

Term Information

Effective Term Spring 2023
[Previous Value](#) [Spring 2021](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- 1) we would like to get approval for this count to count for the Lived Environments theme
- 2) we would like to raise the level to 3000 to better reflect course content and difficulty

What is the rationale for the proposed change(s)?

- 1) have this course count for the LE Theme GE
- 2) have course number better reflect content and difficulty

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French and Italian
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3061
Previous Value	2061
Course Title	Mediterranean Food Cultures
Previous Value	Mediterranean Food Culture
Transcript Abbreviation	Med Food Cultures
Previous Value	Medtr Food Culture
Course Description	This course approaches food as a way of talking about culture and identity in an ever-changing world of human and environmental interactions. Through the study of literature, film, music, and social media, it explores how the lived environments of the regions surrounding the Mediterranean Sea have shaped and continue to shape their cuisines and thus their cultural identities.
Previous Value	This course studies Mediterranean Food Culture by exploring culinary metaphors and the relationships between cuisine and language, while discovering what kinds of tools we need to study food as a cultural product.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No

COURSE CHANGE REQUEST
3061 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/07/2022

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	None
<i>Previous Value</i>	
Exclusions	Not open to students with credit for IT2061 or FRIT2061.
<i>Previous Value</i>	Not open to students with credit for Italian 2061.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0114
Subsidy Level	Baccalaureate Course
<i>Previous Value</i>	<i>General Studies Course</i>
Intended Rank	Freshman, Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior</i>

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Lived Environments

Previous Value

General Education course:
Culture and Ideas; Global Studies (International Issues successors)

Course Details

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Course goals or learning objectives/outcomes

- GE Themes general
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they've done in previous or in future.
- LE theme GOAL1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- LE theme GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Previous Value

- *Students will investigate the role of the culinary in Mediterranean identities through close readings of fiction, cookbooks, films about Mediterranean food, and selections from scholarly sources on Mediterranean food culture.*

Content Topic List

- Mediterranean Food, Food Theory, Food and Personal Identity, Culinary Heritage, Effects of Globalization and Climate Change on food cultures.

Previous Value

- *Mediterranean Diet, Mediterranean Food, Food of Jerusalem, Food Theory, Greek food, Turkish Food, Greco-Turkish Food, Food and Personal Identity, Culinary Heritage, Food Theory, Food and Language, Migration*

Sought Concurrence

No

Attachments

- FRIT 3061 Syllabus - Mediterranean Food Culture (Arceno, spring 20XX).pdf: syllabus
(Syllabus. Owner: Willging,Jennifer)
- FRIT3061 GE submission form.pdf: GE ELOs submission form
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FR major Curriculum map rev 1-19-2022.docx: rev. FR major curriculum map
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FFS Curriculum Map rev 1-19-2022.docx: rev. FFS major curriculum map
(Other Supporting Documentation. Owner: Willging,Jennifer)
- IT and IS Curriculum map rev. 1-20-22.docx: rev. IT and IS majors curriculum maps
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	02/01/2022 04:50 PM	Submitted for Approval
Approved	Willging,Jennifer	02/01/2022 06:39 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/07/2022 10:25 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/07/2022 10:25 AM	ASCCAO Approval

COURSE CHANGE REQUEST
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Last Updated: Vankeerbergen, Bernadette
Chantal
02/07/2022

Lecture: FRIT 3061 (section #)
Course Meets in Jennings Hall 355
Tuesdays and Thursdays, 2:20pm-3:40pm

Mark Anthony Arceño (arceno.1)
Student Hours in Hagerty Hall 444
Tuesdays and Thursdays, 12pm-2pm

Mediterranean Food Culture

What do bacalhau, falafel, moussaka, paella, ratatouille, risotto, spanakopita, tabbouleh, and tagines have in common (other than perhaps making your mouth water)? They are among a host of diverse dishes that represent the rich, complex, and migratory tapestry of “Mediterranean food.” Considering food as more than just a biological necessity, this course approaches food as a way of talking about culture and identity in an ever-changing world full of human and environmental interactions. How does the food we and others eat help define the spaces we inhabit and call home? What do changing landscapes mean for the availability of ingredients we might otherwise take for granted? In what ways are these relationships represented in film, literature, music, and social media? With specific regard to local, regional, and national traditions of countries that surround the Mediterranean Sea, we will spend our semester together learning about the “taste of place” and why it is so difficult to define.

