

## Term Information

Effective Term Autumn 2026  
*Previous Value* *Autumn 2021*

## Course Change Information

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

Introduce WGSST 3101 to the Lived Environments GE Theme

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

This Food and Gender course deeply engages with the Lived Environments GE theme by examining how food practices reflect and shape individual and collective identities across time and place. Through interdisciplinary inquiry, students explore the intersections of gender, race, class, regional, and other identities in food systems, while also considering how tradition, memory, popular culture, and narrative—especially personal narrative—inform our relationships with food and place.

**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. Adding a new GE offering to the WGSS roster, but is not a requirement.

**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	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3101
Course Title	Food & Gender
Transcript Abbreviation	Food & Gender
Course Description	If you are what you eat, then food is a means for understanding gender, environment, culture, society, race, and socioeconomic class. This class explores feminist studies of food. By thinking through food, we explore such topics as vegetarianism, diets, pleasure, farming, hunger, fat studies, boycotts, eating disorders, waste, and culinary heritage. This class is literally food for thought.
<i>Previous Value</i>	<i>If you are what you eat, then food is a means for understanding gender, sexuality, culture, society, race, and socioeconomic class. This class explores feminist studies of food. By thinking through food, we explore such topics as vegetarianism, diets, pleasure, farming, hunger, fat studies, boycotts, eating disorders, waste, and culinary heritage. This class is literally food for thought.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Grading Basis	Letter Grade

**COURSE CHANGE REQUEST**  
3101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/11/2026

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Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Lived Environments

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- Recognize how food is not just food; that food is a window into personal histories, cultural values, and intersectional feminist thought about gender, race, class, environment, commodity chains, and the current state of the planet.
- Engage in critical and logical thinking to analyze how food operates as a cultural text, particularly in relation to gender, race, and identity within lived environments such as domestic spaces, restaurants, communities, and street food settings.
- Conduct an advanced, in-depth, scholarly exploration of food memoirs (Crying in H Mart), cookbooks, and popular media to analyze how culinary narratives reflect and shape personal and collective identities and serve as a way to understand lived env.
- Identify, describe, and synthesize diverse approaches to food and identity across immigrant communities, domestic spaces, and culinary memoir, examining how culinary practices serve as tools for cultural preservation, adaptation, and storytelling.
- Demonstrate a developing sense of self as a learner by reflecting on personal food experiences and engaging in creative and analytical work that connects prior knowledge to new cultural contexts and representations.
- Examine how human interactions with food environments, from street vendors to televised kitchens, shape attitudes, beliefs, and values around gender roles, labor, and authenticity in food culture.
- *Articulate how food production and consumption are matters of gender, sexuality, race, and class, and are thus subjects of feminist concern.*
- *Recognize how food is not just food; that food is a window into personal histories, cultural values, and intersectional feminist thought about gender, race, class, commodity chains, and the current state of the planet.*

**Previous Value**

**Content Topic List**

- Food & Gender
- Food & Sexuality
- Food & Race
- Food Environments
- Production and consumption of food
- Buying and preparing food
- Cultural attitudes about bodies
- Vegan & Vegetarianism
- Diets
- Pleasure
- Farming
- Hunger
- Fat Studies
- Boycotts
- Eating Disorders
- Waste
- Culinary Heritage

**Previous Value**

- [Food & Gender](#)
- [Food & Sexuality](#)
- [Food & Race](#)
- [Food & Culture](#)
- [Food & Socioeconomic class](#)
- [Production and consumption of food](#)
- [Buying and preparing food](#)
- [Cultural attitudes about bodies](#)
- [Vegan & Vegetarianism](#)
- [Diets](#)
- [Pleasure](#)
- [Farming](#)
- [Hunger](#)
- [Fat Studies](#)
- [Boycotts](#)
- [Eating Disorders](#)
- [Waste](#)
- [Culinary Heritage](#)

**Sought Concurrence**

No

**Attachments**

- WGSST 3101 SP26 Food and Gender.GE Submission.FINAL (1).docx: NEW GE Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*
- WGSST 3101 Food and Gender GE Form Lived Environments.final (1).docx: GE Form  
*(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)*
- 3101 Parrenas Syllabus (AU19).pdf: Old Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*
- WGSS 3101 Lived Environments Form Revised.pdf: REVISED GE FORM  
*(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)*
- WGSST 3101 SP26 Food and Gender.GE Submission.FINAL (1) (2).docx: REVISED SYLLABUS  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*
- WGSST 3101 GE Submission Cover Letter 02.02.26.docx: Cover Letter  
*(Cover Letter. Owner: Alkhalifa, Ali Mufeed)*

