

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ___REL 3938_section 2718___Religion and Food_(paperwork is in for it to receive its own number)_____

B.) Credit Hours: ___3_____

C.)

Prerequisites:___None_____

D.) Current Classification

1. General Education Code: B C D x H (as REL 3938) M N P
 S None

2. Gordon Rule (Writing): x E2 (as REL 3938) E4 E6 None

3. Gordon Rule (Math): M None

Requests:

II. General Education

A.) Requested Classification: B C D X H (when it gets its own number- right now it is already humanities as REL 3938) M X N (for spring 2011 as REL 3938, section 2718, **and** when it gets its own number) P S

B.) Effective Date: Fall x Spring
Summer___2011_____(year)

Or

1-time Approval _____ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.] See Attached syllabus

III. Gordon Rule

A.) Requested Classification for course x E2 (when it gets its own number) E4
 E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

3 response papers, 3 pages long (300 words a page) totaling 2700

2.) Due Dates? Returned with feedback dates?

January 25, 1st response paper due, February 3rd 1st response paper handed back, February 22, 2nd response paper due, March 1st, 2nd response paper handed back, March 29, 3rd response paper due, April, 7, 3rd response paper handed back.

3.) What type of feedback will be provided the student (in reference to writing skill)?

_____ Other Grade Corrections _____ Drafts

4.) Assessment

- a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English? Yes
- b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing? Yes
- c.) Will a published rubric be used? No

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): W. H. Sarr
Date 12-7-12

B.) Department Approval: [Signature]

C.) College Approval: _____

D.) Committee Action: Approved Denied Tabled Date _____

General Education and Gordon Rule Descriptions and Assessments

I. General Education

A. Description of Areas

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U. S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International (N)

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location and socioeconomic factors affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

Mathematical (M)

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

Physical (P) and Biological Sciences (B)

The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society and the environment. You will formulate empirically-testable hypotheses derived from the study of physical process and living things and you will apply logical reasoning skills through scientific criticism and argument.

Social & Behavioral Sciences (S)

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures

and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

B. Assessment – A grade of C or better is required in the course to earn General Education Credit.

Student Learning Outcomes: Content & Skills

Category	Content	Critical Thinking	Communication
Composition	<p>Demonstrate forms of effective writing (proposals, resumes, cover letters, reports, case studies, analyses, arguments, research papers).</p> <p>Learn different writing styles, approaches and formats and successfully adapt your writing to different audiences, purposes and contexts.</p> <p>Revise and edit your own writing and the writing of others effectively.</p>	<p>Organize complex arguments in writing, using thesis statements, claims and evidence.</p> <p>Employ logic in arguments and analyze your writing and the writing of others for errors in logic.</p>	<p>Write clearly and concisely consistent with the conventions of standard written English. Use thesis sentences, claims, evidence and logic in arguments.</p>
Mathematics	<p>Employ computational strategies in fundamental mathematics, including at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry and inductive and deductive reasoning.</p>	<p>Reason in abstract mathematical systems and use mathematical models to solve problems.</p> <p>Apply mathematical concepts effectively to real-world situations.</p>	<p>Formulate mathematical models and arguments.</p> <p>Communicate mathematical solutions clearly and effectively using oral, written and/or graphic forms.</p>
Diversity	<p>Know the roles of social structure and status of different groups within the United States.</p>	<p>Analyze and evaluate their own cultural norms and values in relation to those of other cultures.</p>	<p>The diversity designation is always in conjunction with another category; Communication outcomes</p>

		Identify, evaluate and compare their own social status, opportunities, and constraints with those of other persons and groups.	are listed in those categories.
International	Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States.	Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.	The international designation is always in conjunction with another category;
International (continued)	Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.		Communication outcomes are listed in those categories.
Humanities {In at least (1) humanities discipline.}	Know the history, underlying theory and methodologies used within the discipline studied.	Identify and analyze key elements, biases and influences that shape thought within the discipline. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and/or in groups.
Physical and Biological Sciences {In at least (1) physical or biological science discipline.}	Know the basic concepts, theories and terminology of natural science and the scientific method within that discipline. Know the major scientific developments within that discipline and the impacts on society and the environment. Know relevant processes that govern biological and physical systems within that discipline.	Formulate empirically-testable hypotheses derived from the study of physical processes and living things within that discipline. Apply logical reasoning skills effectively through scientific criticism and argument within that discipline. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes	Communicate scientific findings clearly and effectively using oral, written and/or graphic forms. Write effectively in several forms, such as research papers and laboratory reports.
Social and Behavioral	Know key themes, principles, and terminology within that discipline.	Apply formal and informal qualitative and/or	Communicate knowledge, thoughts and reasoning