Course Approach

This course is taught with an understanding that food is more than just a biological necessity. It is a primary driver of culture and symbol of identity. Through films and readings drawn from around the Mediterranean, students will learn not only how identity is expressed through food, but how one’s lived environment shapes perceptions and experiences of the Mediterranean. Students will examine how expectations around food shift and evolve in unfamiliar and often changing contexts, as they reflect on course material in both discussion and written form.

Course materials and topics are drawn from countries that comprise the Mediterranean: from Portugal, Spain, France, Italy, Morocco, Algeria, and Tunisia, to Libya, Egypt, Cyprus, Greece, Turkey, Israel, Palestine, Lebanon, and Syria. Food will be treated as a lens through which it is possible to gain familiarity with place-based cultures of the region, as students consider their positionality in relation to them. Students will evaluate the differences and similarities between their personal food practices and Mediterranean food culture in their short essay reflections, as well as oral presentations.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Articulate the inherent difficulty when it comes to identifying Mediterranean food culture
2. Explain how the Mediterranean region has changed through time and space
3. Compare and contrast the foods and foodways of countries located within the Mediterranean region
4. Identify challenges and opportunities as they relate to changing Lived Environments
5. Apply systems thinking when considering issues of resilience
6. Engage in theoretically grounded discussions regarding food, place, and identity

GE Themes: General

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes

1. Engage in critical and logical thinking about the topic or idea of the theme.
2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes

1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GE Themes: Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Expected Learning Outcomes

1. Engage with the complexity and uncertainty of human-environment interactions.
2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcomes

1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
2. Describe how humans perceive and represent the environments with which they interact.
3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

We will meet the aforementioned outcomes by:

- Thinking reflexively not only in terms of how students' understanding of the Mediterranean changes throughout the course of the semester, but also in their consideration of environments that have shaped their current understanding leading up to taking the course.
- Approaching the course in historical terms, using different time depths as points of reference to compare how the Mediterranean has changed (or not).
- Engaging with course materials that provide for different representations of select Mediterranean countries and/or the Mediterranean region as a whole, which in turn provide for comparative work across different forms of media.
- Meeting individuals through class visits and assignments, who are able to share their perspectives and experiences working and/or living in the Mediterranean.

Course Materials

There is one book to be purchased (all other reading materials will be provided, see page 9):
Lakhous, Amara. 2008. *Clash of Civilizations Over an Elevator at Piazza Vittorio* (1933372613)

In the event that food tasting demos cannot be conducted in person, students will have the option of attending the demos virtually as a cook-along. For those wanting to participate live, cost of ingredients is at the student's expense.

Grading

- 30% – Short essay reflections (6)
- 15% – Oral presentation
- 15% – Participation
- 15% – Student's Choice assignment
- 10% – Ethnographer's Logbook
- 10% – Representations of the Mediterranean
- 5% – Current Events in the Mediterranean

Grading Scale

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	0-59
B+	87-89	C+	77-79	D+	67-69		

Short Essay Reflections

There are no quizzes or exams for this course. Instead, students will compose six (1-page) responses to prompts aimed at synthesizing a given module or set of modules. The first three prompts will focus on issues of sustainability and Mediterranean foodways in the countries discussed to that point, whereas the others will focus on issues of (im)migration and the notion of "the Mediterranean." All prompts will consider the influence of a lived environment(s).

Oral Presentation

Students will be randomly assigned a group to present on a country in the Mediterranean, inclusive of endemic foods, foods that have travelled, and foods "at risk" (and what's being done to protect them, if anything). While it is anticipated that students will recall material discussed throughout the course, it will be expected that they reference outside sources. These 10-12 minute presentations at the end of the semester will serve as a recap and point of reflection, which will be further articulated in the final short essay. Students should take note that the oral presentation score will be scored largely by the instructor and partially by both their group peers and the class as a whole.

