



KIIS Tanzania, Summer 2020

SOCL 489 Topics: Food, Health and Society

Instructor: Dr. Noyongoyo

Email: noyongoyo@marshall.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: The course will examine the main concepts related to food, health, and society in a global and local perspective through readings, lectures, and discussions. As the world becomes a global village, foods are shared and some societies' foods are viewed as "better" than others'. Food related illnesses such as type 2 diabetes and obesity are on the rise. The course will explore various social and cultural meanings associated with food and health and social inequalities. We will also examine issues related to production, consumption, and distribution. We will reflect on social implications of our values and choices regarding food and health.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS creates and offers high-quality education abroad programs for students from diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help transform students into global citizens who have personal and professional skills for lifelong enrichment. We strive to go beyond generalizing headlines and outdated cultural clichés to help foster a nuanced appreciation of the world in which we live.

Students participating in KIIS Study Abroad programs aim to:

- 1) Articulate the relationship between ideas, experiences, and place;
- 2) Develop tools to engage with diverse people in the local cultures; and,
- 3) Explore other peoples' values and clarify their own.

In the equivalent of one, single-spaced typed page, reflect on:

How has this experience made you think – or act – differently about the world around you? Please consider the 3 SLOs discussed. Please don't consider course content in your response; instead, think beyond it, and be as specific as possible.

3. Course Objectives and Specific Learning Outcomes:

- Learn about food production and practices regarding agricultural processes and the relationship between food companies and policies
- Explore various social and cultural meanings associated with food such as meanings related to race/ethnicity, nationality, gender, family, status, and religion.
- Examine the economic, environmental, ethical, health, and human rights issues associated with food production, distribution, and consumption.
- Reflect on the social implications of your personal values, beliefs, attitudes, and choices regarding food consumption and production.

4. Major Topics covered in the Course:

Introduction: is it worth studying food? Case Study: "Farming in Space"

Food and History: Preindustrial West

Fair Trade and New Production Approaches

Food cuisines and Food Manners

Foodways, Health, and Identity

Immigration and Ethnic Cuisines

Food Deserts – Food Security

Food Practices and Environment

Hunger and Health

Food Business - Labeling: Quantity vs. Quality

Food in the Globalized World - Small vs. Big Farms

Food Movement, Corporations, and the Global Markets – Biodiversity and climate change -

Organic vs. Processed Food

Presentations of projects

5. Fulfillment of General Education Requirement: *This course may fulfill some General Education requirement on your campus. Be sure to explore this possibility with your advisor or KIIS campus representative.*

6. Required Readings:

- 1- Guptill, E. Amy, Denise A. Copelton, and Betsy Lucal. 2013. Food & Society: Principles and Paradoxes. Polity. ISBN-13: 978-7456-4282-6 (paperback) or ISBN-13: 978-0-7456-4281-9
- 2 - Singer, Peter and Jim Mason. 2006/7. The Ethics of What We Eat: Why Our Food Choices Matter. Rodale Books. ISBN-13: 978-1-59486-6

(1) Pollan, Michael. 2013. Cooked: a natural history of transformation. The penguin press, New York.

(2) Germov, John and Lauren Williams. 2008. *A Sociology of Food and Nutrition*. Oxford University Press.

(3) Pollan, Michael. 2006. *The Omnivore's Dilemma*. The Penguin Press.

(4) Nestle, Marion. 2013. Food Politics. Berkeley and Los Angeles, CA: University of California Press.

(5) Schmid, F. Ronald. 1997. Traditional Foods are you best Medicine: Improving Health and Longevity with Native Nutrition. Healing Arts Press. Rochester, Vermont.

(6) Simon, Michele. 2006. *Appetite for Profit*. Nation Books.

(7) McMillan, Tracie. 2012. *The American Way of Eating*. New York: The Scribner.

7. Graded Assignments:

Participation – 6.25% (25 points)

In every face-to-face academic environment, attendance is one of the two main factors in success. I expect attendance to class in a punctual manner. If you expect to be late frequently due to **outside** obligations, please let me know beforehand. Since part of the participation grade will be based on unannounced class activities, missing classes can result in a lowered participation grade. All students are expected to actively participate in class discussions and activities. That includes being present at field trips with the rest of the class.

