



**NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF BUSINESS
GLOBAL SOURCING & INTERNATIONAL TRADE POLICY (WI)
SPRING 2024**

Course: BUF 4300 OL65

3 Credit Hours

AAdomaitis@citytech.cuny.edu

Classroom Number:

Class meeting schedule:

THURS 2:30-5:00 pm

Office Location: A- 812A

For our synchronous online meetings

Instructor: Dr. Alyssa Dana Adomaitis

Instructor Email:

Office Hours: Tues 11:30am -1:30 pm or by
appointment only

Office Phone: 718.260-5757

COURSE DESCRIPTION:

An economic perspective of textile products, production and global sourcing will be discussed with emphasis on United States apparel industries.

***This is a writing intensive course.** At least 65% of your assignments and exams will be written. All assignments and exams will be graded for grammar, spelling, and other components of good writing technique, as well as content. All written assignments must be computer generated.*

Description of Instructional Method:

You will engage in the following learning activities to achieve the outlined objectives and provide a means of evaluation: (a) attend lectures, (b) complete examinations on scheduled dates, (c) prepare and present a special group research project, and (d) participate in class discussions.

Prerequisites: BUF 3300, BUF 3310, HIS 110

STRONGLY RECOMMENDED TEXTBOOKS:

- Sternquist, B. (1998). *International Retailing: 2nd or 3rd Edition*. Fairchild Publications; New York, NY.
- Rosen, E. I. (2002). *The Globalization of the U. S. Apparel Industry: Making Sweatshops*. University of California Press; Los Angeles, CA.

In compliance with Federal Law: For information on the authors, titles, retail prices, ISBN numbers, and other details regarding the text books, please visit the college website at <http://citytech.cuny.edu/bookstore/edu>

LEARNING OUTCOMES:

Specific Course

By the end of the course, students will be able to:

Assessment of Outcomes:

Evaluate how consumer perceptions, attitudes, beliefs, demographics and psychographics affect consumer's selection of apparel products and services.	Class discussions and quizzes
Evaluate the interrelationship between the domestic and international fashion markets and their significance to the fashion industry.	Class discussions, reading quizzes, term paper
Apply critical thinking, creativity, and problem-solving processes to issues and concern in fashion retailing	Class discussion, examinations, reading quizzes & paper
Know the basic characteristics of the world market environment and be able to relate to the current global picture of international apparel retailing	Class discussion, examination, and term paper
Describe the importance of international expansion as a key strategy for retail organizations.	Class discussion, midterm exam, and midterm essay
Know the challenges and the rewards of economic growth in developing countries and the relevant importance to retailers	Class discussion, midterm exam, final examination
Comprehend global sourcing opportunities and constraints.	Class discussion, term paper, and examinations

LEARNING OUTCOMES:

General Education:

By the end of the course, students will be able to:

Assessment of Outcomes:

Demonstrate sensitivity to ethical issues and policy making fashion retailing	Class discussion and term paper
Recognize and appreciate the qualities of a diverse workforce	Class discussions, research and term paper
Understand consumers in the global marketplace	Class discussion and term paper
Demonstrate an understanding of the similarities and differences of other cultures, people, and place as they impact strategic planning	library research, examinations, assessments and field trips

TECHNOLOGY ENHANCEMENT:

- ❖ Blackboard Technology: All students will be responsible for **Blackboard** access and participation. Please be sure to read all daily announcements sent via CUNY email and due dates
- ❖ SAFEASSIGN/TURN-IT-IN Technology for the submission of papers

- ❖ ZOOM for online class lectures as it is strongly suggested that students' are responsible for interconnectivity for Lectures, Exams, TURN-IT-IN assignments submissions prior Due dates

COURSE POLICIES & PROCEDURES:

ATTENDANCE:

Class attendance is part of course participation. Although students are graded on academic achievement and performance rather than on attendance per se, there are several in class activities, assignments, and quizzes that are completed and handed in during scheduled class times. These assignments are required and contribute to the final course grade. If one is not in class, no make-ups are allowed unless documentation is provided.