Participation

Participation is evaluated based on preparedness for class and contributions to class discussion. This is not a question of quantity but rather quality. Students should come to class each day prepared to speak about that day's assignments: *What did you read/do that was interesting to you? What was problematic? What else did it make you think about?* More than responding to the instructor's questions, students should be prepared to react to one another, participating in a conversation with their classmates about the course materials. Additional tasks not described below (e.g., food inventory and food pyramid activities) will count toward your overall Participation score.

Student's Choice

Each student must complete one of the following activities and compose a 2-page reflection paper. Each choice will be explained in further detail in class:

- Interview a farmer who grows “Mediterranean” ingredients
- Interview a chef who cooks “Mediterranean” food
- Cook a “Mediterranean” dish, or eat at a “Mediterranean” restaurant

Ethnographer's Logbook: Two Points and a Huh?!

This weekly assignment is designed to give the instructor a strong idea of how the class is going for students without burdening them with a heavier workload than intended. These are very short writing assignments (min. 200 words, max. 300 words) due on Fridays by 11:59pm and should take about 10 minutes to complete. All that is needed here are two observations from the week that students want to remember: (1) one from Tuesday's meeting (readings and/or class discussion), and (2) one from Thursday's meeting (same); AND (3) one thing that they haven't entirely figured out (yet) and are still processing. [So it can be a “Huh!” like “I'm not exactly sure what bouillabaisse tastes like but it sounds interesting and I think it might be connected to...”, but it can also be a “Huh??” as in a concrete doubt, like “Professor, I still don't understand why we're still talking about grains!”] Time will also be provided at the end of each class session for a brief moment of reflection to complete this exercise.

Representations of The Mediterranean

This assignment will be completed in two parts. The first part is an initial 1-page reflection paper about conceptualizations of the Mediterranean, as inspired by a visit to Thompson Library's Special Collections, where we will learn through cookbooks as a form of art and archive. The second part of the assignment (due toward the end of the semester) is another 1-page reflection paper asking students to compare what they learned in Special Collections to a Mediterranean text available via the University's Circulation collection.

Current Events in the Mediterranean

Students will be tasked to post and summarize a news article originating in the Mediterranean region on an aspect of Mediterranean foodways. The article should correspond to the theme of the day or week in which the article was assigned. In addition, the student's summary should identify and discuss the relationship between/among at least two different lived environments.

COVID-19 and Absences from Class

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and activities for every scheduled meeting, adhering as well to University policies regarding masks and social distancing. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, or care for family members exposed to COVID-19 are expected to contact the instructor as soon as possible to arrange for accommodation. In addition, absences for religious observance, family emergencies, etc., are considered excused with proper documentation. Students in special situations or those requiring specific, long-term, or other accommodation should seek support from appropriate offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#), and the [Office of Institutional Equity](#).

Because of, but not limited to, the ongoing coronavirus pandemic, communication will be especially important throughout the semester. Repeated unexcused absences will adversely affect the student's final grade for the course.

Technology Policy

Students are encouraged to use technology to their advantage, while not using it as a crutch or distraction. Whenever possible, we will use Top Hat, an active learning platform to support in-class discussion and engagement. Students are encouraged to reference material electronically rather than necessarily printing out PDFs, and to take notes for your later use. This being said, cell phones should be silenced and calls only taken in the case of an emergency.

University Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COURSE SCHEDULE

Please complete all reading/viewing/participation activities *before* arriving in class on the listed date.

Bolded assignments marked with **SUBMIT**: must be turned in by 11:59pm the following Friday.

This course schedule is subject to change, particularly in light of the ongoing pandemic.

Thank you in advance for your patience and flexibility as we navigate the semester together.

