

## Term Information

Effective Term Spring 2024  
*Previous Value* Autumn 2022

## Course Change Information

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

We would like this course to count for the Sustainability GE theme as well as for Lived Environments.

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

The course already included a strong sustainability component so it makes sense to tweak it so that it meets these goals as well and to submit it to count for both GE themes.

### 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
Course Title	Mediterranean Food Cultures
Transcript Abbreviation	Med Food Cultures
Course Description	Considering it more than a biological necessity, this course approaches food as a way of approaching a region's cultures in an ever-changing world of human and environmental interactions and explores how concerns over agricultural sustainability thus translate into concerns over cultural specificity. Students will examine mediterranean cuisines through literature, film, music, and social media.
<i>Previous Value</i>	<i>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.</i>
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 Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

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<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	Not open to students with credit for 2061 or Italian 2061.
<b>Electronically Enforced</b>	Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	05.0114
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

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

### *Previous Value*

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

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• LE theme GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Mediterranean Food, Food Theory, Food and Personal Identity, Culinary Heritage, Effects of Globalization and Climate Change on food cultures.</li><li>• For Sustainability goals and ELOs please see syllabus and attached theme course submission sheet.</li></ul>

**COURSE CHANGE REQUEST**  
3061 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
09/11/2023

**Previous Value**

- [Mediterranean Food, Food Theory, Food and Personal Identity, Culinary Heritage, Effects of Globalization and Climate Change on food cultures.](#)

**Sought Concurrence**

No

**Attachments**

- FRIT 3061 Syllabus - Mediterranean Food Cultures (Arceno AU 23, current as of 060523).pdf  
*(Syllabus. Owner: Willging,Jennifer)*
- FRIT 3061 Add Sustainability Theme.pdf: GE ELOs submission form  
*(Other Supporting Documentation. Owner: Willging,Jennifer)*

**Comments**

- Do I really have to resubmit four curriculum maps if all that's changed is that this course could now count for one of two GE themes? *(by Willging,Jennifer on 06/22/2023 02:26 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	06/22/2023 02:28 PM	Submitted for Approval
Approved	Willging,Jennifer	06/22/2023 02:28 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/11/2023 01:36 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/11/2023 01:36 PM	ASCCAO Approval

Lecture: FRIT 3061 (31168)

Unless otherwise noted, this course meets in Journalism 360

Instructor: Mark Anthony Arceño, Ph.D. (arceo.1)

Tuesdays and Thursdays, 2:20-3:40pm

Student Hours in Hagerty Hall 444

Graders: XX

Tuesdays and Thursdays, 1pm-2pm, and by appointment

## **Mediterranean Food Cultures**

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, we will learn not only how identity is expressed through food, but how one’s lived environment shapes perceptions and experiences of the Mediterranean. Together, we 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 you consider your positionality in relation to them. Throughout this course, you will be asked to evaluate the differences and similarities between your personal food practices and Mediterranean food culture via your short essay reflections and oral presentations.

### **Course Learning Outcomes**

By the end of this course, you 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. Analyze changing environments within contexts of sustainability
6. Apply systems thinking when considering issues of adaptation and resilience
7. Engage in theoretically grounded discussions regarding food, place, and identity

## **GEL Cultures and Ideas**

**GOAL:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

### **Expected Learning Outcomes**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

## **GEL Diversity: Global Studies**

**GOAL:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **GEN 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.

## **GEN 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.

## GEN Themes: Sustainability

**GOAL:** Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

### Expected Learning Outcomes

1. Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

We will meet the aforementioned outcomes by:

- Exploring food as a primary driver of cultural and symbol of identity, expectations of which shift and evolve in unfamiliar and often changing contexts.
- Drawing on course materials and topics 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.
- Treating food 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.
- 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.
- Framing our thematic focus of Lived Environments within the six dimensions of sustainability, so as to better understand questions of adaptation, resilience, and change.