**Comments**

- Revised syllabus, GE Form, and a cover letter are being attached to address the subcommittee's feedback. Thank you! *(by Alkhalifa, Ali Mufeed on 02/03/2026 09:34 AM)*
- Please see feedback email sent to department 12-03-2025 RLS *(by Steele, Rachel Lea on 12/03/2025 04:41 PM)*

**COURSE CHANGE REQUEST**  
3101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/11/2026

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	10/24/2025 01:53 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/24/2025 02:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/04/2025 05:02 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/03/2025 04:41 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	02/03/2026 03:46 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/03/2026 08:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/11/2026 10:40 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Wade, Macy Joy Steele, Rachel Lea	02/11/2026 10:40 AM	ASCCAO Approval



In response to the below feedback, the WGSS Department is resubmitting its application of WGSST 3101 – Food & Gender to be considered for the Lived Environments GE Theme. All changes have been highlighted throughout the entire syllabus.

On Thursday, Nov. 13th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Women's, Gender, and Sexuality Studies 3101 to be included in the GEN Theme: Lived Environments category

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
  - The WGSS Department hopes that this document can serve as a cover letter detailing the specific changes made based on the provided feedback.
- The Subcommittee asks that the department provide additional information throughout the syllabus and in the GEN submission form regarding the specific lived environment that the course is engaged with. The Subcommittee notes that it is especially important that the assignments explicitly ask students to connect this particular lived environment to the essays/projects that they produce. The Subcommittee offers the friendly advice that the unit may wish to consider how a student, looking at the syllabus, would see the lived environment that is the focus of the course “signposted” throughout.
  - In response to this request, Dr. Nieto has specified various lived environments that the students will be considering in the class. The course description and course goals have made greater connections to the Theme's goals and ELOs (1-3).
  - Additionally, the GE rationale was revised to better articulate the specific lived environments explored in this class (*“The lived environments to be interrogated in this course include cultural and domestic food environments defined as the spaces where food practices are learned, performed, and imbued with meaning: kitchens, dining tables, markets (like H Mart), street food stalls,*



- restaurants, and the mediated spaces of cookbooks and food media” [5]).*
- *The major course assignments were all slightly retooled to specifically require a lived environment to be interrogated. Various changes can be located on pages 9-16.*
  - *Furthermore, throughout the assigned readings, certain units are introduced with paragraphs of text that connect the readings and assignments of a given unit to the GE’s goals and ELOs (23-30).*
- While the Subcommittee can see a path forward for this course in the Lived Environments theme, they observed that the course’s content may be better suited to the Traditions, Cultures, and Transformations theme. However, regardless of which Theme the department chooses, the Subcommittee asks that the course’s assignments be explicit about how the students will demonstrate their mastery of the GEN ELOs.
    - The assignments have been retooled and reconfigured for a more explicit inclusion and assessment of the Lived Environments ELOs. Essay prompts include a requirement for students to consider the specific food environment relevant to their analysis. Additionally, the cookbook narrative project has this requirement as well. *The major course assignments were all slightly retooled to specifically require a lived environment to be interrogated. Various changes can be located on pages 9-16.*



# SYLLABUS

## WGSST 3101

### Food & Gender

SP26

3 credit hours

In-Person

## COURSE OVERVIEW

### Instructor Information

Instructor: Nicole Nieto, PhD

Email address: [nieto.12@osu.edu](mailto:nieto.12@osu.edu) (preferred contact method)

Phone number: 614-247-4966

Office hours: Available upon request via Zoom or in-person

### Course description

In this course, we will examine how food functions as a powerful vehicle for exploring gender and identity across diverse cultural contexts. Through cookbooks, food memoirs like *Crying in H Mart*, and representations in popular culture, including television shows, street food, and restaurant culture, we'll investigate how food practices reflect and shape experiences of gender, race, migration, and belonging. We will also examine the role of food in immigrant communities, where recipes and meals often carry stories of resilience, adaptation, and cultural memory. Through this course, students will gain a deeper understanding of how food intersects with personal and collective identities within one's lived environments. Additionally, students will visit the cookbook archive at Thompson Library, the Billy Ireland Cartoon Library and Museum, and food production sites and farms in the College of Food, Agricultural, and Environmental Sciences.