PART 1: Lived Environments and Setting up the Course

WEEK 1: Introductions and the Mediterranean Context		
1/11		Introductory activities and presentation of the course
1/13	Read: Boukid 2021, Ch. 1 Read: Gleason 2013 Read: Noi 2017	Geography, politics, and climate change within the Mediterranean SUBMIT: Food Allergens Survey
WEEK 2: "Identity" and the Socio-Anthropological Study of Food		
1/18	Read: Barthes 1977 Read: Capatti and Montanari 2003, Introduction, and Pgs. 1-5 and 30-34 Recommended: Belasco 2008 Complete: Food inventory exercise	Selected frameworks and research methods in food studies
1/20	Read: Hilton 2022 Read: Arceño 2020 <i>or</i> Jones 2018 Recommended: Capatti and Montanari 2003, Pgs. 80-83	Questions of place and marketing <i>terroir</i> and <i>merroir</i> SUBMIT: FRIT 3061 Introduction

WEEK 3: Popularized Mediterranean Food Movements		
1/25	Group 1, Read: Boukid 2021, Ch. 6 Group 2, Read: Boukid 2021, Ch. 8 Read: Ferrari and Rapezzi 2011 <i>or</i> Noah and Truswell 2001 Complete: Reading prompts	Representations of food-based dietary guidelines and the Mediterranean Diet
1/27	Read: Chrzan 2004 Read: Leitch 2003 Complete: Food pyramid exercise	Agriculture, Slow Food, and envisioning alternative forms of production and consumption

WEEK 4: The Mediterranean in Culinary Context: Special Collections Visit with Jolie Braun		
2/1	Group 2: No class, but watch and respond to Robinson 2013 by 11:59pm	Group 1: Meet at Thompson Library, Rm. 105 – go to the reading room desk to get a locker key and wash your hands! +Submit part 1 of Representations by 11:59pm on 2/2)
2/3	Group 1: No class, but watch and respond to Robinson 2013 by 11:59pm	Group 2: Meet at Thompson Library, Rm. 105 – go to the reading room desk to get a locker key and wash your hands! +Submit part 1 of Representations by 11:59pm on 2/4)

PART 2: A Tour of the Western Mediterranean

WEEK 5: Bacalhau, Paella, and Red Wines of the Iberian Peninsula			
2/8	Portugal and Spain	Read: Boukid 2021, Ch. 3 Watch: Robinson 2011	Documentary screening and discussion of Arribes with Zev Robinson
2/10	Spain	Read: Fabiano 2012, Ch. TBD Read: Trubek 2008, Ch. TBD	Discussion of linguistic markers of wine in Rioja with Anthony Palmiscno SUBMIT: Short Essay Reflection #1

WEEK 6: Ratatouille and the Riviera			
2/15	France	Read: Lee 2019 Read: Mosconi 2021 Read: Stevens 2019 For the linguists among you, recommended: Schultz 2016 Complete: Food memory exercise	Ratatouille demo + Scenes and discussion of <i>Ratatouille</i>
2/17	France	Read: Fisher 1966 Read: Yee-Sobraques 2019	Scenes and discussion of <i>Jean de Florette</i> SUBMIT: Student's Choice

WEEK 7: Water and (Olive) Oil			
2/22	Italy	Read: Boukid 2021, Ch. 4 Read: Capatti and Montanari 2003, Pgs. 5-9 and 84-99	Scenes and discussion of <i>Luca</i> + Pesto discussion with Luca Trazzi
2/24	Italy	Read: Capatti and Montanari 2003, Pgs. 99-120 Read: Larson 2019	Discussion and olive oil tasting with Daniel Shattuck SUBMIT: Short Essay Reflection #2

WEEK 8: Tabbouleh and Tagines			
3/1	Morocco and Algeria	Read: Holden 2009, Introduction Or Watch: Rosenthal 2020	Start <i>Couscous/The Secret of the Grain</i>
3/3	Tunisia	Read: Boukid 2021, Ch. 5 Read: Al-Khusaibi <i>et al.</i> , Intro. + Pgs. 87-90	Finish <i>Couscous/The Secret of the Grain</i>