### Four-Leaf Clover Conceptual Framework

The Ohio State Sustainability Institute identifies the core of sustainability & resilience education at the intersection of engagement with the physical & natural sciences; engineering & tech; social sciences, business, law, policy, and planning; and humanities & arts. Rather than engage in sustainability discourse strictly from the humanities and arts, this course aims to address the inherent overlaps in these fields *vis-à-vis* the six dimensions of sustainability. The following core thematic topics will further guide our exploration and application of sustainability principles.

**Society, Culture, and Sustainability (principal topic):** Focusing on the lived environments of people and products residing in countries that border the Mediterranean basin, we will consider the foods and foodways that are important to the ongoing formation of place-based identity. In this regard, you will be asked to think about the complicated question of how people throughout the

region are recognizing and responding to different forms of change. This will be most clearly evidenced by our context of the Mediterranean basin as a biodiversity hotspot. Our site visit to Waterman Farms toward the beginning of the semester will invite you early on to consider how researchers in particular are addressing questions of sustainability in relation to changing agricultural, built, and social environments.

**Human-Natural Systems (secondary topic):** The course will begin with an introductory discussion of coupled human and natural systems, complex adaptive systems, ecosystem services, and social-ecological systems thinking. We will continue to build on this foundation as we articulate the complexity of how changes in one Mediterranean lived environment (e.g., agricultural) reverberate and affect other environments and vice versa (e.g., natural, economic, cultural).

**Economy, Governance, and Sustainability (secondary topic):** Due attention will be paid to the social structures that both limit change and offer areas of potential growth. Students will be introduced to local/regional/national/international laws and regulations, as they relate to food production and appellation naming laws, considering what this means for the identity of producers and consumers of place-based ingredients. In addition, the Student's Choice assignment will ask students to respond directly to the question of food costs and access to Mediterranean food and/or foodways here in central Ohio.

**Earth and Environmental Systems and Sustainability:** Drawing on research on *terroir* and studies on geographical indications and place-based identity, students will be presented with ingredients and meals that are (historically or currently) endemic to particular locales throughout the Mediterranean region, but which are potentially under threat due to climatic and other forms of change. Students will be tasked to select an item from the Slow Food Ark of Taste (or similar compendium of "at-risk" ingredients) as part of their group presentation and explore why the ingredient is being threatened, what its "value" is to the community(-ies) that consume it, and what can be done to help preserve it (or help it to adapt to the changing environment).

**Sustainable Engineering, Technology, and Design:** Course content will include vignettes of how different communities around the Mediterranean produce or acquire their own food.

**Health, Well-Being, and Sustainability:** Course content will include early discussions and ongoing reference to the Mediterranean Diet and its proposed benefits related to issues of health and sustainability. Well-being, in the context of this course, will also consider food choice and access as critical to social and cultural well-being.

### Course Materials

There is one book to be purchased (all other reading materials will be provided, see page 10):  
Lakhous, Amara. 2008. *Clash of Civilizations Over an Elevator at Piazza Vittorio* (1933372613)

There is one planned cook-along scheduled via Zoom and outside of our usual class time.  
For those who wish to participate live, the cost of ingredients is at students' expense.

### Grading

30% – Short Essay Reflections (4)	15% – Student's Choice assignment
15% – Oral presentation	15% – Representations of the Mediterranean
15% – In-Class participation	10% – Online Activities and Course Check-ins

## 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 (30%)

There are no quizzes or exams for this course. Instead, you will be tasked to compose four (1-page) responses to prompts aimed at synthesizing a given module or set of modules. The first two prompts will focus on issues around Mediterranean foodways (including but not limited to *terroir*, depictions in film, and im/migration) in the countries discussed to that point, whereas the final two will focus on a more holistic engagement with “the Mediterranean.” *All prompts will consider the influence and interactions of lived environments and issues of sustainability.*

