

This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

**Study Abroad in Paris:
An Exploration of Culture, Cuisine, and Health in the City of Light
July 2-24, 2019
6 credit hours**

ASB 443/SSH 403 Cross-Cultural Studies in Global Health (6)
Fulfills CLAS Science & Society; and/or fulfills General Studies (L or SB) & G
(This course is repeatable for credit.)

or

ASB 300 Food and Culture (3)
Fulfills General Studies (L or SB) & C
Fulfills Global Health Culture Society and Health requirement

or

ASB 370 Ethics of Eating (3)
Fulfills General Studies (L or SB) & C

or

SLC 394 Transcultural Connections
Fulfills General Studies G & C

Faculty Instructors

Dr. Rhian Stotts

Lecturer, School of Human Evolution and Social Change

Office: West Hall 166, Tempe campus

Email: rstotts@asu.edu

Dr. Enrico Minardi

Senior Lecturer, School of International Letters and Cultures

Office: LL 172E

Email: Enrico.Mindari@asu.edu

Course Description

Paris is a global center for many things, not least among these food and health. In this study abroad excursion, we dive deep into these two interconnected realms, exploring the role of food in defining French identity, how food has changed throughout French history through processes such as urbanization, industrialization, immigration, and globalization and how these changes have impacted social ties, cultural meanings, and human health. We will jointly explore the role of Paris as a center for medical research and the changing role of French policy towards international development, particularly in the area of global health.

This innovative program encourages students from a wide range of majors to come together to examine, discuss, and work together to explore the complicated relationship between humans, food, and health, in the iconic City of Light. Examples of some of the questions we will address include: What are the defining elements of French cuisine? How did certain foods in the French diet gain cultural and symbolic importance? How does food define the French sense of belonging and the boundaries between class and ethnic groups? How has migration and globalization affected French culture and cuisine? In what ways is human health tied to food and foodways? What are the guiding principles for French foreign aid, including food aid?

Course Goals/Objectives

By the end of this course, each student will have demonstrated that they are able to:

- Identify and apply basic anthropological and social science concepts relevant to the study of food and society, including symbols, values, beliefs, identity, and the broad concept of culture.

- Describe the meaning and place of food in French society, and compare their own experience in the U.S. to better understand our own cultural meanings of food and eating.
- Develop a basic understanding and appreciation of the fundamentals of French and regional food and eating, including the history and use of ingredients, and the form and meaning of cuisines and meals.
- Recognize the interconnection between food and multiple domains of human life and well-being, and the complexity of interconnections between food and food systems across a globalized world.
- Evaluate the ethical and health-related issues surrounding food production, distribution, and consumption in France and globally.
- Explain the French role in the development of modern medicine, international aid, and global health initiatives.

Pre-requisites:

ENG 101, 105, 107, or ENG 111

Required Course Texts/ Readings/Equipment

Prior to the start of the program in Paris, students are required to read the following book:

Boisard, Pierre. 2003. Camembert: A National Myth. University of California Press, Berkeley, CA.

Other required readings, lectures, and videos are posted on Canvas and will be accessible prior to departure as well as in-country. Students are encouraged (but not required) to bring a laptop to Paris to ensure access to course material throughout the program.

Pre-Departure Lectures

There is a set of pre-departure lectures on Canvas to help with general preparation. All coursework assumes students are familiar with the material covered in the lectures and related reading or materials.

Final Grades

The final grades for each of the courses listed below will be assigned as follows:

A	89.5-100	Excellent
B	79.5-89.4	Good
C	69.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Extra Credit

Extra credit work will not be assigned.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignments

Late assignments will be accepted only under the most compelling and documented circumstances. The professor must be notified before the due date, and unapproved late assignments will be subject to a deduction of points.

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>.

Course Policies

Unexcused absences are grounds for dismissal from the academic program. Students dismissed from the academic program are also dismissed simultaneously from the study abroad program.

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: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

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.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities on the specific program and can help the student determine whether the student's preferred program can meet the student's accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student's degree program.

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 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 ASU 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.

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. 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 discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

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 <http://sexualviolenceprevention.asu.edu/faqs/students>.

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.

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 Blackboard.

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>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Course Format

We use collaborative (team) exercises and assignments as a tool to promote learning. This approach requires students to be flexible, open-minded, and good-tempered; it is challenging but most professional settings now require us to work in teams, so you are acquiring important skills. In any group, tensions can arise because, of course, no one can contribute exactly what another can, as we have different skills and styles. The trick is to determine how the group can harness everyone's strengths to move forward and reach a goal.