PART 3: A Tour of the Eastern Mediterranean

WEEK 9: Falafel and Situating the Southern Mediterranean			
3/8	Egypt	Read: Boukid 2021, Ch. 3	Start <i>Salata Baladi / Salade Maison</i>
3/10	Libya	Read: Fahim 2007 Read: Yang and Zehnder 2002	Egyptian salad demo + finish <i>Salata Baladi / Salade Maison</i> SUBMIT: Short Essay Reflection #3

WEEK 10: NO CLASS, Spring Break

WEEK 11: Moussaka, Spanakopita, and Packaging Migration			
3/22	Cyprus and Greece	Read: Georgiou 2015 For the breadmakers among you, recommended: Qarooni 1996, Ch. 5	Start <i>A Touch of Spice</i>
3/24	Turkey	Read: Akkaya and Koc 2017 Read: Gozukara 2021, Chs. 3 and 4	Finish <i>A Touch of Spice</i> Discussion and baklava demo with Tulip Cafe

WEEK 12: Religion and the Levant			
3/29	Israel and Palestine	Read: Freidenreich 2011, Chs. 1 and 12 Read: Kassis 2020 Read: Sinsheimer 2001	Judaism and Islam
3/31	Lebanon and Syria	Read: Ariel 2012 Read: Martínez and Eng 2017	Bread, hummus, and “food fights” SUBMIT: Short Essay Reflection #4

PART 4: (Re)Considering “The Mediterranean”

WEEK 13: Problematizing the Mediterranean region, part I			
4/5	Read: Claval and Jourdain-Annequin 2018 Read: Song and Riera 2019, Introduction	Discussion with Rosi Song on Mediterranean food culture(s)	
4/7	Read: Kashdan 2017	The Mediterranean cookbook outside of the Mediterranean SUBMIT: Part 2 of Representations	

WEEK 14: Problematizing the Mediterranean region, part II			
4/12	(Begin reading Lakhous 2008 if you haven't already started!)	Begin <i>Big Night</i>	
4/14	Read: Lakhous 2008	Finish <i>Big Night</i> Discussion of <i>Clash of Civilizations</i> Lived environments and the Mediterranean SUBMIT: Short Essay Reflection #5	

WEEK 15: Oral Group Presentations		
4/19	Groups 1-5: post PowerPoints by 9am at the latest	Groups 1-5 presentations
4/21	Groups 6-10: post PowerPoints by 9am at the latest	Groups 6-10 presentations

WEEK 16: Final Assignment		
4/25 (M)	<i>Last official day of classes</i>	Submit Short Essay Reflection #6 by 11:59pm EST for bonus
4/27 (W)	<i>Official day for class final</i>	Submit Short Essay Reflection #6 by 11:59pm EST

COURSE BIBLIOGRAPHY

As with our course schedule, these sources may be subject to change.

- Akkaya, Aysenur, and Banu Koc. 2017. "Past, Present and Tomorrow of Baklava." *IRTAD Journal* 1(1): 47-50. ([LINK](#))
- Arceño, Mark Anthony. 2016. "On Consuming and Constructing Material and Symbolic Culture: An Anthropology of Pictorial Representations of Food-Based Dietary Guidelines (FBDGs)." M.A. Thesis, The Ohio State University.
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- Ariel, Ari. 2012. "The Hummus Wars." *Gastronomica: The Journal of Food and Culture* 12(1): 34-42.
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- Bird, Brad, dir. 2007. *Ratatouille*.
- Boukid, Fatma, ed. 2021. *Cereal-Based Foodstuffs: The Backbone of Mediterranean Cuisine* ([9783030692278](#))
- Boulmetis, Tassos, dir. *A Touch of Spice*.
- Capatti, Alberto, and Massimo Montanari. 2003. *Italian Cuisine, A Cultural History* (9780231122320)
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- Freidenreich, David. 2011. *Foreigners and Their Food: Constructing Otherness in Jewish, Christian, and Islamic Law* ([9780520950276](#))