## Oral Presentation (15%)

Toward the beginning of the term, you will be assigned a group to present on a country in the Mediterranean, inclusive of a dish of place-based, cultural significance that utilizes endemic ingredients that are potentially “at-risk” (and what’s being done to protect them), as well as how various lived environments interact with them. To these ends, your presentation must include factors and processes of (un)sustainability. While it is anticipated that your group will recall material discussed throughout the course, it will be expected that you will reference outside sources. These presentations of no more than 15 minutes, at the end of the semester, will serve as a point of reflection that will be further articulated in the final short essay. Take note that the oral presentation score will be scored largely by the instructor and partially by both your group peers and the class as a whole. Time will be set aside especially in the latter half of the semester for group members to plan logistics and work together on completing this presentation.

## In-Class Participation (15%)

In-class participation is evaluated based on preparedness for class and contributions to class discussion. It will be largely accounted for via students’ use of TopHat, which will record attendance and responses to in-class multiple choice and short response questions. More than responding to questions, you should be prepared to respond and react to your peers, participating in conversations about the course materials. *Note: Your Waterman Farm reflection on sustainable practices will count toward this score.*

## Student’s Choice Assignment (15%)

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
- Eat at a “Mediterranean” restaurant

## Representations of the Mediterranean (15%)

This set of assignments is intended to explore how the Mediterranean is represented in two specific media: cookbooks and print news.

- The first of these assignments is a 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 assignment asks you to post, summarize, and engage with a news article originating in the Mediterranean region on an aspect of Mediterranean foodways. The article should correspond to a theme of the day or week in which the article was assigned AND one of the six dimensions of sustainability. In addition, your summary should identify and discuss the relationship between/among at least two different lived environments. You will be expected to engage with some of these articles as part of your Short Essay reflections.

### **Online Activities and Course Check-Ins (10%)**

Each week – except for the weeks of Autumn break and Thanksgiving break – you will be tasked to submit at least one assignment of some kind. Anything not described above (e.g., food allergens survey, reflection exercises, etc.) counts toward this score. In addition, there are four course check-ins throughout the semester. These check-ins are designed to give the instructor and graders an idea of how the class is going for you and the class as a whole, without burdening you with a heavier workload than intended. These are very short writing assignments (min. 200 words, max. 300 words) due by 11:59pm on the Friday of the week the check-in is scheduled.

### **Late Assignment Policy**

All assignments are due by the deadline noted in the course schedule below. Late assignments will have 10% of the available score deducted for each day late, including the day on which they are due. After three days, the assignment will be considered “missed.” Please contact your Grader **and** Mark Anthony as soon as possible if you intend to submit an assignment after the deadline. Communication is KEY! Unless communicated and excused prior to the due date, missed assignments will not be made-up, and a “0” will be recorded for the assignment.

### **COVID-19 and Absences from Class**

Continuous engagement with this course is essential to learning the material. All students are expected to attend class and engage with assignments and activities for every scheduled meeting, adhering as well to the University’s health policies (inclusive of masks and social distancing when advised). If you need to miss class or 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, 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 your final grade for the course.*

### **Technology Policy**

You are encouraged in this course to use technology to your 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. You are further 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://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](http://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](http://suicidepreventionlifeline.org).

