ethnology* 43(1):19-31
- Finkelstein, J. 1989. *Dining Out: A Sociology of Modern Manners*. Polity Press, Cambridge. Pp. 85-99.
- Gilbert, E. 2006. *Eat, Love, Pray: One Woman's Search for Everything across Italy, India and Indonesia*. Penguin Books, New York. Pp. 78-80.
- Sedaris, D. 2001. Today's Special. *Me Talk Pretty One Day*, Back Bay Books, pp. 120-124
- Watson, J. L. 2000. China's Big Mac attack. *Foreign Affairs*, 79(3):120-134.

Ask 2 question of tour speaker-turn in written question if unable to ask

Pizza Fusion

Recommended Reading: <http://pizzafusion.com/saving-the-earth/>

2378 Weston Rd.

Weston, FL 33326

Phone: 954-641-5353

WEEK 14: Guest Speaker–Domestication-Dr. Brad Bennett –April 11

- Ask 2 questions of guest speaker

Suggested Reading:

B.C. Bennett, (2010), Plant domestication and the origins of agriculture.

Economic Botany, [Ed. Brad Bennett], in *Encyclopedia of Life Support Systems (EOLSS)*, Developed under the Auspices of the UNESCO, Eolss Publishers, Paris, France, [<http://www.eolss.net>]

WEEK 15: FILM –April 18

**Turn in Speaker Reflection Paper*

- Film: *Food Inc.*
- In Class Writing Assignment (**Must be present to receive credit**)

WEEK 16: –April 25

- Presentations

WEEK 17: Tuesday May 2 1:15pm – 3:45pm

- Presentations *****Please note the time difference**

You **MUST be present at BOTH** class times in which people are presenting to receive credit.

COURSE ASSIGNMENTS

Class Discussion:

The objective of your group is to create meaningful discussion based on the readings. You can do this through posing questions, splitting people into groups, role playing, debating, and your own other creative ideas.

Questions:

Questions need to be sent by Friday at 5:00 pm before the class for which your group is responsible. In writing the questions, you are eliciting responses that indicate that the rest of the class:

- 1) Has read the article
- 2) Can analyze the reading
- 3) Can connect readings to each other
- 4) Can apply the concepts or examples to real life and personal situations.

Peer Review:

Each student submits a private peer review (%) of the work of the other group members. *Grading: will be on student's ability to fulfill the stated requirements included with peer graded input.*

Food Observations:

Each week, students will post an assignment about what to consider in the students' daily lives in terms of food. Students should come in ready to discuss their entries. *Grading: will be on the effort demonstrated to record and reflect one's own food relationship. You will not be graded on your opinions.*

Food video clip:

Each student on their assigned day will bring in a video clip that they have chosen from youtube or a piece of a movie or any other source the student finds interesting. The topic can be whatever the student chooses. The student will then come up with a question for the class to discuss regarding the clip. The clip should be around 10-20 minutes. *Grading: will be on fulfilling stated requirements.*

Recipe: Each student will bring in a recipe that is meaningful to them in terms of memory, family, geography, etc...The student will bring in a paper copy for each student in the class to create a class recipe book. *Grading: will be on fulfilling stated requirements.*

Reflection Papers:

For the film and field trips a reflection paper will be due the week after the film has been seen and the field trip attended (unless written on-site). The papers will address the questions posted on BB. *Grading: will be on fulfilling stated requirements.*

Project Presentation

Project: The student will choose a project concerning food culture and environment, to be carried out throughout semester. Mid-Semester the student will give an update about their project and at the end of the semester the student will present the project with a power point presentation, and turn in a printed version of the power point (multiple slides per page). The research and presentation will be organized in the following format.

Introduction

What is the question you are exploring?
Why did you choose this subject?
Why is it important?

Study Area description

Where is your project?
What is the landscape?
Who are the people?
What is the history?
Other Relevant information.

Methodology

How did you collect data for your project?
Egs. 1) Interviews: who, how many, where, how old?
2) Observation: Where, how, time duration, what?
-Details about how you did the project. Make it someone could replicate it from the information you give.

Results

What did you find out?
What are the facts that you discovered?
What data do you now have?

Discussion

What are the patterns that you see?
What do the results tell you about the question you asked?
Why do you think that you see the patterns that you do?
You can use “perhaps”
Were your methods adequate to answer your question? What could be changed?

Conclusion

How does this fit into a context larger than your project?
Who would be interested in your project? Why?
Why is it significant?
What are future questions?

Personal Experience (INCLUDE THIS!!!)

What was the best and worst part of doing this project for you?

Presentation:

You will demonstrate in your presentation all of the above criteria and remain within the time frame as stated in class.

- **Power Point**

- Title Slide
- Only cue words and phrases on each slide (or no text)
 - There should be enough words to prompt you, but not so many that your audience (or you) can read your presentation from the screen.
- Visuals to interest the class

Questions: Each student is responsible for being present at **ALL** of the presentations and asking questions of their fellow students.

Grading: Thoroughness of research and clarity and organization of presentation.

Course Evaluation Method

30% Class Participation, Food Thoughts, Recipe and Media Article

30% Reading Questions

20% Project Presentation and Questions Asked

15% Leading Discussion, Question Writing, Food Observation Creation

5% Group Peer Review (average of all reviews)

COURSE POLICIES

1) Written Assignments

All written assignments are due at the **BEGINNING** of class. Late assignments will be graded off 25%. Papers turned in after class has started, will be counted as late. Papers will only be accepted up to 11:59 pm Tuesday, on the same day they were due. After that please do not submit any work.

2) Discussion protocol

All in class discussions will be conducted in a respectful manner.

3) Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, computers, as well as personal communication devices such as pagers, beepers, and cellular telephones are to be *disabled* in class sessions. *NO TEXTING IN CLASS*

4) Disabilities

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

4) Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Grading scheme

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-