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- Gleason, Diane. 2013. "Mediterranean Food." *Gastronomica* 13(4): 69-71. ([LINK](#))
- Gozukara, Esin. 2021. "Testing the Limits of Geographical Indications: The Curious Case of Baklava." M.A. Thesis, Simon Fraser University.
- Hilton, Amanda. 2022. "The Little Orange: The Multiple Making of Place through an Iconic Sicilian Food." In *Food in Memory and Imagination: Space, Place, and Taste*, eds. Beth Forrest and Greg de St. Maurice. London: Bloomsbury.
- Holden, Stacy E. 2009. *Politics of Food in Modern Morocco*. ([9780813039398](#))
- Jones, Gregory V. 2018. "The Climate Component of Terroir." *Elements* 14(3): 167-72. ([LINK](#))
- Kamel, Nadia. *Salatah Baladi/ Salade Maison*
- Kashdan, Harry Eli. 2017. "Anglophone Cookbooks and the Making of the Mediterranean." *Food and Foodways* 25(1): 1-19. ([LINK](#))
- Kassis, Reem. 2020. "Here's Why Palestinians Object to the Term 'Israeli Food': It Erases Us from History." *The Washington Post*. ([LINK](#))
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GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

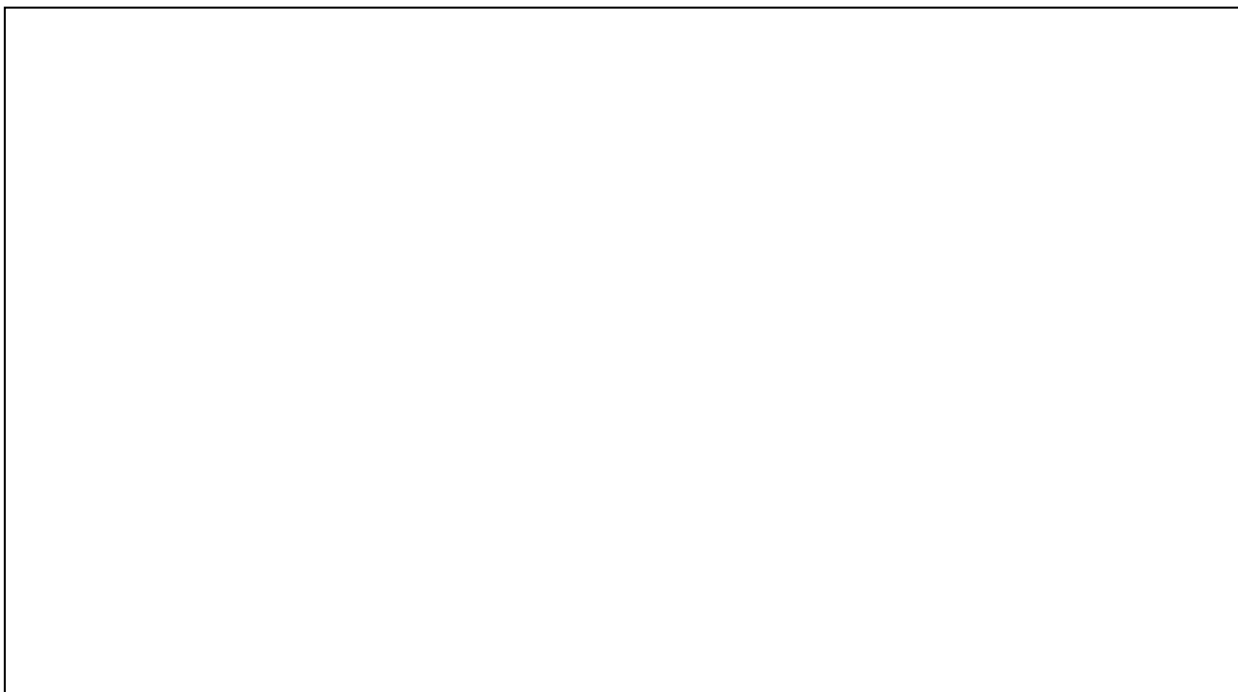
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