Please be sure to login on ZOOM with camera ability to assure student visibility for online class. It is strongly suggested as students who have cameras-on, engage in class activities, participation, and earn higher grades.

Should a student be absent more than two days of a course, one must bring in documentation of the day and time of absence on official letterhead the very next day via email otherwise excused absence is not valid.

*Students who are not present in class on the days of assignments will **NOT** be given the opportunity to make-up these activities unless recognized by CUNY-City Tech along with professional documentation.*

It is *strongly recommended* that a student's personal appointments be scheduled at other than class times (*this includes job interviews and medical appointments*).

If you are absent when an assignment is due, you are responsible for having the assignment turned in during the class period. If you are absent from class, you are responsible for the material covered. *This means you must get the missed work and you are responsible to get the material by contacting your peers.*

In a case of an emergency, you may e-mail your assignment / submit assignments early but it must be prior the start time of the class to get full credit. Documentation of the emergency on professional letterhead will be expected the very next class period.

In addition to class attendance, it is also expected that students will complete readings and homework as assigned and participate in class discussions to the extent that it is possible in a class setting. Participation is important in this course. When students' share their thoughts and experiences, class concepts become concrete in their minds as well as in the minds of other students. It is the sharing of our experiences that helps us to learn from each other as well as about each other. Members of this classroom will practice inclusively. We will listen to one another's views with respect regardless of race, gender, sexual orientation, or disability.

PARTICIPATION:

Your success in this class depends on your willingness to put effort into your work. ***You are expected to participate in all large and small group activities, exercises and discussions.*** Participation will help

you understand the subject matter and will be considered when determining your final grade. **Participation is 10% of your final grade.** Coming to class is participation along with class discussions.

Participation involves:

- **Active Learning.** Taking notes, asking questions and taking responsibility for your own learning while camera is on to connect with students and professional educational environment.
- **Working with others in group activities:** A chain is only as strong as its weakest link. Don't drag your team down by refusing to get involved.
- **Attending class regularly.** If you aren't here, you can't learn.

Student Conduct Policy:

Loud, disruptive or inappropriate behavior is not permitted and will not be tolerated. Definition of such behavior is the sole judgment of the instructor. This will include, but is not limited to:

1. Use of or interruption by any electronic device, especially cell phones. *Please put electronic devices away during class, even online.*
2. *Talking amongst students* or comments that are made to distract from the class.
3. ***Disrespectful comments to or about anyone or any group of people in classroom Chat or on WHATSAPP will be disciplined. Disrespectful comments are a reflection of the writer. This will not be tolerated as it spreads gossip and removes the focus away from learning.***
4. Food shall be permitted in the class unless it becomes a disruption to the classroom.
5. ***Do not attempt to discuss grades before, during or after class hours. Please make an office/zoom appointment for these discussions.***
6. All rules of conduct in the Student Handbook apply.
7. ***All presentations must be done online in Zoom*** within a Professional setting- not at work, on the train or within a car driving or as a passenger.

Special Request:

As Fashion Marketing students and instructors we should be proud and stand out in a crowd. Unfortunately not all fashions are tasteful. Please hold yourself to a higher standard. There will be no pajamas, tank tops, or too casual of dress. Please also note, students should be sitting upright at a desk and not laying down on beds or couches when attending online classes. Please remember this is a professional environment.

ELECTRONIC DEVICES:

Many people in our society have not yet learned professional, considerate, behavior regarding electronic devices. Turn off all cellular telephones, beepers, wrist watch alarms, etc. before you enter class. If you use a computer, please sit in the two front rows of the class. **If your electronic device audibly activates during class or you are found on a social media site such as Facebook or Twitter or a shopping website while in class lecture, you will be deducted 5 points from your final grade each time.** If you are expecting a life and death announcement from an immediate family member—brother/sister/parent/spouse/child — please notify me *before* class of that situation.

