

# GE2239: FOOD: CULTURE, SCIENCE AND SOCIETY

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Food: Culture, Science and Society

### Subject Code

GE - Gateway Education

### Course Number

2239

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

### GE Area (Secondary)

Area 3 - Science and Technology

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

**Exclusive Courses**

Nil

**Part II Course Details****Abstract**

This course aims to develop students' critical understanding of food. Food is not just what we eat, it also involves a culture which determines what we eat or not eat, how we eat and how much we eat, and shapes our general ways of life. While the Chinese cannot dispense with pork in their daily meals, the Muslims see pork as profaning and dirty. Food culture entails a feast of values and representations that signify a society's identity, and a plethora of taboos that draw boundaries. Food also entails power that assists both the spread and elimination of food and made certain food more available and valuable than the others. The course will strengthen students' understanding of food culture and food science in relations to food safety and health issues. It will bring them on a food journey that raises their awareness of problematic food production and consumption, and their impacts on human health and the environment.

**Course Intended Learning Outcomes (CILOs)**

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate understanding of different foodways, food symbolism, and their relationships with social identity.	10	x	x	x
2	Evaluate basic concepts in food science involving food nutrients and how foodways affect nutrient intake and health.	20	x	x	x
3	Analyse the processes of food globalization and its effects on social relationships, identity, and health.	20		x	x
4	Identify and distinguish the various impacts of modern food production regarding ecological problems, food safety, health issues, and communicate these messages to others.	20		x	x
5	Develop a critical awareness of the impacts of modern food production and food consumption on the society and the environment and write critiques on these issues.	20		x	x
6	Demonstrate innovative foodways for promoting responsible food consumption	10	x	x	x

**A1: Attitude**

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

**A2: Ability**

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

**A3: Accomplishments**

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Class discussions	Lectures/seminars, reading, class discussions	1, 2, 3, 4, 5	
2	Food documentaries and discussions	Food film documentaries and discussions	3, 4, 5	
3	Blog assignments - food journals	Blog assignments - food journals	2, 3, 4, 5	
4	Site visit	Site visit	4	
5	Creative food workshop	Active participation in food workshop	6	
6	Reflexive report	Reflexive group reports	2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks (e.g. Parameter for GenAI use)</b>
1	Class discussions	1, 2, 3, 4, 5	10	
2	Food film documentaries and discussions	3, 4, 5	10	
3	Blog assignments - food journals	2, 3, 4, 5	20	
4	Creative food workshop	6	30	
5	Reflexive report	2, 3, 4, 5	30	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Class discussions

**Criterion**

Active discussion

**Excellent (A+, A, A-)**

Evidence of active participation and excellent conceptual and critical understanding of class materials and the key issues and debates concerning food relations.

**Good (B+, B, B-)**

Evidence of sufficient participation and understanding of class materials and the key issues and debates concerning food relations.

**Fair (C+, C, C-)**

Limited participation and understanding of class materials

**Marginal (D)**

Little effort in demonstrating participation and understanding of class material

**Failure (F)**

No effort in demonstrating participation and understanding of class material

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**Assessment Task**

Food film documentaries and discussions

**Criterion**

Active discussion

**Excellent (A+, A, A-)**

Evidence of active participation and excellent conceptual and critical understanding of the key issues and debates concerning food relations and food activism.

**Good (B+, B, B-)**

Evidence of sufficient participation and understanding of the key issues and debates concerning food relations and food activism.

**Fair (C+, C, C-)**

Limited participation and understanding of class materials

**Marginal (D)**

Little effort in demonstrating participation and understanding of food activism

**Failure (F)**

No effort in demonstrating participation and understanding of food activism

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**Assessment Task**

Blog assignments - food journals

**Criterion**

Active posting

**Excellent (A+, A, A-)**

Evidence of excellent conceptual and critical understanding of the key issues and debates concerning food relations

**Good (B+, B, B-)**

Evidence of sufficient conceptual and critical understanding of the key issues and debates concerning food relations

**Fair (C+, C, C-)**

Limited understanding of class materials and food relations

**Marginal (D)**

Marginal understanding of class materials and food relations

**Failure (F)**

Cannot demonstrate understanding of class material and food issues

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**Assessment Task**

Creative food workshop

**Criterion**

Outstanding creativity and innovation

**Excellent (A+, A, A-)**

Evidence of excellent creativity, conceptual and critical understanding of the key issues and debates concerning food relations

**Good (B+, B, B-)**

Evidence of sufficient creativity, conceptual and critical understanding of the key issues and debates concerning food relations

**Fair (C+, C, C-)**

Limited creativity and understanding of class materials and food relations

**Marginal (D)**

No creativity and marginal understanding of class materials and food relations

**Failure (F)**

No creativity and cannot demonstrate understanding of class materials and food issues

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**Assessment Task**

Reflexive report

**Criterion**

Thoughtfulness and good reflexivity

**Excellent (A+, A, A-)**

Evidence of excellent conceptual and critical understanding of the key issues and debates concerning food relations

**Good (B+, B, B-)**

Evidence of sufficient conceptual and critical understanding of the key issues and debates concerning food relations

**Fair (C+, C, C-)**

Limited understanding of class materials and food relations

**Marginal (D)**

Marginal understanding of class materials and food relations

**Failure (F)**

Cannot demonstrate understanding of class materials and food issues

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## Part III Other Information