### Course learning outcomes



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

- **Engage in critical and logical thinking** to analyze how food operates as a cultural text, particularly in relation to gender, race, and identity within lived environments such as domestic spaces, restaurants, communities, and street food settings.  
(ELO 1.1, 3.2, 4.1, 4.2, 4.3)
- **Conduct an advanced, in-depth, scholarly exploration** of food memoirs (*Crying in H Mart*), cookbooks, and popular media to analyze how culinary narratives reflect and shape personal and collective identities and serve as a way in which to understand lived environments.  
(ELO 1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3)
- **Identify, describe, and synthesize diverse approaches** to food and identity across immigrant communities, domestic spaces, and culinary memoir, examining how culinary practices serve as tools for cultural preservation, adaptation, and storytelling.  
(ELO 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3)
- **Demonstrate a developing sense of self as a learner** by reflecting on personal food experiences and engaging in creative and analytical work that connects prior knowledge to new cultural contexts and representations.  
(ELO 2.2)
- **Examine how human interactions with food environments**, from street vendors to televised kitchens, shape attitudes, beliefs, and values around gender roles, labor, and authenticity in food culture.  
(ELO 4.1, 4.2)

## General Education Theme: Lived Environments

Context:

Intended to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments.

- Lived Environment Goal 1: Inspect Lived Environments at a more advanced and in-depth level than in the Foundations component.
- Lived Environment Goal 2: Integrate approaches to understanding lived environments 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.

- Lived Environment Goal 3: Explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- Lived Environment Goal 4: Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

### **Expected Learning Outcomes:**

Successful students will be able to

- Expected Learning Outcome 1.1. Engage in critical and logical thinking about the topic or idea of lived environments.
- Expected Learning Outcome 1.2. Conduct an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- Expected Learning Outcome 2.1. Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- Expected Learning Outcome 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.
- Expected Learning Outcome 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- Expected Learning Outcome 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- Expected Learning Outcome 4.1. Inspect how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- Expected Learning Outcome 4.2. Detail how humans perceive and represent the environments with which they interact.
- Expected Learning Outcome 4.3. Analyze and critique conventions, theories and ideologies that influence discourses around environments.

## Lived Environments Rationale Paragraph

This *Food and Gender* course deeply engages with the Lived Environments GE theme by examining how food practices reflect and shape individual and collective identities across time and place. Through interdisciplinary inquiry, students explore the intersections of gender, race, class, regional, and other identities in food systems, while also considering how tradition, memory, popular culture, and narrative—especially personal narrative—inform our relationships with food. The course invites students to reflect on their own food histories and cultural backgrounds, using storytelling and experiential learning to uncover how food serves as a vessel for memory, resistance, and belonging. By engaging with diverse food narratives and with lived experiences from multiple communities including global perspectives, students develop a nuanced understanding of how everyday acts like cooking and eating are embedded in broader social structures and cultural legacies. Course assignments and readings are centered on the lived environments of food. Students engage with the readings and class discussions through three essays, online postings analyzing readings, and in the final cookbook narrative project.

## HOW THIS IN-PERSON COURSE WORKS

**Mode of delivery:** This course is 100% in-person.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

**Attendance and participation requirements:** Because this is an in-person course, your attendance is based on attending class and participating in class discussions. Please come prepared to add your insight to class discussions.

- **Carmen: Required**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.)
- **Participating in discussion forums: Once per week**  
As part of your participation, each week you can expect to post once as part of our class discussion on the week's assigned reading or viewing.