ACADEMIC INTEGRITY POLICY:

The value of an institution of higher education is dependent upon its ability to maintain the integrity of its academic environment. Academic dishonesty cannot and will not be tolerated at Berkeley College. Berkeley College is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional

integrity. The College expects all members of its community - - students, faculty and staff - - to act honestly in all situations.

"Academic Dishonesty is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own."

All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code.

Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments, quizzes, or examinations, plagiarizing pieces of work, depriving others of necessary course work, and sabotaging another's work.

- ❖ **Academic dishonesty on exams, quizzes, or any other graded assignment will result in a zero for that graded activity or assignment.**
- ❖ **Academic dishonesty includes use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, or the acquisition of tests or other material belonging to a faculty member.**
- ❖ **Plagiarism includes the paraphrase or direct quotation of published or unpublished works without full and clear acknowledgment of the author/source.**
- ❖ **Academic dishonesty will bring about disciplinary action, which may include expulsion from the university. This is explained in the College's online handbook.**

"Academic dishonesty (is any) form of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. "(Kibler et. al. (1988), Academic integrity and student development: Legal issues and policy perspectives, Ashville, NC: College Administration Publications, Inc., p. 1.) All students are expected to agree to a pledge of honesty concerning their academic work, and faculty are expected to maintain the standards of that pledge.

INFORMATION (TECHNOLOGY) LITERACY STATEMENT

Information Literacy is a valuable set of skills that empowers students to become agile information seekers who adapt to changing modes of information delivery and are selective, critical, ethical users of information in all formats. These skills are embedded within course work throughout academic programs.

QUIZZES, EXAMINATIONS, AND GRADING:

In-class learning assignments are given and completed during class time. These are *unscheduled* but occur frequently. In-class assignments may consist of group activities, short reaction papers and so forth. QUIZZES are in the format of problem solving questions and given at the start of the class.

Should you arrive late on that day/ online, you risk missing the quiz. **There are no make-ups on quizzes.** Students who miss any quiz for reasons that are recognized by CUNY-Citytech (e.g., documented family emergencies, documented illness and the like) *need to contact the instructor prior to missing the quiz.*

There are two exams/essays scheduled during the quarter which includes a **comprehensive midterm** and a **final exam** which will be given during final exam week. **There are no make-up exams.** A student who is unable to take the exam at the scheduled time will result in a **0** on that exam unless absence is recognized by City Tech policy. The mid-term and final exams are worth 100 points or more each. The midterm exam is scheduled for _____ and the final exam is scheduled for _____. The date for the final **will not** be changed.

ASSIGNMENTS/ NO LATE WORK POLICY:

Assignments and projects are due at the *beginning of class as scheduled*/or SAFEASSIGN/TURN-IT-IN. **NO LATE work will be accepted.** All students are treated equally as late work hinders from students who submit on –time. Assignments placed under the professor’s door */or sent via email will not be accepted for credit.*

Please note: Submit assignments as soon as there are completed. The City Tech clock can be faster than our own personal clocks or cell phones. Be sure to receive email conformation that submissions are posted on-time.

All written work must be **word processed/typed** on standard size 8 1/2" by 11" paper in black ink in **Times New Roman font.** **All names must be typed on assignments to be accepted.** **Please plan accordingly for all your assignment due dates so all students are evaluated fairly within the same time constraints.**

Please do not send me work if you are running late. It must constitute an emergency.

Process for Evaluation of Course Work:

Outstanding (A) work went beyond the package and presentation requirements.

Good (B) work met all grading criteria, performed to top standards.

Average (C) work, met all but one or two of the grading criteria.

Below Average (D) work met only one or two of the grading criteria.

Project Grading Criteria:

- 1) *Initiative* - Students must prove resourcefulness in presenting meaningful information in a well-structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
- 2) *Thoroughness* - Students must have covered all topical areas. Students should provide adequate coverage within each topical area.
- 3) *Accuracy* - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.

- 4) *Professionalism and Creativity* – The promotional package and presentation should reflect professionalism in preparation and clarity, and creativity. They should be attractive and eye-catching. The promotional package and presentation should show evidence of advance work and planning.