### Sexual Misconduct/Relationship Violence

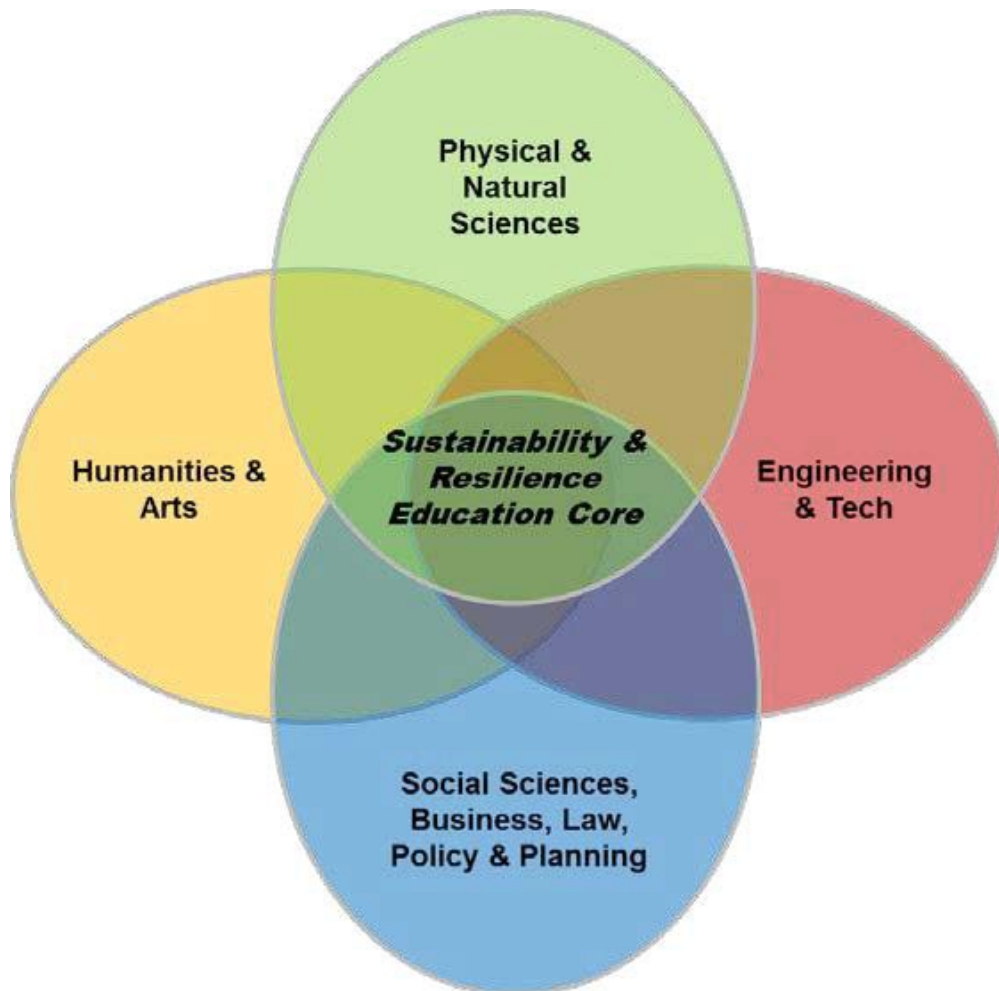
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or 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](mailto:titleix@osu.edu).

### **Religious Accommodations**

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit <http://odi.osu.edu/religious-accommodations>.

### **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.



*The Four-Leaf Clover: A Conceptual Framework for Sustainability Education at Ohio State*

## 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.

*Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas, so please ensure your settings are adjusted accordingly to receive notifications.*

### PART 1: Lived Environments, Sustainability, and Setting up the Course

WEEK 1: Introductions and the Mediterranean Context		
8/22	<i>In order to gain access to our Carmen Modules, you must first pass the Syllabus Scavenger Hunt.</i>	Introductory activities; presentation of the course; defining lived environments; the six dimensions of sustainability
8/24	Read: Boukid 2021, Ch. 1 Read: Gleason 2013 Read: Noi 2017	Geography, politics, and climate change throughout the Mediterranean <b>SUBMIT: Syllabus Scavenger Hunt</b> <b>SUBMIT: Food Allergens Survey</b>

WEEK 2: Space, Place, and Finding Common Ground		
8/29	Read: Arceño 2020 <i>or</i> Jones 2018 Read: Atkinson 2003 Recommended: Capatti and Montanari 2003, Pgs. 80-83	Questions of place and marketing <i>terroir</i> and <i>meoir</i>
8/31	Read: Barthes 1977 Read: Capatti and Montanari 2003, Introduction, and Pgs. 1-5 and 30-34	Selected frameworks and research methods in food studies – move to 9/19 if one Lib session <b>Wicked Science Lecture??</b>

