

**Class Overview**

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| **General Class Information**  *All fields must be completed and posted in UVaCollab and World Viewable in SIS no later than two weeks prior to registration.* | | | | | | | | |
| **Subject Area &**  **Catalog Number** | ISSS 3453-470 | **Class Title** | FOOD FOR THOUGHT: AN EXPLORATION OF THE WAY WE EAT | | | | |
| **Credit Type** | **Undergraduate**  **Graduate** | | **Credit**  **Noncredit** | | **Delivery Method** | **P (In-Person)**  **CI (Classroom/Internet)**  **WB (Web-Based)** | |
| **Re-licensure**  **Re-certification Points** |  | | | **Approval Date**  *(For internal use only)* | | |  | |

1. **Class Description (Use the SIS 400 characters from catalog description)**

WHY DO WE EAT WHAT WE EAT? WHAT FORCES SHAPE OUR CHOICE OF FOODS?

MAN CERTAINLY DOES NOT LIVE BY BREAD ALONE, BUT IT'S A GOOD START. FOOD IS SUCH A PERVASIVE PART OF ALL OUR LIVES THAT WE RARELY STOP TO THINK ABOUT IT. THIS COURSE PROPOSES A THOUGHTFUL, SOBERING INQUIRY INTO THE SIGNIFICANCE OF FOOD IN HUMAN LIFE, FROM THE INVENTION OF AGRICULTURE TO THE CONTEMPORARY DEBATE ABOUT HEALTH FOODS. SHOULD WE LIVE TO EAT OR EAT TO LIVE? WHAT ROLE DO WOMEN PLAY IN THE PRODUCTION OF FOOD?

WE WILL LOOK AT ALL THE WAYS IN WHICH FOOD HAS INFLUENCED WESTERN CULTURE. WE WILL ASK HOW RELIGIOUS BELIEFS, ECONOMIC FACTORS, AND IDEAS ABOUT HEALTH HAVE INFLUENCED WHAT WE EAT AND WHY WE EAT IT. THIS COURSE MAY NOT BE AN INTELLECTUAL FEAST, BUT IT WILL GIVE US PLENTY TO CHEW ON!

1. **Learning Outcomes**

• THE STUDENT WILL BE ABLE TO COMPARE AND CONTRAST THE MAJOR FIGURES MENTIONED IN THE READINGS THEIR VIRTUES, THEIR FAULTS, THEIR GOALS, THEIR ACCOMPLISHMENTS, ETC, AND SHOW HOW THEIR WORKS HAVE IMPACTED THE ERAS IN WHICH THEY LIVED..

• THE STUDENT WILL BE ABLE TO UNDERSTAND THE ARGUMENTS SURROUNDING THE MAJOR AND MINOR EVENTS DURING THESE PERIODS THAT WE COVER.

• THE STUDENT WILL LEARN TO EXAMINE DIFFERENT PRIMARY WORKS TO SEE HOW THEY BECAME MAJOR TURNING POINTS IN OUR JOURNEY THROUGH THIS MATERIAL.

• THE STUDENT WILL PRACTICE LEADING DISCUSSION QUESTIONS WITH HIS/HER PEERS IN AN EFFECTIVE AND INSIGHTFUL WAY.

• THE STUDENT WILL FORMULATE AND CONTINUE TO LEARN TO JUSTIFY A THESIS STATEMENT, ANALYZE IT AND PROVIDE EVIDENCE TO SUPPORT IT SO THAT HE/SHE CAN COMPOSE A WELL-WRITTEN 3,000-WORD ESSAY.

• THE STUDENT WILL PRESENT A PRESENTATION OF APPROXIMATELY ONE HALF HOUR ABOUT THE PROJECT HE/SHE IS RESEARCHING FOR THE 3,000-WORD ESSAY REQUIREMENT.

• THE STUDENT WILL SHARPEN HIS/HER CRITICAL AND ANALYTICAL SKILLS.

• THE STUDENT WILL BROADEN HIS/HER AESTHETIC TASTES AND INTELLECTUAL SYMPATHIES OF THE WORKS, PLACES AND ERAS WE COVER.

