

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: SCHOOL OF HEALTH SCIENCES

COLLEGE: COLLEGE OF HEALTH AND
HUMAN SERVICES

DEPARTMENT CONTACT: ALICE JO RAINVILLE

CONTACT PHONE: 487-0430

CONTACT EMAIL:
ALICEJO.RAINVILLE@EMICH.EDU

1. Subject Code, Number, and Title: DTC 358 Food and Culture
2. Credit Hours: 3
3. Course Description: Global food supply issues can be understood within the context of culture. This course explores factors that influence the global food supply including religion, culture, society, agricultural and livestock capabilities, environmental changes affecting food sources, malnutrition, overfeeding, fair trade agreements for growers/producers, food availability, industrialization, traditional health beliefs, and intercultural communication.
4. This course is (check one):
 - an existing course with no revisions (need not go through the input system)
 - an existing course with revisions (attach this form to Request for Course Revision form)
 - a new course (attach this form to Request for New Course form)
5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
 - Effective Communication**
 - Quantitative Reasoning (*QR designation*)**
 - Writing Intensive (*WI designation*)**
 - Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity

Knowledge of the Disciplines

- | | |
|----------------------------------|---|
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Science |

 Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

This course addresses many global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and food habits. Fair trade issues are explored through study of small farms that grow coffee, tea, fruit, rice, and sugar and sell to processors and distributors under fair trade certification. This is compared to large commercial operations and/or purchasing through the middleman system in developing countries. Religious preference also has a great influence on food habits around the world.

This course meets the General Education Global Awareness category because students are exploring global issues through food and food habits, exploring their own culture and food habits, exploring social dynamics and cultural intolerances that influence food habits, and analyzing information from diverse sources to make informed decisions regarding global issues.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used

in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.

a. This course addresses specific global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and food habits through lectures, discussions, and videotapes. Religious practices and holiday foods, family structures, therapeutic uses of food, and food shortages in developing countries are discussed. The “Desert’s Perfect Foods” video addresses the Pima and Tohono O’odham Indian tribes located on U.S. reservations. The loss of land to government control, modernization, decreased physical activity and dilution of the native practice of living on desert plants is believed to be a strong contributing factor in the epidemic rate of diabetes in these populations. Only the very eldest generations have the practical knowledge of how to grow and prepare these native foods. Passing on this knowledge is critical to younger generations. The social and economic cost of treating epidemic levels of insulin- dependant diabetes and its additional health consequences are high.

b. This outcome is met through discussions, assignments and exams. Active participation in discussions is expected and 19% of the course grade is from attendance and participation. A sample discussion question is “How are global issues such as government policies, economics, agriculture, religion, and social dynamics affecting the Pima and Tohono O’odham Indian tribes with regard to food choices and ability to maintain their cultural food practices?”

Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.

a. This course addresses specific global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and food habits through lectures, discussions, and videotapes. These global issues are explored through the Personal Heritage/Global Food Item Research Assignment and discussion. Students who learn more about their own cultural group and family history can better understand how to relate to fellow students and faculty from other cultures or people of other cultures when they travel. Students create a family tree that includes country or countries of origin. Their written report identifies global issues such as economics, religion, government, and agriculture of their country of origin. Significant holidays and religious traditions that explain special foods are included. Over the last four years, this course has experienced increasing interest and enrollment among students. There has always been a diverse group of students who have taken this course, therefore, homogenous student sections has not been an issue of concern. Students choose what they share with the class. There have been hundreds of students enrolled in this course and all have had some cultural information to share. If they have information from only one parent, that is what they present. This does not affect their grade. Students have been very respectful of others’ cultures and students enjoy this assignment.

b. Students prepare an oral presentation, 2-3 page paper, and information about the global issues that impact their culture and cultural practices. Significant holiday and religious traditions that affect special foods are included. Also, exploration of others' cultural practices is accomplished through this assignment.

Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.

a. This course addresses social and historical dynamics such as socioeconomic status, demographics, and system of government that relates to Europeans, People of the Former Soviet Union, Africans, Mexicans and Central Americans, Caribbean Islanders and South Americans, Asians and Pacific Islanders, People of the Balkans and Middle East, and Asian Indians and Pakistanis. For example, the social and historical dynamics of Middle Eastern cultures are discussed in class and a Mediterranean Market Tour is included so that students can learn more about global issues such as religion, economics, food distribution, and food availability near the Mediterranean Sea. The tour is led by the market owners. Both are practicing Muslims and one is a native of Tunisia. They share the difference of that culture versus living here in the U.S. The students really enjoy the opportunity to ask questions about that in this informal format.

Social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts are also explored through lectures and discussions that include government agricultural policies, poverty, and food emergencies in countries with conflicts; contemporary examples are used to illustrate these global issues.

b. Discussions and three examinations are used to assess this outcome. Active participation in discussions is expected and 19% of the course grade is from participation. Sample class discussion questions are as follows; "Globalization, modernization and urbanization all define American food consumption. How are foods grown and produced in this country? Who are they produced for? How are global issues such as fair trade, economics, agriculture, religion, and social dynamics affecting you personally with regard to food choices and ability to maintain your cultural food practices? How does war or other tragedy (weather disasters, etc.) affect food and water availability around the world?"

Explore the causes and consequences of social, cultural, and racial intolerance in the world.

a. This course addresses specific global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and food habits through guest lecturers from other countries who can provide unique insights on causes and consequences of social, cultural, and racial intolerances. This course also addresses the causes and consequences of social, cultural, and racial intolerance through support materials such as videotapes and news clips. For example, PBS-produced videotape segments from "The Meaning of Food"-Food and Life plus Food and Culture segments,

and specifically address this outcome. Students in the class have given these videos high reviews.

The “Meaning of Food” video includes a segment of an American Muslim teenager observing the month-long Ramadan fast, while trying not to appear “different” to her classmates. Even within the Muslim community, she feels that some view her as untrue to the Muslim way of life, since she does not cover her hair and wears Western clothing. She remains strong to her conviction that the world changes and she needs to change with it. Therefore, she is choosing to create her own culture, while remaining observant of many of her ethnic/religious traditions. Students gain an understanding of what Ramadan is and why it is so important to the Islam faith. Understanding in the first step toward acceptance of different religious and cultural practices.

The Makah Indian segment of the PBS Meaning of Food-Food and Culture video: The video describes the history of the Washington State-based Makah Indian tribe, whose food source and culture depended on the practice of whaling. Whale hunting had historically been conducted according to specific preparation (spiritually & physically) and was important to the entire tribe. The hunted whale would be used in its entirety; the meat for food, the blubber and the oil. Each hunt represented a strong tie to their ancestors. Respect was shown for the supply of whales. Meanwhile, commercial Canadian whalers had hunted the gray whale to the point of near extinction and a hunting ban was enforced for a 70 year period, ending (temporarily) in 1994. The Makah tribe was given permission to resume whaling in exchange for giving up some of their land. They were allowed to conduct one traditional whale hunt before the ban was enforced again. This was a chance for the oldest tribe members to pass on the whaling knowledge and tradition to the next generation. The entire tribe was able to experience this traditional food source.

During this single whaling event, angry protesters showed up in full force and had required law enforcement to hold back the angry crowd (yelling insults and hateful signage). Clearly they lacked the understanding of the social and cultural importance of whaling to this tribe. One tribal member stated she didn't understand why these protesters didn't raise issues about how other animals are handled (poultry, beef, etc.) as food sources. Worth noting is students were most impressed that the tribe was not wasteful about this food source and how deeply cultural the practice of whaling was.

They were disappointed to learn the rights had been removed again and wanted more information on the current status of the tribe's petition to resume whaling again. They recognized that if too much time elapsed, the knowledge of this practice would be lost for future generations.