Papers will be graded on the following criteria:

- Clear and thorough application of direct and database marketing concepts and principles (including material covered in the assigned reading, lectures, and discussions).
- Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.
- Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using APA style in-text notes, when appropriate.
- Appropriate language and tone, accurate spelling, correct grammar, appropriate punctuation, and logical organization. You will not receive an A if your writing is awkward, contains grammatical or punctuation errors, or is disorganized.

ACADEMIC WRITING CENTER (AG-18)/Online:

Any student needing help will find an array of services such as study skills training; support for reading and writing skills; and assistance with mathematics, oral communication and computer applications. Both peer and faculty tutors are available for assistance. The Academic Support Center offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. For further information, please visit the Academic Support Center on campus and on Blackboard.

All term papers must be seen by ASC prior submission. Please have the appointment slip with edits attached to final submission of paper. ***You are to edit your own paper once edited by ASC.***

SAFEASSIGN AS A LEARNING TOOL

SafeAssign helps prevent plagiarism by providing both the student and the professor a feedback report that compares any student work submitted through the software with a comprehensive database of books, journals, websites and papers written by other students. Some of the writing assignments in this course will use Blackboard's **SafeAssign** software to help students improve their skill at paraphrasing statements contained in research on a topic and to help increase awareness of the proper use of citation when a student writes a paper using ideas or statements taken from a research source.

For any assignment requiring research and/or requiring more than two pages of writing, students will be expected to submit that assignment through **SafeAssign** in Blackboard, following the submission guidelines given with the assignment instructions. Prior to submitting a final draft of an assignment, students will have the opportunity to submit several drafts of that assignment to **SafeAssign** in order to get sufficient feedback from **SafeAssign** reports to help minimize the risk of plagiarism.

- ❖ **If the assignment continues to have evidence of plagiarism (no APA) in the final draft of the assignment, the professor will file a report to the Department Chair documenting the**

use of the paper as an action of academic dishonesty. Work must have less than 20% matching in order to be accepted.

- ❖ If a student fails to submit an assignment to SafeAssign, the professor will assign a grade of zero for that assignment.
- ❖ Please understand there are time limitations that must be met. Do not e-mail the professor that SAFEASSIGN was not accepting papers after submission time-out. It is then considered LATE, and NO LATE work is accepted. Please be sure that you check your assignments are posted as in a yellow dot; light blue denotes assignments have not been posted.
- ❖ All Turn-It-In/SafeAssignments must use Google Chrome web Browser and be submitted in a Word or as a PDF
- ❖ By submitting a paper to SafeAssign, that paper will become source material included in the SafeAssign database.

GRADES:

Grading and add/drop policies are in accordance with University policies. Students need to submit assignments *on or before the due date*.

Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 500. Two hundred points can be earned through examinations and 100 points through quizzes. A student's score is converted into a percentage and grade will be assigned using the scale listed below. *Excessive absence/lateness can affect grade average by lowering it by 10%.*

Course Evaluation

Active Participation	10 %
Midterm Exam	50 points
Midterm Essay (Rosen)	100 points
International Palette Paper	150 points
Foreign Film Paper	100 points
Regional Textile and Apparel Essay	100 points
Final Exam	<u>100 points</u>
Total	600points

Grading:

At the end of the term, points will be totaled and grades will be assigned as follows:

GRADING SCALE: ALL POINTS WEIGHTED ON A GRADED SCALE

GRADE	POINTS	PERCENTAGE
A	564-600	94 - 100%
B	504 - 563	84 - 93%
C	444 - 503	74 - 83%
D	384 - 443	64 - 73%
F	0 - 383	0 - 63 %

Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 500 + A student's score is converted into a percentage and grade will be assigned using the scale listed below. ***Excessive absence/lateness can affect grade average by lowering it by 10%.***

CREDIT HOUR HOMEWORK ASSIGNMENT POLICY:

Course work performed outside of the classroom (such as reading, studying, writing papers, doing projects or receiving tutoring) is critical to academic success. **While the time requirements for individual students may vary somewhat, a general rule of thumb is that students should spend about two hours outside the classroom for every hour required in it.**

E-PORTFOLIOS/OPEN LAB:

CUNY-College of Technology asks all students to participate in building a program-long ePortfolio of the work that they complete while taking classes at the College. Through a process of *collect, select, reflect, and connect*, students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills. College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection. For more information, see the "**ePortfolios at CUNY-College Technology**" organization in Blackboard.

