

## **A Living Laboratory: Culinary Arts 1: The Global Food Project**

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| <b>Activity Title:</b> | Global Food Project         |
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| <b>Course:</b>         | Culinary Arts One: #1203    |
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### **Project Description: OVERVIEW**

The Culinary Arts I Global Food Project is an experiential, field-based research project using global education pedagogy. It is conducted by a group of 3-4 students over 6 weeks.

The overarching goal is to enhance student engagement, research and writing and to increase awareness, appreciation and understanding of global food and food issues in the first year learning environment through a co-operative that is moderated weekly in class. The weekly team meetings, research and writing tasks foster communication, engagement and allow students to develop ideas and confidence when entering discussion.

### **Project Description: BASIC STRUCTURE**

Groups are asked to select an ethnic cuisine or food region that **no** team member has a cultural connection to. Each week team members will be responsible for researching a particular element and in the weekly meeting, teams will be given 15min to discuss and reflect on their findings with each other – a progress meeting.

There are three major deliverables that provide the basis for the majority of assessment:

1. Research (see part B) culminates in the development of a formal academic report
2. Teams will present their findings in week seven in the form of a 'Market Table' where they can set up a presentation that can be sensory (visual, taste, sound, smell, feel) but one that demonstrates the groups research and learning and perspective.

\*At the in-class 'market day' students will conduct a peer assessment of each team's market table; their peers ability to speak about their food choice and observed organization.

3. Four (one for each team member) OpenLab blog postings showcasing research such as a restaurant visit, and interview or an interesting online article pertaining to the teams research focus with an accompanying 500 word piece. This is assessed individually.

### **Learning Goals:**

1. Enhance first year student's engagement within a globally diverse class.

## **A Living Laboratory: Culinary Arts 1: The Global Food Project**

2. Improve intra and inter student communication through group/team work both verbally and using IT – predominantly the Open Lab
3. Create meaningful learning through establishing connections between global cuisine research, local food culture and the hospitality industry.
4. Develop an increased awareness of food cultures outside of a students' personal experience to enhance students' respect and empathy for diversity and food culture as they differ from their own.
5. Practice critical reflection on some of the problems/difficult issues of food culture in other geographical areas such as disparity, waste, health, and environment *inter alia*.

### **General Education SLOs:**

1. Pursue disciplined, inquiry-based learning in the major
2. Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means, and in more than one language
3. Derive meaning from experience. As well as gather information from observation
4. Gather, interpret, evaluate and apply information discerningly from a variety of sources
5. Demonstrate expanded cultural and global awareness and sensitivity
6. Discern multiple perspectives
7. Work with teams, including those of diverse composition. Build consensus. Respect and creativity

### **High Impact Educational Practices:**

#### ***George Kuh's High Impact Educational Practices:***

- First-year seminars and experiences
- Undergraduate research
- Collaborative assignments and projects
- Diversity and global learning ("difficult differences")
- Open Digital Pedagogy (the OpenLab)
- Writing-intensive courses

### **Assessment: (20% of overall grade)**

1. Formal written report: Assessed using a rubric that highlights evidence of research, reflection and critical analysis as central indicators of student development outcomes
2. Collaboration, communication and team work: This is assessed using a rubric scale and is conducted through teacher observation, peer review and reviewing the OpenLab discussions.
3. Knowledge of research topic: Assessed through verbal and written demonstration during the 'market day'; the individual OpenLab posting and the report.

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### **Bibliography**

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### **Student Resources and Readings**

- Alford, J. & Duguid, N. (2000). *Hot, Sour, Salty, Sweet: A Culinary Journey through South-East Asia*. Canada, Random House Canada
- Civitello, L. (2008). *Cuisine & Culture: A History of Food and People* (2<sup>nd</sup> Ed.). NJ, John Wiley & Sons.
- Faigley, L (2012). *The Little Penguin Handbook*. NJ, Pearson.
- Kurlansky, M. (2002). *Salt: A World History*. NY, Penguin Books.
- McLean, M. (2011). *Essays & Term Papers*. NJ, Career Press.
- Pollan, M. (2006). *The Omnivores Dilemma: A Natural History of Four Meals*. NY, The Penguin Press.
- Standage, T. (2009). *An Edible History of Humanity*. NY, Walker Publishing Company, Inc.

### **Other:**

Slow Food Organization: <http://www.slowfood.com/>

World Food Program: <http://www.wfp.org/>

American Museum of Natural History: Our Global Kitchen – Food, Nature, Culture (exhibit):

<http://www.amnh.org/exhibitions/past-exhibitions/our-global-kitchen-food-nature-culture>