## COURSE MATERIALS AND TECHNOLOGIES

## Texts

### Required books

- *Crying in H-Mart*, Michelle Zauner

### Required articles/essays/book chapters (linked on Carmen)

- *Feminist Food Studies: A Brief History*, Arlene Avakian
- *Cooking Up Lives: Feminist Food Memoirs*, Arlene Avakian
- *A Korean Mother's Cooking Notes: Maintaining South Korean Cooking and Domestic Gender Ideals in Global Influences*, Hojin Song
- *The Compiled Cookbook as Foodways Autobiography*, Lynne Ireland
- *Reading a Cookbook: It's More Than Just Directions*, Siobahn Wiggans
- *Cooking Up Stories: Narrative Elements in Community Cookbooks*, Anne Bower
- *Claiming a Piece of the Pie: How the Language of Recipes Defines Community*, Colleen Cotter
- *A Pinch of Salt and a Dash of Plot: The Power of Narrative in Contemporary Cookbooks*, Carody Culver
- *Family Cookbooks- Objects of Family Memory*, Eleonora Sava
- *The Bear: New (stereotypical) Representations of Italian Americans in Contemporary Television Series*, Alessandra Olga Grazia Serra
- *The Contradictions in Culinary Collaboration: Vietnamese American Bodies in "Top Chef" and "Stealing Buddha's Dinner"*, Timothy August
- *Hotdogs, Hipsters, and Xenophobia: Immigrant Street Food Vendors in New York*, Sean Basinski
- *The Ephemeral Art of Mexico City's Food Stalls*, Natalie Kitroeff and Jordi Ruiz Cirera
- *In Mexico, Street Food Brings Communities Together*, Melanie Stetson Freeman and Whitney Eulich
- *Gender Differences in the Evolution of Haute Cuisine Chef's Career*, Jose Albors Garrigos
- *Why Are There No Great Women Chefs?* Charlotte Druckman

- *New Orleans' "Restaurant Renaissance," Chef Humanitarians, and the New Southern Food Movement*, Jeanne Firth and Catarina Passidomo
- *The Ascendency of Soul Food*, Adrian Miller
- *The Construction of the Middle Class African American Identity Through the Use of Traditional Southern Foodways*, Stephanie Y. Evans
- *The Soul of the South: Race, Food, and Identity in the American South*, Beth A. Latshaw
- *Italian New Orleans and the Business of Food in the Immigrant City: There's More to the Muffuletta Than Meets the Eye*, Justin Nystrom
- *Culinary Placemaking: Cookbooks as Artifacts of Displaced Muslim Women's Lives*, Shenila Khoja-Moolji
- *Transmissions Interrupted: Reconfiguring Food, Memory, and Gender in the Cookbook Memoirs of Middel Eastern Exiles*, Carol Bardenstein
- *Cookbooks Are Our Texts: Reading An Immigrant Community Through their Cookbooks*, Norma Baumel Joseph
- *Food, Identity, and Cultural Reproduction in Immigrant Communities*, Fabio Parasecoli

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated:

ASSIGNMENT CATEGORY	POINTS
Essays (3 papers/12 pts each)	
Essay #1	12
Essay #2	12
Essay #3	12

Participation through Carmen posts	14
Participation through attendance	10
Cookbook narrative project	40
Total	100

See course schedule below for due dates.

## Descriptions of major course assignments

### Essays (3 papers/12 points each)

**Description:** Students have three essays due throughout the semester. These papers should be 4 pages, double-spaced with 1" margins and include a Works Cited page. There should be 2-3 citations from our readings. Papers should be submitted via Carmen by 11:59pm on the due date.

**Academic integrity and collaboration guidelines:** Students are expected to submit their own original work.

### Essay Assignment #1: Crying in H Mart

In this essay assignment, students will engage with Michelle Zauner's memoir *Crying in H Mart* to explore themes of food, gender, identity, grief, and cultural heritage. Students will analyze how the author's lived environment—shaped by family, culture, and food—intersects with gender, memory, and belonging.

### Essay Prompts

Choose one of the following prompts to guide your essay.

1. Analyze how food functions as a medium of cultural memory and identity in 'Crying in H Mart'. How does Zauner's relationship with Korean food reflect her lived environment and gendered experiences?
2. Explore the role of grief and caregiving (with special attention paid to food) in shaping Zauner's lived environment. How do gender roles and cultural expectations influence her experience of loss and healing?
3. Examine the intersections of race, gender, and diaspora in Zauner's narrative. How does her memoir reflect broader discourses about belonging and representation in lived environments with special attention paid to food.?

### Alignment with GE Lived Environment Goals and Learning Outcomes

This assignment supports the following GE goals and learning outcomes:

- Goal 1 & ELO 1.1, 1.2: Students will critically examine how Zauner's memoir reflects lived environments and gender roles and conduct in-depth scholarly exploration.
- Goal 2 & ELO 2.1, 2.2: Students will synthesize interdisciplinary approaches and reflect on their own personal experiences with food and gender.
- Goal 3 & ELO 3.1, 3.2: Students will engage with the complexity of human-environment interactions through food practices, cultural traditions, and narratives.
- Goal 4 & ELO 4.1, 4.2, 4.3: Students will analyze representations and discourses of gender and environment in Zauner's food memoir.