MIDTERM REPORTS:

At the end of Week all students will be notified through their CUNY- College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course.

COMPLIANCE WITH AMERICAN DISABILITIES ACT:

Any student who seeks a reasonable accommodation of a disability with respect to an academic matter should obtain a CUNY Citytech College Request for Accommodation of Disability Form, as soon as the need becomes apparent, from one of the ADA Coordinators. The ADA Coordinators can be reached in person or by phone at:

Room A-237 Student Support Services.

Phone # 1.718. 260.5143

Fax: # 1.718. 254-8539

COURSE SCHEDULE

The following is a schedule of topics that will guide the course. How much time is spent on each topic will depend on student's interest and involvement therefore, students will need to be flexible in terms of timing their reading of the assigned materials.

Credit Hour Assignment Policy -Assigned homework such as reading course chapters, preparing the Swatch Kit which will be used as a reference guide for your term paper, daily current events, and

writing assignments that will assist you to build a strong, thorough research paper is expected to take up to 6-7 hours weekly. Please plan accordingly.

Week	Topic	Assigned Reading
<u>Week</u>	<u>Topic</u>	<u>Reading</u>
1 Jan 25	Internalization of Retailing <i>Articles: Triangle Shirtwaist Fire</i> <i>WWII & the New Deal</i> <i>The Pacific</i> <i>Video: History Chanel Presents Last Days of WWII</i>	Introduction (Rosen)
2 Feb 1	Reasons for Going International Barriers to International Trade Discussion/Quiz#1: Making Sweatshops Intro. <i>Paper #1: International Palette</i> <i>Video: Kathie Lee: Sweatshops</i>	Chapter 1(Sternquist) Chapter 2 (Rosen)
3 Feb 8	Theories of International Trade <i>Article: Winners & Losers: The Truth About Free Trade</i> <i>Handout: What is Culture?</i> International Culture & Human Behavior <i>Movie Analysis: The Kite Runner</i>	Chapter 2 (Sternquist)
4 Feb 15	Discussion/Quiz#2: Making Sweatshops <i>Article: WWII- The Conflict Brews</i>	Chapter 3 (Rosen)
Feb 22	<i>Classes follow a Monday Schedule</i>	
6 Feb 29	International Culture & Human Behavior Discuss Film Application to Culture <i>Video: Nightline Up Close/ Steve Tice: A Vietnam Solider</i> <i>Discussion/Quiz#3: Making Sweatshops</i> <i>Form Critical Thinking Groups (4 per team)</i> <i>Article: Dien Bien Phu</i>	Chapter 2 (Sternquist) Chapter 4 (Rosen)
6 March 7	Retailing in Developing Countries <i>Handout: Managing Political Risk</i> <i>Video: Nightline Special the Heart of Darkness</i>	Chapter 3 (Sternquist)

