

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

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	Chair/Director Initials
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.		(Required)
Requested designation: Global Awareness–G		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 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
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Nina Berman	Date: 9.19.19
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Chair/Director (Signature):	
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Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
POR	194	Food, Culture, and Society in Brazil	Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1.	The focus of the course is on Brazilian history, culture, and society	Every topic covered in the course focuses on an aspect of Brazilian culture; many of these such as migration and slavery situate Brazil within the broader Latin American and Atlantic contexts.
2a	By developing critical tools around foodways, students will not only come to a greater knowledge of Brazil but also discover new ways of understanding human phenomena in any context	The first two weeks will focus on equipping students with analytical tools for talking about food and foodways and we will then deploy them throughout the semester in Brazil-specific examples.

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.