### **Essay Assignment #2: Analyzing Cookbooks, Recipes, and Personal Narrative**

In this essay, students will explore the intersection of cookbooks, gender, and personal narrative as a lens for examining lived environments. Drawing on course readings, personal experiences, and scholarly sources, students will analyze how cookbooks function not only as repositories of recipes, but also as cultural texts that reflect and shape gender roles, identities, and relationships within specific environments. The class will visit the cookbook archive at the library and select cookbooks to analyze.

#### **Essay Prompts (Choose One)**

1. Analyze a cookbook from your personal or cultural background. How does it reflect gender roles and expectations within the environment it represents?
2. Explore how personal narratives in cookbooks (e.g., introductions, anecdotes, family stories) reveal the relationship between gender and lived environments.
3. Compare two cookbooks from different cultural or historical contexts. How do they represent gender and personal identity through food and storytelling?

#### **Alignment with GE Lived Environment Goals and Learning Outcomes**

This assignment supports the following GE goals and learning outcomes:

- Goal 1 & ELO 1.1, 1.2: Students will critically examine how cookbooks reflect lived environments and gender roles and conduct in-depth scholarly exploration.
- Goal 2 & ELO 2.1, 2.2: Students will synthesize interdisciplinary approaches and reflect on personal experiences with food and gender.
- Goal 3 & ELO 3.1, 3.2: Students will engage with the complexity of human-environment interactions through food practices and narratives.



- Goal 4 & ELO 4.1, 4.2, 4.3: Students will analyze representations and discourses of gender and environment in cookbooks and critique underlying ideologies.

### **Essay Assignment #3: Food, Gender, and Popular Culture**

In this essay, students will explore the intersection of gender, food, and popular culture. Drawing on examples such as restaurant chefs, cooking television shows, and food-centered series like *The Bear*, students will analyze how gender roles, identities, and discourses are constructed and represented in contemporary food media. Essays should integrate personal reflection, cultural critique, and scholarly analysis.

#### **Essay Prompts (Choose One)**

1. Analyze how gender is portrayed in a food-centered television show (e.g., *The Bear*, *Chef's Table*, *Top Chef*). Consider character roles, labor dynamics, emotional expression, and cultural narratives.
2. Explore the representation of chefs in popular media. How do gender norms influence the visibility, authority, and storytelling around chefs in restaurants and television?
3. Reflect on your own experiences with food media. How have cooking shows, food influencers, or restaurant culture shaped your understanding of gender and lived environments?

#### **Alignment with GE Lived Environment Goals and Learning Outcomes**

This assignment aligns with the following GE goals and learning outcomes:

- Goal 1 & ELO 1.1, 1.2: Students will analyze scholarly exploration of lived environments through food and media.
- Goal 2 & ELO 2.1, 2.2: Students will integrate academic and personal experiences with food and gender.
- Goal 3 & ELO 3.1, 3.2: Students will critically examine human-environment and interactions in cultural and economic contexts.
- Goal 4 & ELO 4.1, 4.2, 4.3: Students will analyze representations and ideologies in food media.

### **Attendance/Participation (10)**

**Description:** This class is in-person and based on robust dialogue. Students are expected to attend class regularly and contribute in meaningful ways. Students are allowed 3 absences total. If students miss more than this, their attendance and participation points may be impacted negatively.

### **Carmen Discussion Posts/Participation (14 points)**

**Description:** As another format to participate, students are required to post on Carmen seven times throughout the semester. These will consist of guided prompts. Posts should be 200-250 words.

## **Cookbook Narrative Project (40 points)**

**Description:** Students will create a personal or community-based cookbook that combines recipes with reflective narratives, scholarly analysis, and cultural critique. Each entry will explore the intersection of food and gender within a specific lived environment—such as home, campus, social movements, farm, media, or cultural tradition. Cookbooks must contain at least 8 recipes and follow the guidelines below. There should be 4-6 citations from our readings.

### **Project Structure & Integration with GE Goals**

#### **Section 1: Recipe & Personal Narrative**

Task: Select eight recipes with personal, familial, community, or cultural significance. Write a narrative exploring the gendered dimensions of each recipe's origin, preparation, and consumption.