	<p><i>(Retailing in the Congo/Rwanda)</i> <i>Online Game: Darfur is Dying</i> <i>Discussion/Quiz#4: Making Sweatshops</i> Paper #1 Due</p>	Chapter 5 (Rosen)
7 March 14	<p><i>Video: Nightline Special the Heart of Darkness</i> <i>Review Assignment: Managing Political Risk</i> <i>Retail in Kissangani: The Diamond Trade</i></p> <p><i>Video: Frontline Ghosts of Rwanda</i></p> <p><i>Discussion/Quiz#5: Making Sweatshops</i> Review for Midterm: Practice Midterm In Class</p>	Chapter 6 & 7 (Rosen)
8 March 21	<p><i>MIDTERM EXAM</i> <i>MIDTERM ESSAY on SWEATSHOPS (ROSEN)</i></p>	
9 March 28	<p><i>Video: Biography Rise & Fall of Panama's Strongman: Noriega</i> <i>Video: Biography Fidel Castro El Comandante</i> <u><i>Articles: Nicaragua</i></u> <i>Manuel Noriega</i> <i>Lt. Col. Oliver North (Iran-Contra Scandal)</i> <i>Cuba</i></p> <p><i>(Review Chapters 6 & 7(Rosen))</i></p>	Chapter 8 (Rosen)
10 April 4	<p>Retailing in Mexico <i>Video: Juarez, Mexico</i></p> <p><i>Discussion/Quiz#7: Making Sweatshops</i> <i>Paper #2- Foreign Film Critic</i> <i>Film suggestions will be discussed in class</i></p>	Chapter 7 (Sternquist) Chapter 9 (Rosen)
12 April 11	<p>Retailing in the United Kingdom <u><i>Article: London Retail Scene</i></u></p> <p><i>Discussion/Quiz#8: Making Sweatshops</i></p>	Chapter 8 (Sternquist) Chapter 10 (Rosen)
13 April 18	<p>Retailing in Germany <i>History Channel the Rise & Fall of the Berlin Wall</i> <i>"Night" by Elie Wiesel</i></p> <p><i>Discussion/Quiz#9: Making Sweatshops</i></p>	Chapter 11& 12 (Rosen)

Paper #2 DUE

14 April	<i>Spring Recess April 20- April 30</i>	
15 May 2	Retailing in Spain & Italy <i>Article: Business in Italy</i> <i>Video: 20/20 Report Sweatshops</i> <i>Nightline Clothes Line</i>	Chapter 10 (Sternquist)
15 May 2	Retailing in China <i>Articles: China Agrees to Cut Textile Shipments</i> <i>The China Question: Who's the Real Winner?</i> <i>Bush says China Should Continue Currency Flexibility</i>	Chapter 13 (Sternquist)
	Retailing in Hong Kong, Taiwan <i>Video: Diane Sawyer the Brad Pitt Interview</i> <i>Article: India Rising</i>	
15 May 9	<i>Review for Final: Practice Final In Class</i>	

15

Final Exam

6:00-8:30 pm

May 16, 2024

REFERENCES

Diamond, Jay and Ellen, Fashion Apparel, Accessories and Home Furnishings. NJ: Pearson Prentice Hall, 2007

Dickerson, Kelly G., Inside the Fashion Business. NJ: Pearson Prentice Hall, 2003

Elsasser, Virginia Hencken. Know Your Home Furnishings. NY: Fairchild, 2004.
(GMT, BGN 747 ELS)

Miller, Judith, Costume Jewelry. NJ: Pearson Prentice Hall, 2008

Mueller, Carol, Marketing Today's Fashion. NJ: Pearson prentice Hall, 1995

Stall-Meadows, Celia, Know Your Fashion Accessories. NY: Fairchild, 2004

Wingate, Isabel B., Gillespie, Karen R., Know Your Merchandise. NY: McGraw –Hill, 1994

Participation in Class will be assessed as follows:

	Exemplary (90-100%)	Proficient (80-90%)	Developing (70-80%)	Unacceptable (>70%)
Frequency of Participation on Class	Student initiates contributions more than three in each recitation.	Student initiates contributions more than twice in each recitation.	Student initiates contributions more than once in each recitation.	Student does not initiate contribution & needs instructor to solicit input.
Quality of Comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.

