



KIIS Paris-Munich Winter 2026-2027

IDST 350 Topics: Cuisine & Culture in Paris & Munich

Professor: David Dominé

Email: ddomine@bellarmine.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

This class is taught in English. No prior knowledge of French or German is necessary.

Course Description:

This interdisciplinary, English-language course will not only demonstrate how food is an integral part of France and Germany by showcasing their respective cultures, it will also contextualize American eating habits, gastronomic traditions, and the current trends that are shaping the food scene in the United States. At the most basic level, students will become more aware of similarities and differences between American and European culture; at a deeper level they will examine how American eating habits have been influenced by the immigrant experience and pivotal world events such as war, natural disaster, financial boom, and economic depression. Participants in such a program will also have the chance to explore global topics that include social justice, sustainability, famine, waste, food literacy, genetically modified organisms, the rise of the fast food nation, and the slow food movement. In learning about the food and traditions of these two countries in the heart of Europe, students will also gain a deeper comprehension of European culture in general while at the same time coming to better understand the modern and historical foods of the United States. Although topic-specific readings, in-class assignments, and research-centered projects will provide the framework for an integral portion of such a course, the bulk of student learning will arise from experiential knowledge gained from guided tours, hands-on activities, directed excursions, and site visits in the host countries. This class also aims to familiarize students with the characteristics of the cultural capitals of France and Germany, Paris and Munich.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Learning Outcomes Related to Education Abroad:

Students will develop cross-cultural competency and grow as cultural ambassadors by:

1. Comparing cultures and values in Germany, France, and the U.S. in general;
2. Gaining understanding of specific food culture and traditions in Germany and France;
3. Acquiring an overview of the cultural, political, and historical significance of Munich and Paris and their relationship to Europe.

Learning Outcomes Specific to IDST 350:

Students will:

1. Demonstrate understanding of key aspects of French and German culture and gastronomy through discussions, daily journal entries, and directed activities with worksheets;
2. Analyze Paris and Munich as “distinct cultures” through small group discussions, outings, and daily journal reflections;
3. Compare and contrast their own cultures with those of Paris and Munich through regular journal entries, class discussions, and activity worksheets;
4. Research a specific culinary item or something of gastronomic interest from Munich or Paris that will be presented during the last full day of the program.

Required Text: None, however, remember that Paris and Munich will be considered **PLACE AS TEXT**!

Evaluation of Students:

- 1) **PARTICIPATION (20%)** – Attendance to all classes and program activity is **MANDATORY**! There are no unexcused absences. Absences will be excused only with a doctor's note and/or consultation with the program directors. All students are expected to come to class prepared, to participate in discussions, to answer questions (with and without being specifically called on), to ask questions, to show intellectual curiosity, and to have a good attitude. *Unless otherwise informed, plan on starting each day's activities at 9 p.m.*
- 2) **DAILY WORKSHEETS (40%)** – Using the **PLACE AS TEXT** model, students will engage in daily activities designed to get them on the streets and in the markets of Paris and Munich to explore and learn general things about the food and drink in each area, as well as specific eating habits and trends. Students will become "student-experts" in the different area of study. As such, students will be asked to lead discussions, ask and answer questions, and actively exchange ideas with their peers. *Due at the daily debriefing every day at 5 p.m. unless otherwise instructed.*
- 3) **DAILY FOOD DIARY (10%)** – Students will record what they eat and drink for breakfast, lunch, and dinner each day, as well as any snacks and other items consumed. They will also be asked to learn/record a small number of culinary-related words in French and German. This is where students can show their adventurous sides and share new and unusual items they have tried. *Due at the end of each day (midnight).*
- 4) **REFLECTIVE JOURNAL (20%)** – In a notebook or journal he or she will bring along, each participant will provide daily, end-of-the-day, in-depth reflections (400-500 words) on their experiences and findings. Ideally, this will demonstrate the evolution of their expertise throughout the program while allowing them to document their feelings and record their personal growth. *First half due on the train to Paris; last part due on the bus to Paris airport.*
- 5) **END OF PROGRAM PRESENTATION (10%)** – Students will choose a gastronomic topic, culinary trend, or regional dish or specialty of particular interest to them and do research to learn more about it. At the end of the program, they will share their findings with the classmates in a 5-minute oral presentation. The topic must be approved by the course instructor beforehand. Samples/props (Think show-and-tell!) are encouraged. *Presentations will take place on the last full day in the FIAP.*

All of the above must be satisfactorily completed to receive a passing grade in this course!