An additional example of the exploration of the causes and consequences of social, cultural, and racial intolerance is an EMU faculty member from India who guest lectures and describes the currently elected political leaders of India who all represent minority religions.

b. Discussions and examinations are used to assess this outcome. Active participation in discussions is expected and 19% of the course grade is from participation. Discussions focus on how lack of understanding of another culture or religion leads to prejudices and intolerance such as those exemplified above.

Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

a. Diverse sources used in this class, including websites, videotapes such as “Guatemala Coffee Country”, and market tours allow students to analyze and synthesize information to make informed decisions about global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics. For example, the global issue of fair trade is explored after students watch the “Guatemala Coffee Country” videotape. Many coffee farmers around the world receive middleman payments that are lower than the costs of production, forcing them into a cycle of poverty and debt. Websites that address fair trade are explored including The Fair Trade Federation (www.fairtradefederation.org), an association of fair trade wholesalers, retailers, and producers whose members are committed to providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide.

Also, the spread of American-based chain restaurants to other countries is addressed and the economic and health consequences of such world-wide expansion is discussed.

b. The evaluation methods used to assess this outcome are examinations, written assignments, and discussions. Active participation in discussions is expected and is part of the course grading scheme. To the above discussion, we address “Will you buy fair trade certified foods?” “How does the flood of American-based restaurants spreading in other countries affect the disease patterns of current and future generations? (i.e. McDonald’s, Yum Brand chains-KFC, Long John Silver’s, etc.)” In the grocery store assignment, students are analyzing and synthesizing information from diverse sources when they discuss the following: how their individual purchase of these foods supports the global food supply. What effect on the environment does such a purchase support? How would these products be used or whom would they appeal to?

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 13 Against 0 Abstentions 0

Elizabeth Francis-Connolly

Department Head

March 10, 2006

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____
Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

ASSOCIATE VICE-PRESIDENT FOR UNDERGRADUATE STUDIES AND CURRICULUM

DATE



EASTERN MICHIGAN UNIVERSITY
SCHOOL OF HEALTH SCIENCES
DTC 358 Food and Culture, Course Syllabus



Instructor:

Diane F. Reynolds, RD

Office: Third Floor Atrium, 302 Everett L. Marshall Building

E-mail: dreynol2@emich.edu (preferred contact method)

Office Hours: T & Th, 12:30 pm-1:30 pm, other hours available by appointment.

Please feel free to come and see me with questions! You can send e-mail me if you wish to schedule an appointment. I check e-mail Monday through Saturday.

Course Description: Global food supply issues can be understood within the context of culture. This course explores factors that influence the global food supply including; religion, culture, society, agricultural and livestock capabilities, environmental changes affecting food sources, malnutrition, overfeeding, fair trade agreements for growers/producers, food availability, industrialization, traditional health beliefs, and intercultural communication.

Prerequisites: None

Required Textbook ISBN# 0-534-56112-8: Food and Culture, 4th edition, by Pamela Goyan Kittler and Kathryn P. Sucher, Thomson Wadsworth, ©2004. You may buy used textbooks if they are available.

Optional Support Resources:

Food Around the World: A Cultural Perspective by McWilliams and Heller, ISBN: 0-13-094456-4, Pearson Education Inc., Upper Saddle River, NJ ©2003

Attendance and Class Participation:

Attendance and active class participation are expected. You will get out of this course what you put into it. Part of your grade is based on attendance. Habitual tardiness, leaving class early, or other disruptive behaviors will result in losing points for attendance.

Course Objectives: Students will:

1. Gain a working knowledge of global food supply issues and the individual impact each person can have on these factors, thus influencing the future food supply of the planet.

2. Examine global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and cultural food habits around the world.

Exams, Assignments and Procedures:

*Please notify me by e-mail or in person prior to class if you are unable to attend class, only if you are scheduled to do a presentation or a special class activity is scheduled. Otherwise, see me when you return. Only true emergencies or observance of religious holidays qualify for excused absence. I must be informed in advance of absence due to holiday observance, in order to excuse it.

*You must register for eCompanion Access, the web enhancement for this course. All assignments and exams are submitted/completed via eCompanion. Hard copies are not accepted. All lesson materials and presentations are also accessible in the Course Home page for this class. You will find it is a convenient resource.