GRADING RUBRIC

	Excellent	Good	Poor
Clarity of Concept/Initiative	Trend / Concept is clearly articulated in all aspects of the work.	Trend / Concept is articulated in some aspects of the work.	Trend /Concept is not articulated.
Thoroughness	Aesthetic is clearly expressed, and the project details strongly support the aesthetic	Aesthetic is expressed, and the project details somewhat support the aesthetic	Aesthetic is not expressed, and the project details do not support the aesthetic
Accuracy	Concepts and all statements are factually accurate and demonstrate clear understanding of the material and the ability to apply the material to additional use-case scenarios	Concepts and all statements are factually accurate and demonstrate a working understanding of the material	Concepts and all statements are factually inaccurate and do not demonstrate a working understanding of the material or are not present at all.
Professionalism/ Technique and Skill	Presentation conforms to the parameters of the assignment <i>and</i> is executed with a high level of neatness and technical skill.	Presentation conforms to the parameters of the assignment <i>but is not</i> executed with a high level of neatness and technical skill.	Presentation fails to conform to the parameters of the assignment and is not executed with a high level of neatness and technical skill.

***International Palette:
A Multi-Sensory Experience as a Food Critique***

Assignment #1 (worth 150 points)

Due: No Late Papers Accepted for Credit

Remember grammar, punctuation, usage, verb tense, APA citations and references must be correct using Purdue Owl Online Writing Guide or deductions will be taken. Be sure to use in-text citations and references correctly as you can lose up to 50% if incorrect.

Please write as a food critique as answer/ question as one reads in the *New York Times*.

Be very descriptive. Use the third person “one” as opposed to “you.” You must submit via Turn-IT-In with less than 20% matching.

1. Visit an authentic ethnic restaurant of predominately of one ethnic taste (i.e. Taco Bell & Olive Garden does NOT count as ethnic restaurants.
2. Answer the following question in a four –five (4-5) page typed report using your **five senses: taste, sound, sight, touch, & smell. You must use notes from lecture.**
 - a. How were you addressed when you entered into the restaurant? Did you need to make reservations? How long was the wait before you were seated?
 - b. What are the cultural differences you notice? (***Use class notes***) Using your five senses of taste, touch, sight, smell, & sound (remember Eicher & Roach-Higgins (1992) definition of Dress) describe some of the cultural differences that you are not accustomed to (in comparison to All-American restaurant or restaurant chains, but do not write the actual comparison to American restaurants). For example, one can describe but not limited to the sights in the restaurant décor, odors from unusual foods, and sounds from music. One should use all five-senses in this cultural experience in detail. Each of the five senses should be in a separate paragraph).
 - c. Look at the menu. What are the types of foods they offer? What are *some unusual* food items? Do they describe the ingredients in the food? What are the ingredients? List various food items from the menu. What menu items did you order? Is there more than one language used to describe the foods on the menu? Please write in detail.
 - d. Is a traditional salad offered? If not, describe what is offered. What types of breads are offered (flat, pita, tortilla chips)? What type of desserts (cheesecake, fortune cookie, coffee)? What are they like? Describe each in detail.
 - e. What types of beverages are offered? Do they have an alcohol menu? What is not typically offered in an American chain restaurant? Describe each in detail.
 - f. How is the food reflective of the **cultural geography** and the **economic geography** (***Use class lecture notes for each definition***)? (i.e. spices are abundant in India which is rich in spices & fish (sushi) is popular in Japan & it is part of the G8). Describe approximately where in the world (continent & location) and from country this culture’s

food is best known. Be sure to research the country about geography, spices, foods, etc.....Be sure to use APA in-text citations and references.

- g.** Describe the dress? (Dress is inclusive of all five senses – you smell perfume, hear jewelry, see make-up, etc....) What are the employees, such as hostesses or wait staff wearing? ***Please use Eicher-Roach-Higgins (1992) article to define dress and answer appropriately. This must be used and written in at least 2 paragraphs with correct in-text citations and references discussing all five (5) senses.***
- h.** Rate your experience as a food critic (as in the *LA Times* or *Houston Chronicle*). Ratings should be dependent on taste, service, décor, cleanliness, authenticity, quality and price and should range from A-F (“A” being the best). Explain why you chose this rating. Be thorough and detailed in your explanations. ***Be sure to write at least 2 paragraphs. Use details to explain.***
- i.** What did you learn from this experience that you could contribute to a multi-cultural experience in a class discussion? ***Give details in your writing of a complete paragraph.***