Coursework

The final grades for the study abroad courses will be assigned as follows:

Assignment 1: Pre-Departure Book Club	25 points
Assignment 2: Pre-Departure Quiz	15 points
Assignment 3: Blog Post and Peer Review	35 points
Assignment 4: Participant Observation Report	25 points
Assignment 5: Debate	25 points
Assignment 6: Written Reflection	25 points
Assignment 7: Oral Reflection	10 points
Participation and Engagement	50 points

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to appeal any grades. **Due dates and times for assignments are listed on the program itinerary.**

☞ Coursework ☞

This Program is organized around two upper-division courses in which we use an integrated format for learning. Thus, we will not be much concerned with making distinctions between the courses. The nature of the program is that we are constantly learning information that is relevant for both courses in every place that we visit and in everything we do.

There are 200 points possible and since this is an integrated syllabus we will take the points you earn and divide them by 200. For example, if you receive 180 points/200 points = 90 %, which means that you would receive an “A-” for **each** course in which you are registered. Final grades will be assessed on the following modules and assignments, check the final itinerary when assignments are due. Note that Assignment #1 (X points) is due prior to our program beginning in Paris.

Because we are doing this learning “live” in France, and we can respond to changing situations and opportunities modules are subject to change up to the time they begin. Please be flexible!

How to Ace Your Assignments: This is a writing-intensive approach to study that requires the student to have (1) a clear understanding of the question and responses and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing, and communication skills are critically important to succeeding both in university and in the workplace. Each assignment relates to a specific theme and/or geographical location and leads students through experiential learning by bringing what is observed in the field back into the critical thinking domain by asking a sequence of questions.

Assignment 1: Pre-Departure Book Club

Length: 1000-2000 words

Due: July 1

Total points possible: 25

Prior to our course starting in Paris, you are required to read Camembert: A National Myth by Pierre Boisard. This book is intended to introduce you to many of the themes in this course. In order to prepare for class discussion of the book, each student is required to submit written answers to the questions found on Canvas. Submissions should be made through Canvas.

Assignment 2: Pre-Departure Quiz

Due: July 1

Total points possible: 15

To ensure that everyone has completed the pre-departure requirements, we have a small pre-departure quiz. You can take the quiz as many times as you would like before July 1 to earn the highest score possible. The quiz will cover the syllabus, pre-departure orientation, and pre-departure lectures and videos.

Assignment 3: Blog Post and Peer Review

Length: 1,000 words or less

Due: Check itinerary for due date

Total points possible: 25

Throughout the course of the program, each student is required to create one blog post and to peer-review another student’s blog post. These blog posts will be made available to the public and will allow friends and family to keep track of our adventures. Each blog post will chronicle a full day of our trip, discussing our excursions, required reading for the day, and any other relevant material. To ensure that the blog posts are professional and contain information relevant to the wider student participants it is representing, each blog post will go through a peer review process before being posted publically. More information about how to successfully create a blog post as well as the peer review process are available on Canvas.

Assignment 4: Participant Observation Report

Length:

Due: Check itinerary for due date

Total points possible: 25

In cultural anthropology we often use ethnographic methods to understand the different elements of a culture. One of these is directly observing and documenting people as go about their daily lives. Food environments and food production are particularly visible elements in a given culture. For this project, you will conduct participant observation during a visit to a local market. The observation should take a couple of hours and should include detailed observations and field notes. You should focus on ways in which the food environment in the market is different from other food environments in Paris and at home. After the observation, you will turn your notes into a narrative that 1) recounts what you saw and experienced in the market, 2) includes a critical and thoughtful reflection of how your cultural experience affects your position as a researcher and 3) a discussion of what future research you might want to conduct. More information on how to conduct this report is available on Canvas.

Assignment 5: Debate

Length:

Due: Check itinerary for due date

Total points possible: 25

There are many controversial topics in the realm of food and health. One of the best ways in which to explore the diverse perspectives on such issues is to openly debate them and so, in this assignment, students will work in groups of about 4 to research a topic related to food and health (a list of topics will be provided). Each group will then divide into two and present a debate in front of the rest of the class. Debates will include short opening statements, a round of Q&A, and short closing statements.

Assignment 6: Written Reflection Statements

Length: 1000-1500 words

Due: Check itinerary for due date

Total points possible: 25

Each student will prepare a short summary reflective statement about how your thinking on one of the course themes (culture, cuisine, or health) has developed as a result of our study in Paris. Your reflections will be shaped by your coursework, your experiences and impressions of eating and living in France, and your personal values and reflections of your own background. How you tackle this challenge is up to you. We are looking for a statement that shows evidence of careful thought and clarity of expression, realistic self-awareness, and thoughtful integration of ideas we have explored during the trip with your own personal philosophic positions and personal experiences. It is important not to slip into simple narrative (that is, don't simply write a travelogue about the places we've visited and things we have eaten) or to focus inwardly, writing only about your reactions to things. You want to grapple with large questions – that is, with your place, ideas, culture, and/or economic position in a broader world and how you might best understand and engage with these through the lens of food.