WEEK 3: Waterman Farm as a Site for Learning about Lived Environments and Sustainability		
9/5	<i>Complete Waterman Farm website scavenger hunt before getting to Waterman Farm.</i>	Group 1 Visit to <b>Waterman Farm</b> with Tim McDermott ( <b>meet at the Extension Bldg</b> ) <b>SUBMIT: FRIT 3061 Introduction</b>
9/7	<i>Complete Waterman Farm website scavenger hunt before getting to Waterman Farm.</i>	Group 2 Visit to <b>Waterman Farm</b> with Tim McDermott ( <b>meet at the Extension Bldg</b> ) <b>SUBMIT: FRIT 3061 Introduction</b>

WEEK 4: Popularized Mediterranean Food Movements		
9/12	Group 1, Read: Chrzan 2004 Group 2, Read: Hilton 2022 Group 3, Read: Leitch 2003	Waterman Farm debrief; agriculture, Slow Food, and envisioning alternative forms of production and consumption
9/14	Group 1, Skim: Boukid 2021, Ch. 6 Group 2, Skim: Boukid 2021, Ch. 8 Everyone, Read: Dernini <i>et al.</i> 2016 <i>or</i> D’Innocenzo <i>et al.</i> 2019 <i>Complete Food Inventory activity before getting to class</i>	<b>Introduction to the Sustainability Institute?</b> Representations of food-based dietary guidelines and the Mediterranean Diet <b>SUBMIT: Waterman Farm Reflection</b>

WEEK 5: Mediterranean “Identity” in Culinary Context, Part I			
9/19	Group 1, Read: Kashdan 2017 <i>As you read, think about “the Mediterranean” imaginary that David, Roden, and Wolfert created.</i>	Group 3: No class, but watch Robinson 2013 and respond to prompts 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! <b>+ SUBMIT: Representations Exercise by 11:59pm on 9/16)</b>
9/21	Group 2, Read: Kashdan 2017 <i>As you read, think about “the Mediterranean” imaginary that David, Roden, and Wolfert created.</i>	Group 1: No class, but watch Robinson 2013 and respond to prompts 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! <b>+ SUBMIT: Representations Exercise by 11:59pm on 9/21)</b>
			Group 2: In-person attendance; respond to Robinson 2011 prompts by 11:59pm
			Group 3: In-person attendance; respond to Robinson 2011 prompts by 11:59pm

## PART 2: A Tour of the Western Mediterranean

WEEK 6: Bacalhau, Paella, and Red Wines of the Iberian Peninsula			
9/26	Portugal and Spain	Read: Boukid 2021, Ch. 3	Documentary screening and discussion of Arribes with Zev Robinson
9/28	Spain	Read: Fabiano 2012, Ch. TBD Read: Trubek 2008, Ch. TBD	Discussion of linguistic markers of wine in Rioja with Anthony Palmiscno <b>SUBMIT: Check-in #1</b>

WEEK 7: Ratatouille and the Riviera			
10/2	OPTIONAL: Ratatouille cook-along via Zoom (6:30pm)		
10/3	France	Read: Proust 1913 Read: Fisher 1966 Skim (for ingredients): Andrée 2000	Ratatouille tasting and discussion of the provincial landscapes of <i>Beauty and the Beast</i> , <i>Jean de Florette</i> , and <i>Ratatouille</i> <b>(meet in Sullivant 141)</b>
10/5	Italy	Read: Boukid 2021, Ch. 4 Read: Capatti and Montanari 2003, Pgs. 5-9 and 84-99 <i>Complete food memory exercise before class</i>	Scenes and discussion of <i>Luca</i> + Pesto discussion <b>SUBMIT: Short Essay Reflection #1</b>

