

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department/School SILC

Prefix: PO Number: 194 Title: Food, Culture, and Society in Brazil Units: 3
R

Course description: **This course uses culinary and agricultural production to explore larger issues across Brazil's history, including race, gender, regional and national identities, development, and public policy.**

Is this a cross-listed course? Yes If yes, please identify course(s): SLC 194

Is this a shared course? No If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Requested designation: Historical Awareness-H **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: **October 1, 2017**

For Spring 2019 Effective Date: **March 10, 2018**

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies program course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Glen Goodman E-mail gsgoodman@asu.edu Phone 770-335-3236

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.19.19

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
POR	194	Food, Culture, and Society in Brazil	Historical Awareness (H)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course is designed to show the role of food consumption and production in the formation and development of Brazilian society from colonization to the present.	The class schedule--in particular weeks 3-12--follows the chronological progression of Brazilian history and focuses on key moments and concepts.
2	By taking food and agriculture as the lens through which to view human development we will constantly cover the multiple factors that influence (and multiple ways to understand) society.	For example, weeks 7-9 we will specifically discuss the tensions between national and hyphenated identities and communities by discussing material and symbolic aspects of what different groups eat or are thought to eat.
3	The primary human institutions specifically examined diachronically in this course are identities (national, ethnic, racial)	One example is the ways that the course will examine the relationship between slavery, racialized identities, and food production and consumption. Weeks 4, 8, 9, and 13 will specifically deal with aspects of Afro-Brazilian identity in time and space.
4	This course uses food and foodways to situate Brazil and Brazilian culture and society within its Latin American, Atlantic, and Global contexts	Weeks when we cover the Colombian Exchange (3), slavery (3 and 4), migration (7), and global commodity trades (11, 12, 14) will specifically situate Brazil and Brazilian culture in broader contexts.

POR/SLC 194: Food, Culture, and Society in Brazil
Spring 2020

Prof. Glen Goodman

Course Description:

From the slave economy of the sugar plantations to ultra-modern and global scale of soybean cultivation, Brazil's place on the global stage has long been marked by its agricultural exports. Domestically, the importance of food--or its absence--has played a fundamental role in the formation of Brazilian society and nationhood. This course uses culinary and agricultural production to explore larger issues across Brazil's history, including race, gender, regional and national identities, development, and public policy.

Beyond a basic introduction to food studies (broadly conceived), the course will provide an introduction to the broad contours of Brazilian history and society (colonialism, slavery, constructions of the nation, race, class, regionalism). Students will hone their critical writing skills through various written tasks as well as the peer review and editing processes. These writing tasks will also build primary and secondary research skills.

Learning Outcomes:

Upon completing this course, students should be able to:

- Analyze and discuss both the material and symbolic relationships between what and how we eat, how that food is produced, and larger historical and cultural phenomena
- Interpret food, foodways, and their documentary equivalent (recipes, photos, etc) as historical and cultural artifacts
- Identify the basic contours of Brazilian history and (human) geography
- Conduct original research and write short papers

Required texts:

Required readings will be academic articles and book chapters, as well as journalistic and audiovisual sources. All of these will be available to students via Canvas.

We will read multiple chapters of the following books, should students wish to purchase them:

- Montanari, Massimo. *Food is Culture*. Columbia UP, 2006
- Fajans, Jane. *Brazilian Food: Race, Class, and Identity*. Berg, 2012.

Assessment:

Map Quiz – 10%

We will have a map quiz in the third week of the semester covering state names, regional groupings, and the location of major cities. Students will have an opportunity to retake the quiz once, with the two grades being averaged.

Commodity Report – 20% paper, 10% presentation/vlog

Students will research and write a short report (3-5 pages) studying the production and consumption (material and symbolic creation) of one of Brazil's current or historical export commodities (sugar, soy, corn, cacao, Brazilwood, beef, etc). This report will be mainly an organization and summarization of the results of your research.

Students will then make a brief (5-7 minute) presentation or vlog clip on the topic. These presentations may **briefly** summarize the content of the paper but the focus should be the interpretation of at least one visual or written source (recipe, advertisement, photograph, etc) relating to the commodity. This interpretation will draw on students' critical and analytical skills as applied to the historical knowledge acquired for the written report.