GE Integration:

- Goal 1 & ELO 1.1, 1.2: Critical thinking and scholarly exploration of lived environments through food.
- Goal 2 & ELO 2.2: Reflection on personal experience and identity as a learner.
- Goal 3 & ELO 3.1, 3.2: Exploration of human-environment interactions over time.

#### **Section 2: Scholarly Context**

Task: Research and cite academic sources that connect the recipe collection to broader themes in food, gender, and identity. Each recipe must include one-page of scholarly context.

GE Integration:

- Goal 2 & ELO 2.1: Synthesis of interdisciplinary approaches.
- Goal 3 & ELO 3.1, 3.2: Exploration of human-environment interactions.
- Goal 4 & ELO 4.1, 4.2, 4.3: Analysis of perceptions, representations, and ideologies.

#### **Learning Outcomes for the Project**

By completing this project, students will:

1. Critically analyze how food practices reflect and shape gender roles in lived environments.
2. Conduct scholarly research that connects personal experience to academic discourse.

3. Reflect on one's own identities and experiences through food narratives.
4. Engage with cultural representations of food and gender, identifying, and critiquing dominant ideologies.
5. Synthesize interdisciplinary knowledge to understand the complex relationships between humans and their environments.

#### Optional Add-ons

- Visual Component: Include photos, illustrations, or scanned family recipe cards.
- Community Engagement: Interview a family or community member about a recipe and its gendered and lived significance.

Cookbooks should be submitted digitally via Carmen by 11:59pm on the due date.

### Late assignments

If you cannot submit your assignment on time, please email me as soon as possible and let me know. **If your assignment has not been submitted by two weeks after the deadline, you will receive zero points. The final cookbook project must be submitted by the deadline so that grades can be submitted on time.**

### Grading scale

100-93%: A  
 92.9-90%: A-  
 89.9-87%: B+  
 86.9-83%: B  
 82.9-80%: B-  
 79.9-77%: C+  
 76.9-73%: C  
 72.9-70%: C-  
 69.9-67%: D+  
 66.9-60%: D  
 59.9-0%: E

### Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**

## OTHER COURSE POLICIES

### Discussion and communication guidelines

See **descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Papers should be written in a formal and academic way.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** If you use only assigned sources in your papers you need only cite these in the paper with (Last Name, page #). If you use outside sources, you will need a Works Cited page with a full citation as well as the in-paper citation noted above.

### Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e.,

committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

## **Artificial Intelligence and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

## **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are

not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

## **Disability Statement (with Accommodations for Illness)**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

[slds@osu.edu](mailto:slds@osu.edu)

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

## Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Harassment

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Counseling and Consultation Services / Mental Health Statement

### Columbus:

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](https://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 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## COURSE SCHEDULE



Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/12	<p><b>Part 1: Foundations of Gender and Food</b></p> <p><i>This opening section lays the groundwork for the course by introducing key concepts at the intersection of food, gender, and identity. Through foundational readings and guided discussions, students begin to explore how food operates not only as sustenance but also as a cultural and symbolic medium that reflects and reinforces gender roles, power dynamics, and social norms. These early explorations support students in developing critical and logical thinking skills (ELO 1.1) and initiating an in-depth scholarly engagement with the theme of lived environments (ELO 1.2). By examining how food practices are embedded in domestic, cultural, and social contexts, students begin to understand the complexity of human-environment interactions (ELO 3.1) and how these interactions shape attitudes, beliefs, and behaviors (ELO 4.1). This foundational section equips students with the analytical tools and conceptual frameworks they will apply throughout the course to explore food as a lens for understanding lived environments.</i></p> <p>1/13: Class introductions, course framework, and class expectations 1/15: From Betty Crocker to Feminist Food Studies</p>
2	1/19	<p><b>Foundations of Gender and Food (continued)</b></p> <p>1/20: Feminist Food Studies: A Brief History</p> <p><b>Part 2: Lived Environment: Food Memoirs</b></p> <p><i>This section uses food memoirs as a lens to explore the intimate connections between personal narrative and lived environments. We begin with a scholarly foundation in gendered food memoirs, which equips students with critical tools to analyze Crying in H Mart by Michelle Zauner. Through Zauner's exploration of grief, cultural inheritance, immigration, and mother-daughter relationships, students examine how food mediates identity and memory across time and space. Her memoir illustrates how culinary traditions become vessels for emotional connection and cultural continuity, offering a rich site for analyzing the intersections of food, gender, and place. This section supports students in engaging with the complexity of human-environment interactions (ELO 3.1), describing how food practices evolve across generations and geographies (ELO 3.2), and analyzing how personal and cultural environments shape beliefs, values, and</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>behaviors (ELO 4.1). It also fosters reflection and self-assessment (ELO 2.2) by encouraging students to connect their own food histories to broader social and cultural narratives.</p> <p>1/22: <i>Cooking Up Lives: Feminist Food Memoirs</i></p> <p>1/24: <i>A Korean Mother's Cooking Notes: Maintaining South Korean Cooking and Domestic Gender Ideals in Global Influences</i></p>
3	1/26	<p><b>Lived Environment: Food Memoirs (continued)</b></p> <p>1/27: <i>Crying in H Mart</i> by Michelle Zauner, Chapters 1-3</p> <p>1/29: Zauner, Chapters 4 and 5</p>
4	2/2	<p><b>Lived Environment: Food Memoirs (continued)</b></p> <p>2/3: Zauner, Chapters 6-8</p> <p>2/5: Zauner, Chapters 9-12</p>
5	2/9	<p><b>Lived Environment: Food Memoirs (continued)</b></p> <p>2/10: Zauner, Chapters 13-16</p> <p>2/12: Zauner, Chapters 17- the end</p>
6	2/16	<p><b>Part 3: Lived Environment: Home and Domestic Spaces</b></p> <p><b>Cookbooks as Narrative</b></p> <p><i>This section explores the home as a vital lived environment where food practices are deeply embedded in gender roles, cultural traditions, and social expectations. Focusing on cookbooks as narrative texts, students examine how recipes serve not only as instructions for preparing meals but also as vessels for memory, identity, and intergenerational knowledge. These texts illuminate the gendered labor of cooking and caregiving, revealing how domestic spaces are shaped by broader cultural values and power structures. By analyzing the stories embedded within cookbooks, through introductions, anecdotes, and personal reflections, students engage with the complexity and uncertainty of human-environment interactions (ELO 3.1), trace the transformation of domestic food practices across time and space (ELO 3.2), and critically examine how home environments influence and reflect societal beliefs, values, and ideologies (ELOs 4.1–4.3). This section also supports students in synthesizing diverse approaches to understanding lived environments (ELO 2.1) and encourages personal</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>reflection on the role of food in their own domestic experiences (ELO 2.2).</p> <p>2/17: <b>Essay #1 Due</b></p> <p><i>The Compiled Cookbooks as Foodways Autobiography</i></p> <p>2/19: <i>Reading a Cookbook: It's More Than Just Directions</i></p>
7	2/23	<p><b>Lived Environment: Home and Domestic Spaces</b></p> <p><b>Cookbooks as Narrative (continued)</b></p> <p>2/24: <i>Cooking Up Stories: Narrative Elements in Community Cookbooks</i></p> <p><i>Claiming a Piece of the Pie: How the Language of Recipes Defines Community</i></p> <p>2/26: <i>A Pinch of Salt and a Dash of Plot: The Power of Narrative in Contemporary Cookbooks</i></p> <p><i>Family Cookbooks – Objects of Family Memory</i></p>
8	3/2	<p><b>Part 4: Lived Environment: Restaurants</b></p> <p><i>This section examines restaurants and food media as dynamic cultural environments where identities are performed, contested, and consumed. Through the analysis of television shows like The Bear and Top Chef, along with readings on restaurant culture and street food vendors, students explore how culinary spaces reflect and shape broader social structures, including race, class, gender, labor, and authenticity. These environments are not only physical spaces but also symbolic arenas where cultural values and ideologies are negotiated. By critically engaging with these representations, students analyze how human interactions with built and cultural environments influence beliefs and behaviors (ELO 4.1), how these spaces are perceived and portrayed in media (ELO 4.2), and how dominant narratives around food and identity can be challenged through scholarly critique (ELO 4.3). This section deepens students' understanding of the complexity and fluidity of lived environments in contemporary society (ELO 3.1).</i></p> <p>Television:</p> <p>3/3: <b>Essay #2 Due</b></p> <p><i>The Bear: New (stereotypical) Representations of Italian Americans in Contemporary Television Series</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<i>3/5: The Contradictions in Culinary Collaboration: Vietnamese American Bodies in "Top Chef" and "Stealing Buddha's Dinner"</i>