Reflection statements can be difficult to write. You will need to establish in your own personal and professional terms your 'story' and position, think clearly about academic and intellectual issues we have explored in the course, and work to integrate the two. The goal is not an exhaustive investigation, and specific conclusions may or may not be present. Successful reflection enables self-awareness, and personal and professional growth. Your reflections should revisit the questions and ideas that you had before coming here. The statement could demonstrate how your thinking has developed as a result of our study in France. You should turn to your daily journal and our class blog to help you get started. When you sit down to start writing, identify a few points that you wish to develop – perhaps no more than three or four. Try to get to the heart of your discussion quickly and maintain focus. The more drafts you write, the better the statement will be. While it may seem that there is no right or wrong position in a reflection statement, since it is an expression of personal views, there are positions that are more strongly consistent with evidence, and others that are ill-informed or unreasoned. Similarly, some statements are more thoughtful, insightful, articulate, and better developed than others. The more drafts you write, the better the statement will be.

Assignment 7: Oral Reflections

Length: Less than 2 minutes

Due: Check itinerary for due date

Total points possible: 10

After you have written your reflection statement, choose one thing to share with your peers as part of our course closing. Again, this reflection should not just be recounting what you learned on the trip, but how learning this information has impacted you. Here are some possible questions you could address:

- *Personal self-awareness*: What do you understand about yourself, your strengths and weaknesses, your values etc. Who/what situation particularly helped you realize these things about yourself?
- *Personal academic outlook*: How were your plans for what you want to do in the future influenced by your experiences during the trip? Who/what situation particularly helped you realize this?
- *Personal social outlook*: How do you see your position in your community and the broader world? Is this perspective different from the view you had before the trip? How so? Who/what situation specifically helped you realize this?
- *Personal future outlook*: How will these realizations affect your daily practice when you go back home? Think about this in relation to your own personal life habits, to those of your family and friends, as well as in relation to your practices in your broader community (ASU, your town etc.), and their impacts on the broader world.

You will only have 2 minutes to share your thoughts with your peers in a well-thought out, cogent, and engaging presentation.

Participation and Engagement

Length: n/a

Due: Constantly throughout the course

Total points possible: 50

The key to getting the most out of your study abroad experience is to be present and actively engaged in all the program lessons and activities. As such, participation counts for a significant portion of your grade. In order to earn all participation points, you must be *on time* for every excursion and lesson (students with extenuating circumstances such as illness should contact the program assistant in advance of missing any activities—excused absences such as this will not count against your participation grade). You must show up to every scheduled activities- students who do not show up for a scheduled event will be reported missing and unexcused absences may lead to dismissal from the program. Additionally, we expect that you give your full participation in all group activities, and respect your peers, program staff, and any program guests.

Proposed Itinerary

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	June 29	June 30	July 1	July 2	July 3	July 4
	Arrival!	<ul style="list-style-type: none"> • Orientation at CEA • Water Tasting • Group dinner at traditional French restaurant 	<ul style="list-style-type: none"> • Visit to Marche Charonne • Lecture on Anthropological Mindset • Lecture on the History of French Cuisine • Seine River cruise 	<ul style="list-style-type: none"> • Sewer Museum • Cooking Class at Cook & Go 	<ul style="list-style-type: none"> • Day Trip to Reims 	<ul style="list-style-type: none"> • Free Day
July 5	July 6	July 7	July 8	July 9	July 10	July 11
<ul style="list-style-type: none"> • Free Day 	<ul style="list-style-type: none"> • Bread Baking Activity • Luxury Foods walking tour (Lise) 	<ul style="list-style-type: none"> • Lecture on Luxury Foods • Lecture on Food Insecurity • Afternoon Tea and Pastries at Pause Détente 	<ul style="list-style-type: none"> • Overnight trip to Normandy 	<ul style="list-style-type: none"> • Overnight trip to Normandy 	<ul style="list-style-type: none"> • Guided tour of Rungis Market 	<ul style="list-style-type: none"> • Free Day

July 12	July 13	July 14	July 15	July 16	July 17	July 18
<ul style="list-style-type: none"> • Free Day 	<ul style="list-style-type: none"> • Service Activity with Serve the City • Lectures on School Lunches & Colonization and Immigration 	<ul style="list-style-type: none"> • Free Day (Bastille Day) 	<ul style="list-style-type: none"> • Walking tour of Chinatown • Musee Gourmand du Chocolat and Workshop 	<ul style="list-style-type: none"> • Group photo at Eiffel Tower • Musee de Quai Branly • Walking tour of Goutte d'Or 	<ul style="list-style-type: none"> • National Museum of History of Immigration • Museum of the History of Medicine • Curie Museum 	<ul style="list-style-type: none"> • Free Day
July 19	July 20	July 21				
<ul style="list-style-type: none"> • Free Day 	<ul style="list-style-type: none"> • Debates • Program Review • Reflection Statements • Farewell Dinner 	<ul style="list-style-type: none"> • Check out! 				