IMPORTANT: Unlike other classes, you will not have lots of assigned readings and you will not be sitting in a classroom each day; you will not have regular tests, quizzes, or research papers. instead, the streets and markets of Munich and Paris will be your classrooms and you will be learning in hands-on situations where you get to taste, feel, smell, touch, hear, and see things. **PLACE AS TEXT** is what we will be utilizing. You will get nervous sometimes; you may feel uncomfortable – this is okay. Pushing your boundaries and trying new things are wonderful ways to learn about you as an individual and to grow as a human being.

The bulk of your grade will be culled from *three primary sources*:

- 1) Participation and the completion of daily activities with corresponding worksheets:
 - a. **Worksheets will be emailed as attachments** and they are generally **due by 5PM debriefing each day**. Preferably, you will email completed worksheets back to me so as to cut down on paper usage. You may print out these worksheets on your own and turn in physical copies as an alternative.
 - b. These worksheets are designed to help you sift through your directed group experiences and to organize your thoughts after completing each individual activity. Key words and short answers are fine, however, you must make sure to address every question and issue raised. Answers such as “I don’t know” will not be accepted.
- 2) A daily food diary:
 - a. **This will also be emailed as an attachment** and each day’s entry will be **due by midnight of that same day**.
 - b. Key words and short answers are fine, however, you must make sure to address every question and issue raised. Answers such as “I don’t know” will not be accepted. Keeping track of each day’s meals and between-meal experiences this way provides a look back on each day as a whole and it will allow you to organize and analyze that day’s take-aways.
 - c. In addition to keeping a record of the items you ate / drank / sampled / smelled / tasted / saw / learned about each day, the food diary will help you learn culinary terms and dishes in German and French. Please put some thought and effort into learning several new words and phrases each day.
- 3) A journal for reflection and experiences:
 - a. **Bring your own journal or notebook** to keep a daily record of your thoughts / experiences / reflections.
 - b. If easier, you may record each day’s entry online or in an email instead and submit it that way. Each day’s entry should be **400-500 words**. You will turn in the journal in two parts: **the first half (Germany) will be due on the train to Paris; the second half (France) will be due as we board the bus for the airport**.
 - c. This journal is for your thoughts and reflection, not a way simply to list / repeat the things you did and saw and ate each day. That is what the daily worksheets and food diary are for. This is where you will expound on the daily activities, gastronomical experiences, and excursions and use perspective to put them into

context to paint a bigger picture. This is where you go into more detail about your feelings and fears, your triumphs and tribulations – and, ideally, how this all has changed you as a person.

- d. Again, I do not want a simple recap of the day's events.

Academic Offenses:

The maintenance of academic integrity is of fundamental importance to KIIS and our home institution, Western Kentucky University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint procedure.

- **Academic Dishonesty** – Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.
- **Cheating** – No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.
- **Plagiarism** – To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. (2016 - 17 WKU undergraduate catalog - p. 34)

Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

“I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]”

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.

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 Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or 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 Assistant Director, Maria Canning, or 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 notify 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.

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 Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@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/titleix/titleixbrochure2020.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.

Suggested Viewing:

German: *Our Daily Bread, Schultze Gets the Blues, Mostly Martha, Bagdad Café, Soul Kitchen, Taste the Waste, The White Rose, The Last Days of Sophie Scholl*

French: *Haute Cuisine, Bottle Shock, Midnight in Paris, Paris, Je T’aime, Chocolat, Julie & Julia, The Baker’s Wife, The Big Restaurant, Romantics Anonymous, Le Chef*

Changes Disclosure:

The included schedule of class assignments and events is tentative and subject to change. Any changes announced during the program supersede the contents of this outline. It is always the student’s responsibility to keep abreast of changes to the syllabus.