

GER TEMPLATE—Valuing or Specialized Valuing (Please circle)

NOTE: This is a one-time course offering for use in the FLO9 dedicated semester devoted to the immigrant experience.

Course Name and Number: HES293 Special Topics: Giving Meaning to the Melting Pot: Tracing the Immigration Experience through Food

Course Description: This course invites students to uncover 20th century immigration in the US through an exploration of food patterns and practices. Food behavior is inherently linked to culture, society, politics and economics. The role of food patterns, practices and traditions as a means to preserve immigrant cultures, while influencing American culture and customs will be explored. The impact of dietary acculturation on the health outcomes of specific immigrant populations will also be examined.

Course Objectives:

The learning activities and assignments in this course assess student mastery of these learning outcomes. Students will be able to:

1. interpret food as symbols in a socio-political context through the use of assigned readings and related case studies.
2. recognize how food is used in the transmission of culture through the use of a cultural food traditions paper and presentation.
3. complete assigned readings and participate in related reflective journaling to identify the historical context of ideas and cultural food traditions outside the US and how, through immigration, these ideas and traditions have impacted American culture.
4. use reflection papers and in-class/online discussion boards to compare and contrast the beliefs and values of various cultures with particular attention to their attitudes toward food and the impact those beliefs have had on American culture.
5. explain the role of dietary acculturation and its impact on the health outcomes of specific immigrant populations through the use of assigned readings and related case studies.

Goal: (Valuing/Specialized Valuing) To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

| Institutional Competencies | Associated Assessment(s) |
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| <p>1) Compare and contrast historical and cultural ethical perspectives and belief systems.</p> | <p>One (or more) of the following assessment measures will be used during the dedicated semester:</p> <ul style="list-style-type: none"> ● Write a series of short (5 page) reflection papers on a variety of topics related to the beliefs, values and attitudes of various immigrant populations about food and how these beliefs, values and attitudes have impacted American culture. ● Participation in (or leadership of) group discussions based upon related reading assignments (in-class and discussion boards utilizing Blackboard). ● Written tests/examinations |
| <p>2) Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.</p> | <p>One (or more) of the following assessment measures will be used during the dedicated semester:</p> <ul style="list-style-type: none"> ● Cultural foods traditions paper/presentation where students will interview a person of a different cultural background and through this experience will recognize how food is used in the transmission of culture, beliefs and values ● Assembly of a journal reflecting on related reading assignments ● Written tests/examinations |
| <p>3) Recognize the ramifications of one's value decisions on self and others.</p> | <p>One (or more) of the following assessment measures will be used during the dedicated semester:</p> <ul style="list-style-type: none"> ● Assembly of a journal reflecting on related reading assignments that encourage students to explore how immigration has impacted American culture |

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| | <ul style="list-style-type: none"> ● Participation in (or leadership of) group discussions based upon related reading assignments (in-class and discussion boards utilizing Blackboard). |
| <p>4) Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.</p> | <p>One (or more) of the following assessment measures will be used during the dedicated semester:</p> <ul style="list-style-type: none"> ● Assembly of a journal reflecting on related reading assignments ● Participation in (or leadership of) group discussions based upon related reading assignments (in-class and discussion boards utilizing Blackboard). ● Case studies that give students the opportunity to interpret food as symbols in a socio-political context |
| <p>5) Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.</p> | <p>One (or more) of the following assessment measures will be used during the dedicated semester:</p> <ul style="list-style-type: none"> ● Cultural foods traditions paper/presentation where students will interview a person of a different cultural background and through this experience will recognize how food is used in the transmission of culture, beliefs and values ● Assembly of a journal reflecting on related reading assignments ● Participation in (or leadership of) group discussions based upon related reading assignments (in-class and discussion boards utilizing Blackboard). ● Case studies that give students the opportunity to explain the role of dietary acculturation and its impact on the health outcomes of specific immigration populations. |