Midterm – 20%

The midterm will focus on the identification and definition of key concepts and contexts discussed in the first 8 weeks of the course. The exam will be short answers and a brief analysis of one source document (recipe, photo, text excerpt, map, etc).

Recipe Analysis (final exam) – 25%

As a final take home exam, students will be given a recipe or pair of recipes to analyze using the various critical tools and knowledge sets developed during the course. Students will speak to the material and symbolic aspects of the recipe, situating it within Brazilian culture and society, and basing their argument in course materials and class discussions.

Participation – 15%

Because each class session will be a combination of lecture and discussion, attendance in class is imperative. Beyond simply arriving on time and attendance, a good grade means an active participation in the class discussions, small group work, and other in-class activities. Included in this is a demonstration that students are keeping up with the readings. **Participation will be evaluated both by quantity and quality. I reserve the right to give quizzes on reading as necessary.**

Students absent more than three (3) class periods will begin to lose points from their final participation grade. If you must miss a class, there is no excuse for not being prepared for the next one. Absences without an official excuse will hurt your course participation grade. If you miss class for an extended period of time (i.e. more than 1 week of class) and have a documented reason (medical or personal emergency, for example) you should turn in that documentation to me. **Habitual tardiness is unacceptable and may cause students to be counted as absent.**

Absences from class due to the observance of religious functions must be in accordance with [ACD 304-04](#) “*Accommodations for Religious Practices.*” Absences from class because of university sanctioned events must conform to [ACD 304-02](#) “*Missed Classes Due to University-Sanctioned Activities.*” In either case, students are expected to inform the instructor prior to missing class, and to make arrangements for making up tests/assignments within a reasonable time.

Class schedule:

Week 1 – Introduction; Introduction to Food Studies (Food is culture)
Week 2 – Introduction to Food Studies (Food is culture)
Week 3 – Encounters; Colombian Exchange; Sugar and Slavery
Week 4 – Desire for Sweetness; Slave Society
Week 5 – Food and Colonial Society
Week 6 – Coffee Society
Week 7 – Migrant Foodways
Week 8 – National Cuisines; Regional Cuisines
Week 9 – National Cuisines; Regional Cuisines
Week 10 – Hunger in Brazil, then and now
Week 11 – Modern Agriculture: Ethanol and Alcohol; Soy and Beef
Week 12 – Modern Agriculture: Land Use; Conservation
Week 13 – Food of the Gods – Afro-Brazilian Religions and food
Week 14 – Brazilian Foodways in Global Context
Week 15 – Conclusion

Course policies

Classroom Etiquette:

Students’ use of technology during class time will be permitted only for the purposes of class participation. Computers and cell phones are allowed only for note-taking and for consulting course-related materials. The instructor reserves the right to take away a student’s use of technology privileges any time during the semester if he determines that the use of technology is distracting the student and hurting her or his performance in class.

Email Policy:

I make every effort to respond to emails within 24 hours of receipt, excluding weekends. If you have not received a response after that period, feel free to re-send your inquiry.

Grading Policy:

This is a letter graded course, with pluses and minuses for certain grades. The student’s final grade will be determined by the total number of points obtained during the course. Students should

monitor and verify their scores after each assignment. The letter grading scale is based upon percentages, as follows:

Grade	Criterion
A+	96.5% or greater
A	92.5 to 96.4 %
A-	89.5 to 92.4%
B+	86.5 to 89.4%
B	82.5 to 86.4%
B-	79.5 to 82.4%
C+	76.5 to 79.4%
C	69.5 to 76.4%
D	59.5 to 69.4%
E	Less that 59.5%

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>

Student Standards

Students are required to read and act in accordance with University and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>. See also item “Student Conduct” below.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on

assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources

As an ASU student you have access to many resources (on campus, as well as online). This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' view points, whether you agree with them or not.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Student Conduct Statement

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean

of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (<https://sexualviolenceprevention.asu.edu/faqs>).

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.