*All assignments must be submitted through eCompanion as a Dropbox attachment on the designated date. Late assignments will be accepted, but a loss of 10% of the total points will be deducted per day late (department policy). After 9 days late, zero points are given.

*All assignments are to be word-processed, double-spaced and size 12 font, unless otherwise noted. Failure to follow these directions will result in loss of points. Please spell-check and grammar-proof your work. Assignments with excessive spelling and/or grammatical errors will have points taken off or may be returned to the student to redo.

*There will be three exams, including two through the semester and a final exam. All 3 exams are delivered on-line through eCompanion. Class does not meet on campus those days. The exams are not cumulative. You will have a 48-hour period to log in to complete each exam. In cases of extreme extenuating circumstances, an exam may be rescheduled for a student and must be arranged with your instructor.

Class Point Distribution:

	<u>Points</u>
Attendance (25 classes x 4 pt./class)	100
Extra Credit given for inclusion of photos or other special effort shown)	
Grocery Store Assignment	35
(30 points for content, 5 points for format-including bibliography, plus 2pts. Extra Credit given for inclusion of photos or other special effort shown)	
Personal Heritage/Global Food Item Presentation	80

(50 points for food item research/presentation, 30 points for written paper & bibliography)

Exam #1	100
Exam #2	100
Exam #3-Final Exam	<u>100</u>
TOTAL POINTS:	515

Grading Scale: The scores you earn will be converted to a letter grade based upon the following scale:

A = 95 - 100%	C+ = 77 - 79.9%	D- = 60 - 62.9%
A- = 90 - 94.9%	C = 73 - 76.9%	E ≤ 59.9%
B+ = 87 - 89.9%	C- = 70 - 72.9%	
B = 83 - 86.9%	D+ = 67 - 69.9%	
B- = 80 - 82.9%	D = 63 - 66.9%	



ACADEMIC DISHONESTY

Academic Dishonesty: All students are expected to adhere to the EMU Code of Student Conduct as described in the undergraduate catalog. Cheating, fabrication, plagiarism and facilitation are defined on the attached page. Violations may range in result from a failing grade on the specific project, quiz, or assignment in question, a failing grade for the course, and/or referral to the Office of Student Judicial Services for other disciplinary action.

The following acts by students constitute academic dishonesty:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic assignment. Examples:

1. Looking on someone else's paper
2. Using a "cheat sheet" during an exam
3. Allowing someone else to take an exam
4. Turning in a research paper that was written by someone else
5. Submitting the same work more than once for credit
6. Using memory calculators with exam information stored in it
7. Using someone else's lab or homework assignments
8. Discussing assignments or take-home exams with another student if students were told that collaboration was not allowed

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic assignment. Examples:

1. Making up data on an assignment

2. Making up a source to cite in a paper
3. Altering, then resubmitting returned academic work

***Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic assignment. Examples:

1. Quoting a source, verbatim without properly citing the source
2. Paraphrasing text without properly citing the source

Facilitation: Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty. Examples:

1. Allowing another student to copy homework and turn it in
2. Letting someone else copy an exam
3. Taking an exam for someone else
4. Giving test information to students in other sections of the same class

Source of handout: *Student Guide to Academic Integrity* prepared by the University of Maryland Student Honor Council

*Plagiarism is the undocumented use of other authors' words, texts, images, and ideas that don't come from your own head. Making up sources, altering numbers, statistics, or just a few words of a document is considered plagiarism. Poor documentation or paraphrasing of a source is also considered plagiarism. Plagiarism in this course is taken seriously: those involved risk expulsion from the course.

F and J visa students, you have 10 days to report any:

Changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), or funding source (employment or graduate assistant position).

- Intent to transfer to another university.
- Probation or disciplinary action due to criminal conviction.