**Keyword Syllabus**

<u>Classes</u>	<u>Topic</u>
1	Food culture and food science
2	Food memory and social identity
3	Food taboos: honey or poison?
4	Food, nutrients, and health
5	Food and globalization
6	Food and power
7	Workshop – Inventing Food, Taste and Gastronomy

8	Food crisis: hunger and famine
9	Food production: the global food system
10	Food production in China
11	Site visit
12	Food and ecology
13	Food future

## Reading List

### Compulsory Readings

Title	
1	Nil

### Additional Readings

Title	
1	Allison, Anne. 2008. 'Japanese Mothers and Obentos: The Lunch-box as Ideological State Apparatus.' In <i>Food and Culture: A Reader</i> (2nd ed.), ed., Carole Counihan and Penny Van Esterik. New York: Routledge, pp. 221–39
2	Appadurai, Arjun. 2008. 'How to Make a National Cuisine: Cookbooks in Contemporary India.' In <i>Food and Culture: A Reader</i> (2nd ed.), ed., Carole Counihan and Penny Van Esterik. New York: Routledge, pp. 289–307.
3	Chang, K.C., ed. 1977. <i>Food in Chinese Culture: Anthropological and Historical Perspectives</i> . New Haven: Yale University Press.
4	Counihan, Carole and Penny Van Esterik, eds, (2008) <i>Food and culture: a reader</i> . New York: Routledge.
5	Douglas, Mary, ed. 1984. <i>Food in the Social Order: Studies of Food and Festivities in Three American Communities</i> . New York: Russell Sage Foundation.
6	Fieldhouse, Paul. 1995. <i>Food and Nutrition: Customs and Culture</i> . New York: Chapman & Hall.
7	Dreze, Jean and Amartya Sen. 1989. <i>Hunger and public action</i> . Oxford: Clarendon Press.
8	Gabbacia, D. 1998. <i>We Are What We Eat: Ethnic Food and the Making of Americans</i> . Cambridge, MA: Harvard University Press.
9	Holtzman, Jon D. 2006. 'Food and Memory.' <i>Annual Review of Anthropology</i> 35: 361–37.
10	Johnston, Francis E., ed. 1987. <i>Nutritional anthropology</i> . New York: A.R. Liss.
11	Lévi-Strauss, Claude. 1969. <i>The Raw and the Cooked</i> (translated by John and Doreen Weightman). New York: Harper & Row.
12	Mintz, Sidney W. 1985. <i>Sweetness and Power: The Place of Sugar in Modern History</i> . New York: Penguin.
13	Nestle, Marion. 2002. <i>Food politics: how the food industry influences nutrition and health</i> . Berkeley, Calif.: University of California Press.
14	Patel, Raj. 2008. <i>Stuffed and starved: markets, power and the hidden battle for the world food system</i> . London: Portobello.
15	Pawlick, Thomas. 2006. <i>The end of food</i> . Vancouver, B.C.: Greystone Books.
16	Phillips, Lynne. 2006. 'Food and Globalization,' <i>Annual Review of Anthropology</i> 35: 37–57.
17	Pottier, Johan. 1999. <i>Anthropology of food: the social dynamics of food security</i> . Cambridge ; Polity Press
18	Scholliers, Peter, ed. 2001. <i>Food, Drink and Identity: Cooking, Eating and Drinking in Europe Since the Middle Ages</i> . Oxford: Berg.
19	Sutton, David E. 2001. <i>Remembrance of Repasts: An Anthropology of Food and Memory</i> . New York: Berg.
20	Thomas, Mandy. 2004. "Transitions in Taste in Vietnam and the Diaspora." <i>Australian Journal of Anthropology</i> 15 (1): 54–67.
21	Watson, James L. and Melissa L. Caldwell, eds, (2005) <i>The Cultural Politics of Food and Eating: A Reader</i> . Malden, MA: Blackwell.

22	Weis, Anthony. 2007. <i>The Global Food Economy: The Battle for the Future of Farming</i> . London: Zed Books.
23	Wolke, Robert. 2002. <i>What Einstein Told His Cook: Kitchen Science Explained</i> . W. W. New York: Norton & Company.
24	Wu, David, and Sidney C.H. Cheung, eds. 2002. <i>The Globalization of Chinese Food</i> . Honolulu: University of Hawaii Press.
25	Online Resources: <a href="http://www.fao.org/">http://www.fao.org/</a>
26	Online Resources: <a href="http://beta.irri.org/index.php/Home/Welcome/Frontpage.htm">http://beta.irri.org/index.php/Home/Welcome/Frontpage.htm</a>

## Annex (for GE courses only)

**A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:**

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

**PILO 1: Demonstrate the capacity for self-directed learning**

6

**PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology**

3

**PILO 3: Demonstrate critical thinking skills**

1

**PILO 4: Interpret information and numerical data**

2

**PILO 5: Produce structured, well-organised and fluent text**

6

**PILO 6: Demonstrate effective oral communication skills**

6

**PILO 7: Demonstrate an ability to work effectively in a team**

6

**PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues**

4

**PILO 9: Value ethical and socially responsible actions**

6

**PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation**

5

**B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.**

**Selected Assessment Task**

Reflexive report