Quizzes – 12.5% (50 points)

During the summer, there will be two (02) in class quizzes based on the readings as outlined on the schedule. You will have thirty (30) minutes to complete each quiz. The quizzes will consist of short essays.

Food Journal - 20% (80 points)

Write (or type) at least 1 journal entry every week recording thoughts, observations, reactions, questions, or experiences. Date each of your journal entries. No more than two double-spaced pages if typed.

Collect food for the week and take pictures to show them (before and after shopping it is better)

Journal turned in late will be penalized 5 points each day after it is due.

Challenges – 12.5% (50 points)

You will complete one exercise, which is due in the middle of the semester. Exercise involves doing some research/exploration on your own. You should choose your exercise from the list below. The results will be reported in an essay of maximum 3 pages (double spaced).

Exercise should be well organized, thoughtful, and can benefit from references to class readings and some additional research in order to make and illustrate points.

The exercise is worth 12.5%.

Cultural Alternatives. Visit an ethnic restaurant whose cuisine you are not familiar with (e.g., Ethiopian (Addis in Dar), French (Epi d'Or), Italian (Zuane), Thai (Sala Thai or Thai Kani), Indian (Flames) to name a few places). **Before going**, learn about the cuisine of the country or ethnic group whose food you are sampling. Order something you've never had before. Write an essay – no more than two (02) pages – describing how the experience differs (or does not differ) from what you are accustomed to. Be a Sociologist - comment on the food, the presentation, the decor, the ambience, the menu, other customers, smells, flavors, prices, the "authenticity," how you feel, etc.).

Fast. Do some research on fasting (here are some references to begin). If you feel confident that you will suffer no seriously debilitating effects, fast for three days (Not straight!!! Nor strict!!!). Keep notes. Assess the physical, psychological, and spiritual dimensions of the experience. Consider the reactions of your friends/family. (find the reasons for the good deeds of fasting)

Eat Local Challenge. (know the locals and avoid imported foods) For one week, do your best to eat only foods produced within 50 km (30 miles) of Dar es Salaam. Evaluate the experience. How difficult was it? What foods did you find? What did you learn? How did the experience affect your position on the value of "eating locally"?

Book and Group Discussions – 20% (80 points)

In a group, you will be responsible for leading the class discussion on the section of the book assigned to you. You can include biographical information, book reviews, film screenings, etc. It should include a critical reflection related to the rest of the course. Prepare at three (3) questions based on the readings that will guide the discussion. Provide the class with discussion questions *at the beginning of the class*. The format for discussion is open (i.e., debate, fishbowl, jigsaw, posted dialogues, think-pair-share, role-play).

Project Paper – 20% (80 points)

You will write a 3-5-page paper on a topic chosen in consultation with me. The topic should be related to the course or a synthesis of some readings. Projects addressing a "real world" problem in food are welcome. You are expected to use at least five (05) scholarly articles as references. The citation style should be APA or ASA. The presentations will be done during the last days of the course.

A page of written proposal for your final paper is due at the end of the first week of classes. It should include topic and title, rationale, how you see your key research question(s) at this stage, tentative outline, and preliminary references (at least 3 references beyond required readings on the course syllabus).

Presentation – 8.75% (35 points)

At the end of the semester, each student will make a short (time determined later) presentation on the chosen topic for the project. Presentations should be tight, well organized, and to the point. Presentations will be scored by all students in the class and are worth 3% of the final grade. Additionally, you will turn in an outline/essay/notes that you use to structure your presentation. This will be worth 2% and will be scored by me. You might be randomly assigned a presentation date in the last two weeks of the semester.

Grading for this class will utilize the following scale:

Range	Percentage Points	Letter Grade
345-400	(90% - 100%)	A
294-344	(80% - 89%)	B
243-293	(70% - 79%)	C
198-342	(60% - 69%)	D
197 and <	(59% and <)	F

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program. If you require any accommodations abroad, you must provide KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will contact your KIIS Program Director and/or Faculty after we have received your above accommodation letter. In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at

270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.