In accordance with new federal regulations, these must be reported to the EMU Office of International Students (OIS), 229 King Hall within 10 days of occurrence; failure to do so may result in arrest and deportation. You may not drop or withdraw from a course without OIS approval. If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

Resources on the Web:

<http://www.transfairusa.org/content/certification/overview.php>

Information on fair trade certification for worldwide crops/products:

Coffee, tea, sugar, cocoa, fruit, rice, and vanilla

<http://www.fairtradefederation.org>

The Fair Trade Federation is an association of fair trade wholesalers, retailers, and producers whose members are committed to providing fair wages and good employment opportunities to economically disadvantaged artisans and farmers worldwide.

<http://www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html>

Cultural and Ethnic food and Nutrition Education Materials: A Resource List for Educators.

<http://food.oregonstate.edu/kelsey>

Cultural Historical Aspects of Foods

<http://www.ilstu.edu/class/anth273-foodways/foodbib.html>

Bibliographic Resources for the Anthropological Study of Food Habits

<http://www.cia.gov/cia/publications/factbook>

The World Factbook, an annual published by the CIA, click on reference maps to view up-to-date world maps

DTC 358 Tentative Course Schedule (All Sections)

<u>Date</u>	<u>Topic</u>	<u>Assigned Reading</u>
Jan. 9	Introduction to Course, Syllabus Overview, eCompanion Overview Introduce your classmates to each other.	<u>You are expected to read prior to class.</u>
Jan. 11	Sign up for Personal Heritage/Global Food Item Presentation Food and Culture Traditional Health Beliefs	Chapter 1 Chapter 2
Jan. 16	Food and Religion Around the World	Chapter 4
Jan. 18	"The Meaning of Food-Food & Culture" segment PBS video (60 min.), discussion after.	No assigned reading
Jan. 23	Native Americans <u>Subtopics:</u> Land agreements affecting the food supply, right to hunting, whaling, etc., food connection to chronic disease	Chapter 5
Jan. 25	Sample Personal Heritage/Global Food Item Presentation given by Instructor, food item research to be presented Tentative guest speaker on Fair Trade Reading to be assigned	

Jan. 30 PBS "Fat & Happy?"- Pima/Tohono O'odham Indians video (60 min.) No assigned reading

Feb. 1 **Personal Heritage GROUP ONE PRESENTATIONS**

Feb. 6 Overview for Exam #1 Website reading to assigned
Global warming connection to food

Feb. 8 & 9 Thursday/Friday-**EXAM #1 - THIS WILL BE DELIVERED ONLINE.**
You have 48 hours to log into eCompanion and complete the exam within 75 minutes. The exam will cover material from textbook Chapters 1-5, class videos, classroom discussions, guest speakers, handouts, etc. *Class does not meet on campus on Thursday Feb. 8th.*

Feb. 13 EXAM #1 recap
Northern and Southern Europeans Chapter 6

Feb. 15 Central Europeans/FSU/Scandinavians Chapter 7

Feb. 20 Africans Chapter 8
Subtopics: malnutrition, food safety/sanitation, water supply

Feb. 22 Off-campus assignment day. **Complete your personal heritage project or grocery assignment. *Class does not meet on campus today, Thursday, 2/22/07.***

Feb. 27 & March 1- EMU Winter Recess! Enjoy!

Mar. 6 Mexicans and Central Americans Chapter 9

Mar. 8 Mexicans and Central Americans Ch. 9 cont.
(Continued from March 6, plus PBS video on Guatemala Fair trade reading to be assigned
Coffee Country will be shown with discussion after)
Subtopic: Fair Trade coffee

Mar. 13 Caribbean Islanders and South Americans Chapter 10

Mar. 15 **Personal Heritage/GROUP TWO PRESENTATIONS**

Mar. 20 Kyunghye Choi, MS, RD, Guest speaker Ch.11 -KOREA ONLY

Mar. 22 Japan Ch. 11-JAPAN ONLY
 Overview for Exam #2
 In-class activity "Worldly Advice" article
 Current global event topics: agricultural supply challenges,
 import/export politics, water supply challenges, and changes in
 developing countries

