

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Geog 378: Food, Culture, and Environment will be offered for the Local to Global Connections category.

2. How will this course meet the specific learning objectives of the appropriate sub-category? Please address **all** of the learning outcomes listed for the appropriate subcategory.

1. Analyze issues on local and global scales.

Students will apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world at scales from the local to the global.

2. Examine the local and global interrelationships of one or more issues.

Students will explore the interplay of local traditions and environmental influences with regional and global interconnections to understand how regional and national cuisines have been shaped by geography and history. They will demonstrate an understanding of the origins and spread of the major crop and livestock complexes, of the changes in technology and social organization that accompanied the rise of industrialized agriculture, and the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and counter-globalization represented by local food movements. They will expand their direct experience with the globalization of regional and ethnic cuisines.

3. Evaluate the consequences of decision-making on local and global scales.

Students will increase their understanding of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

Food is a universal in human experience. We need it to survive, it is a central element in definitions of self and community, and it is a major component of economic exchange. Food is a marker of identity and culture with distinct local, regional, and national variations. Producing it is a livelihood for vast numbers of people around the globe, but also the foundation of multi-national corporations that are the lynchpin of the modern economy. The toolkit of the geographer, with its focus on scale, human-environment connections, region, place, and movement, is extremely well adapted to analyzing and understanding issues related to the production and consumption of food and to exploring local-global connections.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.

Geog110 World Regional Geography is a Colonnade Explorations course.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

After completing this course, a student should be able to:

- Apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world. They will explore local connections between environment and culture to understand why certain farm systems and foodways thrive in various regions and why they differ around the world.
  - Understand and be able to describe key cultural developments that accompanied and fostered human development of agriculture and demonstrate an understanding of the origins and spread of the major crop and livestock complexes.
  - Understand the changes in technology and social organization that accompanied the rise of industrialized agriculture.
  - Understand the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and the reaction to globalization represented by local food movements.
  - Explain the types of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.
  - Illustrate links between cultural identity and food, e.g. through symbolic foods and cultural capital.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Each semester, students in each section of Geog 378 will be given a pre-test at the beginning of the semester that includes questions centered on the major themes and content areas covered in this course. The exam will include multiple choice questions on core concepts in geography and cultural ecology, as well as on content areas such as the history, development and distribution of food production systems, commodity chains, and expression of cultural identity through foodways.

An assessment exam based on the pre-test will be administered in each section of Geog378 during the 12<sup>th</sup> or 13<sup>th</sup> week of the semester. A random sample of 25% of the assessment exams will be selected and graded. A passing grade of 70% is required to meet basic learning expectations for this course.

The results will be shared with all of the Geog 378 instructors, the department head, and other department members for further analysis. From these analyses, it will be determined if any changes should be made to our teaching methods or course content to meet the expected learning outcomes for the course.

7. How many sections of this course will your department offer each semester?

At least one section per Academic year will be offered, with additional sections added as demand dictates.

8. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

## **Geog378: Food, Culture, and Environment Syllabus**

“The act of putting into your mouth what the earth has grown is perhaps your most direct interaction with the earth.”

*Frances Moore Lappé*

### **Prerequisite**

Geog110 World Regional Geography

### **Required Texts**

- Ettlinger, Steve. 2007. *Twinkie, Deconstructed*. New York: Hudson Street Press.
- Lee, Jennifer 8. 2008. *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*. New York: Twelve.
- Schlosser, Eric. 2001. *Fast Food Nation*. Boston: Houghton Mifflin.

Required readings will also include a selection of articles that will be made available through Blackboard or electronic databases.

### **Course Description**

This course explores connections between food, place, and culture, highlighting critical issues surrounding them at scales from the local to the global. Topics covered include the development of agriculture, the global spread of major crop and livestock species, ecological and social impacts of food production systems, the diffusion, change, and persistence of regional and ethnic cuisines, and what it means to eat in a hyperglobalized world.

### **Course Objectives:**

After completing this course, a student should be able to:

- Apply fundamental concepts of geography, such as place, region, diffusion, and cultural ecology to explain patterns of food production and consumption around the world. They will explore local connections between environment and culture to understand why certain farm systems and foodways thrive in various regions and why they differ around the world.
- Understand and be able to describe key cultural developments that accompanied and fostered human development of agriculture and demonstrate an understanding of the origins and spread of the major crop and livestock complexes.
- Understand the changes in technology and social organization that accompanied the rise of industrialized agriculture.

- Understand the environmental and social impacts of various phases of food globalization, including the Columbian Exchange, the Green Revolution, and the reaction to globalization represented by local food movements.
- Explain the types of commodity chains that bring food to their plates and explore and contrast the social and environmental implications of commodity chains that are primarily industrial, that involve fair trade principles, and that emphasize eating locally.
- Illustrate links between cultural identity and food, e.g. through symbolic foods and cultural capital.

## **Class Policies:**

### Participation

Active participation in class is required. Participation includes a variety of activities -- willingness and preparedness to respond to questions, asking questions, offering observations and examples of topics under discussion, and (most critical for the learning process) engaging in critical analysis to further the group's understanding of course material.

### Attendance

Punctual attendance is required. I complement material in the text with related topics and examples not covered by the text, and you will be tested on this material. If you miss class, even for a legitimate reason, you are still responsible for the material covered in that lecture and should get notes from a fellow student.

### Preparedness

A schedule of readings is included in this syllabus. You should make sure that you keep up with chapter readings as we cover each topic in lecture. The reading listed for each class should be read **before** the class.

### Field Excursions

A course about food should actively engage students with food. During the semester, a series of excursions will be organized to local ethnic restaurants at a variety of times outside of normal class time. Each student should participate in at least one of these. As a group, we will order, sample, and talk about a variety of dishes. Each class member will research a particular dish representative of that cuisine and be prepared to introduce it, its ingredients, and cultural meanings to other members of the group. We will share the cost of these meals, which should be under \$10 apiece.

Field trips to other locales, such as a farmers market, may also be required.

### Schedule Changes

The Department of Geography and Geology strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule Exception form is used to initiate all waivers. This form requires a

written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented general stress factors are not considered as legitimate circumstances.

### Academic Honesty

Students are expected to adhere to all WKU policies on academic honesty.

### **Grading:**

The final course grade is based on the following components:

Participation	10%
Projects	40%
Homework	20%
Midterm	15%
Final Exam	<u>15%</u>
	100%

The standard university grading scale is used:

$\geq 90\%$	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
$< 60\%$	F

### **Projects**

Projects are designed to introduce students to specific research techniques while furthering their understanding of selected issues in food and agriculture. Projects involve data collection, analysis, and a written report. Project assignments will be graded based on completeness, cogency of analysis (e.g. is the analysis well-reasoned and supported by the data), and writing mechanics and style (e.g. correct grammar, spelling, use of topic sentences in paragraphs, etc.).

### **Exams**

The course includes two exams -- a midterm and a final -- that are based on course readings, lectures, and class discussion.