9	3/9	<p><b>Lived Environments: Restaurants</b></p> <p><i>3/10: Gender Differences in the Evolution of Haute Cuisine Chef's Career</i></p> <p><i>Why Are There No Great Women Chefs?</i></p> <p><i>3/12: New Orleans' "Restaurant Renaissance," Chef Humanitarians, and the New Southern Food Movement</i></p>
10	3/16	<i>Spring Break- no classes</i>
11	3/23	<p><b>Part 5: Lived Environment: Urban Spaces and Neighborhoods</b></p> <p><i>This section explores how food practices in urban environments reflect the dynamic interactions between people, place, and power. Focusing on immigrant street food vendors and informal food economies, students examine how culinary practices shape and are shaped by the cultural, economic, and spatial realities of city life. Readings such as "Hotdogs, Hipsters, and Xenophobia," "The Ephemeral Art of Mexico City's Food Stalls," and "In Mexico, Street Food Brings Communities Together" offer case studies that illuminate how food can foster community, resist marginalization, and navigate contested urban spaces. These texts and discussions support students in engaging with the complexity of human-environment interactions (ELO 3.1), understanding how food practices evolve across time and space (ELO 3.2), and analyzing how urban food environments influence social values, cultural perceptions, and community resilience (ELOs 4.1–4.3).</i></p> <p><i>3/24: Hotdogs, Hipsters and Xenophobia: Immigrant Street Food Vendors in New York</i></p> <p><i>3/26: The Ephemeral Art of Mexico City's Food Stalls</i></p> <p><i>In Mexico, Street Food Brings Communities Together</i></p>
12	3/30	<p><b>Part 6: Lived Environments: Communities</b></p> <p><i>This section explores how food practices serve as powerful expressions of cultural heritage, identity, and belonging within communities. Through readings that highlight diverse traditions, from Southern soul food to immigrant culinary narratives, students examine how food</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><i>functions as a means of cultural preservation, adaptation, and resistance. These community-based foodways illustrate the dynamic relationship between humans and their environments, showing how shared meals, recipes, and culinary rituals foster social cohesion and reflect broader historical and environmental transformations. This section supports students in identifying and synthesizing diverse cultural experiences (ELO 2.1), understanding how food practices evolve across time and space (ELO 3.2), and analyzing how communities represent and shape their environments through food (ELOs 4.1–4.3).</i></p> <p>3/31: <b>Essay #3 Due</b></p> <p><i>The Ascendency of Soul Food</i></p> <p>4/2: <i>The Construction of Middle Class African American Identity Through the Use of Traditional Southern Foodways</i></p>
13	4/6	<p><b>Lived Environments: Communities (continued)</b></p> <p>4/7: <i>The Soul of the South: Race, Food, and Identity in the American South</i></p> <p>4/9: <i>Italian New Orleans and the Business of Food in the Immigrant City: There's More to the Muffuletta than Meets the Eye</i></p>
14	4/13	<p><b>Lived Environments: Communities (continued)</b></p> <p>4/14: <i>Biryani with the Golden Girls: Muslim South Asian American women's food voices</i></p> <p>4/16: <i>Culinary Placemaking: Cookbooks as Artifacts of Displaced Muslim Women's Lives</i></p> <p><i>Transmissions Interrupted: Reconfiguring Food, Memory, and Gender in the Cookbook-Memoirs of Middle Eastern Exiles</i></p>
15	4/20	<p><b>Lived Environments: Communities (continued)</b></p> <p>4/21: <i>Cookbooks are Our Texts: Reading An Immigrant Community Through their Cookbooks</i></p> <p>4/23: <i>Food, Identity, and Cultural Reproduction in Immigrant Communities</i></p>
16	4/27	<p><b>Cookbook Narrative Project Due- May 1 at 11:59 pm</b></p>

# GE Theme course submission worksheet: Lived Environments

## 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 (Lived Environments)

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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 about the topic or idea of the theme.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
<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.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></p> <p><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></p> <p><i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></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>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

## Goals and ELOs unique to Lived Environments

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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:** 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.

**GOAL 4:** Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Engage with the complexity and uncertainty of human-environment interactions.	
<b>ELO 3.2</b> Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
<b>ELO 4.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	

**ELO 4.2** Describe how humans perceive and represent the environments with which they interact.

**ELO 4.3** Analyze and critique conventions, theories, and ideologies that influence discourses around environments.