Mar.27 & 28 Tuesday/Wednesday-**EXAM #2- THIS WILL BE DELIVERED ONLINE.** You have 48 hours to log into eCompanion and complete the exam within 75 minutes. The exam covers material from Chapters 6-10, part of Chapter 11-KOREA and JAPAN ONLY, videos, classroom discussions, assigned articles, guest speakers, etc. *Class does not meet on campus on Tuesday, 3/27/07.*

Mar. 29 Professor Jiang Lu, Guest speaker Ch. 11-CHINA ONLY

April 3 Southeast Asians and Pacific Islanders Chapter 12
 Exam #2 recap

April 5 Balkans and Middle East Chapter 13

April 10 **MEDITERRANEAN MARKET TOUR FIELD TRIP, directions can be found by using mapquest on the Internet or in eCompanion. See the DIRECTIONS in the COURSE HOME PAGE. You are expected to arrive at the market according to the following schedule below. We will end 15-20 minutes before our usual class time, so those who have class can get back to campus in time:**
 CRN# 22982: 9:45 am
 CRN# 23537: 11:15 am
 CRN# 22981: 2:15 pm

April 12 Asian Indians and Pakistanis Chapter 14
 Anahita Mistry, Ph.D, RD, Guest Speaker

****Grocery Assignment due to the Dropbox in eCompanion TODAY****
Do not bring to class, submit online by 11:59PM.

Hua Xing Asia Market, 2867 Washtenaw Ave., Ypsilanti, 734-528-3388
Asian Market, 345 Maynard, Ann Arbor, 734-761-7581
Bombay Grocers, 3022 Packard Rd., 734-971-7707 and 45500 Ford Rd.,
CantonTwp., 734-459-2016
Jerusalem International Market, 1713 Plymouth Rd., Ann Arbor, 734-668-7773
Korean Market, 412 W. Michigan Ave., Ypsilanti, 734-487-9898
Mediterranean Market*, 4019 Stone School Rd., Pittsfield Twp., 734-477-8023
*(This is where our field trip will be)
Tsai Grocery, 3115 Oak Valley Drive, Pittsfield Twp., 734-995-0422

2. Personal Heritage/Global Food Item Research Assignment:

Knowing more about your own cultural group and family history can help you to better understand how to relate to people of other cultures. Since many of us have a combination of multiple ethnic backgrounds, choose the most predominant culture in your family for this assignment. Submit a two to three page (maximum), word-processed, 12-point font, double-spaced report identifying the core, complementary and secondary foods consumed by people in your cultural group. Descriptions of these terms are in your text. Also identify the cultural foods you and your family still consume. Significant holiday or religious traditions involving special foods should be included.

Choose a food item from your heritage to research as to how it fits in the global food supply. You will present your research to the class. The following issues with regard to the food item are to be explored: source of the food (growers, producers, manufacturers), by what means did it travel to reach the store you bought it from, under what agreements were the food or ingredients purchased (fair trade? Large commercial growers?), was it organically or conventionally grown/raised, social/economic impact of purchasing this item. You must provide current supporting data.

Be prepared to discuss *both* your heritage and food item research in an individual presentation to the class.

The 2-3 page report *must* be turned in online to the Dropbox in eCompanion. Hard copies are NOT accepted.

PLEASE NOTE: ALL ITEMS MUST BE SUBMITTED ON THAT CLASS DAY TO RECEIVE FULL CREDIT. LATE SUBMISSIONS ARE GRADED ACCORDING TO DEPARTMENT POLICY.

4. Extra Credit Opportunities

Extra Credit opportunities may occur during the semester. I will make you aware of them in advance and the grade points available to you if you choose to complete them.

Bad Weather/Class Cancellation

Should EMU cancel class due to weather conditions, please check into this course in eCompanion for an Announcement from me. I will post it by 10AM that day. I will inform you as to what you need to do to stay on course for the class, any lecture changes, assigned reading, class plan changes, etc. If it is one of our online exam days, proceed to take the exam AS PLANNED.