1. **Assessment Components**

THIS SEMINAR WILL MEET ONCE A WEEK FOR THREE HOURS FOR THE SPRING SEMESTER. EACH STUDENT WILL BE REQUIRED TO DO A SEMINAR PRESENTATION DURING ONE OF THE CLASS SESSIONS. THE LENGTH OF EACH PRESENTATION WILL DEPEND ON THE NUMBER OF STUDENTS IN THE CLASS. A SEMINAR PRESENTATION WILL CONSIST OF SUMMARIZING ONE OF THE REQUIRED TEXTS AND LEADING A CRITICAL DISCUSSION ON THE PROBLEMS THE TEXT POSES. THE TITLES FOR ALL OF THE READINGS (I.E. BOOKS AND ARTICLES) WILL BE MADE AVAILABLE TO STUDENTS BEFORE THEY ARE DUE. AT LEAST THREE DAYS PRIOR TO THE CLASS PRESENTATION, STUDENTS WILL MAKE AVAILABLE TO THE OTHER STUDENTS THE MAIN POINTS TO BE COVERED IN HIS OR HER DISCUSSION. THESE PRESENTATIONS WILL BE GRADED ACCORDINGLY: ORGANIZATION AND SUMMARY OF MATERIAL, INTEGRATION OF IDEAS IN ACCORDANCE WITH COURSE GOALS, DEPTH OF ANALYSIS AND HOW WELL HE OR SHE FACILITATES THE DISCUSSION WITH THE OTHER STUDENTS. EACH PERSON WHO PRESENTS A TOPIC SHOULD TAKE THE LIBERTY TO USE ANY MEANS OR FORMAT AVAILABLE TO ACCOMPLISH THE GOAL I.E. ACTING OUT PARTS OF PERTINENT CHARACTERS, COOKING FOOD FI THE TIME PERIOD, CLOSE READING OF EXAMPLE TEXTS, ETC. I WILL BE AVAILABLE TO DISCUSS ANY AND ALL IDEAS FOR THESE PRESENTATIONS WELL IN ADVANCE OF THE CLASS IF A STUDENT WISHES TO EXPLORE AN IDEA WITH ME. WHATEVER THE FORMAT USED BY THE STUDENTS, IT SHOULD FACILITATE A CIVIL, PHILOSOPHICAL, RESPECTFUL AND INTELLIGENT DISCUSSION.

1. **Required Text (include ISBN, specific edition)**

THE MAJORITY OF READING MATERIALS WILL BE AVAILABLE IN THE UNIVERSITY BOOKSTORE OR ON TOOLKIT. THE FOLLOWING BOOKS WILL BE REQUIRED FOR ALL STUDENTS:

WARREN BELASCO, APPETITE FOR CHANGE: HOW THE COUNTERCULTURE TOOK ON THE FOOD INDUSTRY ISBN: 10-0801473292

SOPHIE D. COE AND MICHAEL D. COE, THE TRUE HISTORY OF CHOCOLATE ISBN: 0500286965 ISBN: 0500286965

JARED DIAMOND, EXCERPTS FROM GUNS, GERMS AND STEEL ISBN: 0739467352

MARVIN HARRIS, GOOD TO EAT: RIDDLES OF FOOD AND CULTURE ISBN: 1577660153

PATRIC KUH, THE LAST DAYS OF HAUTE CUISINE ISBN: 0142000310

PETRONIUS, EXCERPTS FROM SATYRICON

ERIC SCHLOSSER, FAST FOOD NATION ISBN: 0060838582

RAYMOND SOKOLOV, WHY WE EAT WHAT WE EAT ISBN: 0671797913

PETER N. STEARNS, FAT HISTORY: BODIES AND BEAUTY IN THE MODERN WEST ISBN: 0814798241

READINGS ON COLLAB AND ON THE NET

1. **Required Additional Resources and Technical Components**

1. **Other Class Expectations (for Classroom/Internet and Web-Based classes, specify any live (synchronous) meetings dates, times, delivery mode)**

ATTENDANCE IS REQUIRED OF EVERY STUDENT! YOU MAY BE ABSENT FOR ONE SESSION, BUT AFTER THE NEXT ABSENCE YOUR ENTIRE GRADE WILL BE LOWERED BY ONE LETTER GRADE. (I.E. A TO B, B TO C ETC.)