WEEK 8: Water and (Olive) Oil			
10/10	<b>NO CLASS – AUTUMN BREAK</b>		
10/12	Italy	Read: Capatti and Montanari 2003, Pgs. 99-120 Read: Larson 2019	Discussion and olive oil tasting <b>(meet in Sullivant 141)</b>

WEEK 9: Tabbaouleh and Tagines			
10/17	Morocco, Algeria, and Tunisia	Read: Al-Khusaibi <i>et al.</i> , Intro. + Pgs. 87-90 <i>and either</i> Read: Holden 2009, Introduction <i>Or Watch:</i> Rosenthal 2020	Start <i>Couscous/The Secret of the Grain</i>
10/19	Tunisia	Read: Boukid 2021, Ch. 5, focusing on sections 3.1, 3.2, and section 4 on couscous	Finish <i>Couscous/The Secret of the Grain</i> <b>SUBMIT: Student's Choice</b>

### PART 3: A Tour of the Eastern Mediterranean

WEEK 10: Falafel, Moussaka, Spanakopita, and Situating the Southern Mediterranean			
10/24	Egypt + Libya	Read: Fahim 2007 Skim: Yang and Zehnder 2002	Scenes from <i>Salata Baladi / Salade Maison</i>
10/26	Cyprus and Greece	Read: Georgiou 2015 Recommended: Qarooni 1996, Ch. 5	Scenes from <i>A Touch of Spice</i> <b>SUBMIT: Check-in #2</b>

WEEK 11: Layers of Phyllo and Packaging Migration			
10/31	Turkey	Read: Akkaya and Koc 2017 Read: Gozukara 2021, 3.3 & 4.3	Discussion of baklava with Ali Küçüker <b>(meet in Sullivant 141)</b>
11/2	Israel and Palestine	Read: Kassis 2020 Read: Sinsheimer 2001 Recommended: Freidenreich 2011, Ch. 1	Religion in the Levant: Christianity, Judaism, and Islam <b>SUBMIT: Short Essay Reflection #2</b>

WEEK 12: Arabic Food Identity within and outside of the Mediterranean			
11/7	Lebanon and Syria	Read: Ariel 2012 Recommended: Martínez and Eng 2017	Bread, hummus, and “food fights” <b>(meet in Sullivant 141)</b>
11/9		Read: Claval and Jourdain-Annequin 2018	Mini-workshop on presentations Discussion with Thorayah Abdelqader on Mediterranean food culture(s) <b>SUBMIT: Check-in #3</b>

### PART 4: (Re)Considering “The Mediterranean”

WEEK 13: Problematizing the Mediterranean Region			
11/14	(Begin reading Lakhous 2008 if you haven't already started!)		Begin <i>Big Night</i>
11/16	Read: Lakhous 2008		Finish <i>Big Night</i> Discussion of <i>Clash of Civilizations</i> <b>SUBMIT: Short Essay Reflection #3</b>

WEEK 14: NO CLASS, Thanksgiving Break			
However, if any student/group would like to meet to discuss their upcoming presentation, instructor will be available Tuesday, 11/22 during our scheduled class time and student hours.			

WEEK 15: Oral Group Presentations		
11/28	Groups 1-4: post PowerPoints by 9am at the latest	Groups 1-4 presentations
11/30	Groups 5-8: post PowerPoints by 9am at the latest	Groups 5-8 presentations <b>SUBMIT: Check-in #4</b>

WEEK 16: Course Wrap-Up		
12/5	Groups 6-10: post PowerPoints by 9am at the latest	Groups 9-10 presentations + Course wrap-up
12/6	<i>Last official day of classes</i>	<b>Submit Short Essay Reflection #4 by 11:59pm EST for bonus</b>
	<i>Official day for class final</i>	<b>Submit Short Essay Reflection #4 by 11:59pm EST</b>



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# GE Theme course submission worksheet: Sustainability

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> 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.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Sustainability

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	
<b>ELO 3.2</b> Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	
<b>ELO 3.3</b> Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	