Sciences {In at least (1) social or behavioral science discipline.}	Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes within that discipline.	quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	clearly and effectively in forms appropriate to the discipline, individually and in groups.
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II.) Writing Requirement (Gordon Rule)

A. Description of Areas

- E2: at least 2,000 words** **E4: at least 4000 words** **E6: at least 6000 word**
1. The student must write a minimum of 2,000 - 6,000 words in the course (standard=300 wd/pg).
 2. This written work should be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
 3. The student should be provided feedback on the written work submitted.
 4. Generally, teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement. Drafts cannot be counted separately from final drafts as part of the total number of words completed.

B. Assessment Sample Evaluation Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

1. The student must earn a grade of C or better in the course.
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

III. Mathematics Requirements:

Each student must complete six credits of coursework in mathematics, at or above the level of college algebra. Three of these credits must be in mathematics, and an additional three credits in mathematics, statistics, computer science, or the logic courses PHI2100 or PHI3130. Acceptable course prefixes include: CAP, CDA, CEN, CGS, CIS, COP, COT, MAA, MAC, MAD, MAP, MAS, MAT, MGF, MHF, MTG, PHI and STA. Not all courses with these prefixes offer Math Requirement credit; for example, CGS3063 may not be used to satisfy this requirement.

RELIGION AND FOOD

Religious Studies 3898, Section 0207
T 8-9 (3:00-4:55)/R 9 (4:05-4:55)

Spring 2011

Instructor: Dr. A. Whitney Sanford
email: wsanford@ufl.edu
Office Hours: T 11-1, and R 12-2 and by appointment

Office: 107 Anderson Hall
Telephone: 392-1625

Course Description

Food is one of the most critical, yet understudied, aspects of human experience. Most of us like to eat, and food is a tangible way in which we articulate our religious, ethical and moral selves. Religious values shape how we feast and fast, and feed the deities and feed ourselves. This course will explore the relationship between food and religion by (1) investigating food in the context of specific religious traditions, e.g. Hinduism; and (2) examining food as a moral and ethical category in religious and secular contexts, e.g., organic and locavore. Topics include, but are not limited to, food and ritual; food and religious ethics; religion, food and sustainability.

Objectives and Goals

Learning objectives

1. To introduce students to the role of food and eating in the world's religious traditions;
2. To understand how individuals and groups view the moral and ethical dimensions of food;
3. To read historical, mythical, and theological texts critically; and
4. To improve students' ability to write analytically and comparatively about the broad themes and theories, as well as specific texts and cases, studied; and
5. To work collaboratively and in multidisciplinary teams on class projects; and
6. To introduce students to the intersection of food, religion, and sustainability.

General Education Student Learning Outcomes

1. To learn the history, underlying theory and methodologies used to analyze relations between religion and food as an interdisciplinary field of study;
2. To identify and analyze key elements, biases and influences that shape scholarly thinking about food and religion;

3. To approach these issues from diverse disciplinary and theoretical perspectives; and
4. To communicate the information and analysis developed in this course in a clear, organized, and effective way in written work and in class discussions; and
5. To understand how the intersection of religion and food in the context of the world's diverse cultures and religious traditions.

Policies, rules, expectations, and resources

1. *Attendance and reading:* I expect you to attend all meetings of the class, barring extraordinary circumstances, and to come prepared to discuss the reading at each and every class meeting.

2. *Handing in Assignments:* Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of my office, the main department office, or the teaching assistant's office. Please also keep a dated electronic copy of all your papers.

3. *Late or Make-Up Assignments:* You may receive an extension on an assignment only in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down 1/2 grade (e.g., from B to B-) for each day late.

4. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing for any assignment or requirement. You are responsible for knowing the course requirements and making sure you hand them in. I will not remind you of missing assignments.

5. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. You may take notes on a laptop computer or other device, although the instructor reserves the right to ask you to turn off the computer. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. Repeat violations of these rules will result in dismissal from the class.

6. *Honor Code:* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student

demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

7. *Accommodation for Disabilities*: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation.

8. *Counseling Resources* available on campus for students:

- a. University Counseling Center, 301 Peabody Hall, 392-1575
- b. Student Mental Health, Student Health Care Center, 392-1171
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- d. Career Resource Center, Reitz Union, 392-1601

9. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

10. *Conferences*

Students are encouraged to meet with the instructor during office hours or by appointment.

11. *Grading Policies and Scale*

Full information about UF's grading policy, including credit for major, minor, General Education, and other requirements, is available at this website:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

The grade scale for this course is as follows:

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- F Below 60

Please note that a C- is not a qualifying grade for major, minor, General Education, Gordon Rule, or College Basic distribution credit. To achieve such credit you must achieve a C or better in this class.

12. Gordon Rule Information

The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This class fulfills the Gordon Rule 2 writing requirements. Students will complete a minimum of 2000 words of written work that will be graded, commented on, and returned within the semester. The instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

READINGS ASSIGNMENTS AND EXAMINATIONS

(Additional readings will be available via e-library.)

Required Books (Most of these book are available online at reduced prices.)

Ehrich, Elizabeth. *Miriam's Kitchen: A Memoir*. New York: Penguin, 1998.

Pearson, Anne Mackenzie. *"Because It Gives Me Peace of Mind": Ritual Fasts in the Religious Lives of Hindu Women*. SUNY 1996.

Pollan, Michael. *The Omnivore's Dilemma. A Natural History of Four Meals*. New York: Penguin, 2007.

Sack, Daniel. *Whitebread Protestants: Food and Religion in American Culture*. Palgrave Macmillan, 2001.

Singer, Peter and Jim Mason. *The Ethics of What We Eat. Why Our Food Choices Matter*. Rodale Books, 2007.

Assignments and Grading

All assignment must be completed to pass the course.

1. Midterm (20% of grade)

2. Classroom Participation

Attendance and participation in classroom activities and discussion is expected. (20% of grade)

3. Response/activity Papers

Three Response papers that are 3 page double-spaced papers (300 words a page) responding to a specific reading assignment, lecture or assigned activity. These will be announced one week in advance. (20%)

4. Take-home Essay

This essay will integrate readings and material, focusing on the second half of the semester. (20%)

5. Final Project

Students will develop individual or collaborative projects that demonstrate the relationship between religion and food in practical and demonstrable ways. Examples of these projects might include an ethnographic study or oral history of a relevant local movement or project, analysis of environmental impact of a planned development, production of a (brief) video, or organization of an event or group, among many other possibilities. This is not a library project, but the goal is to see how these issues emerge beyond the classroom. More detailed information will be provided early in the semester. Projects will be presented in poster format on April 12 and 14 (20% of grade).

Readings and Assignments

January 6	Introduction
January 11	“Religion and Food” (<i>Ency. of Food and Culture</i>); “Foodways” [http://www.enotes.com/food-encyclopedia]
January 13	Mary Douglas, “Deciphering a Meal” [E-library]
January 18	Ehrlich, <i>Miriam’s Kitchen: A Memoir</i>
January 20	Ehrlich, <i>Miriam’s Kitchen: A Memoir</i>

Food and Ritual

January 25	Vasudha Narayanan, “Ritual Foods”, <i>Encyclopedia of Hinduism</i> [E-library]
	Response Paper #1 Due
January 27	McClymond, “You Are Where You Eat: Negotiating Hindu Utopias in Atlanta” [E-library]
	Response Paper #1 handed back
February 1	Sack, “Liturgical food”, Ch 1
February 3	Wall, Dennis and Virgil Masayesva, “People of the Corn: Teachings in Hopi Traditional Agriculture, Spirituality, and Sustainability,” [E-library]

Response Paper #1 handed back

February 8	Test #1
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Feasting and Fasting

- February 10 Bynum, Caroline Walker. "Fast, Feast, and Flesh: The Religious Significance of Food for Medieval Women." [E-library]
- February 15 Anne Mackenzie Pearson, Selections from "*Because It Gives Me Peace of Mind*"
- February 17 Anne Mackenzie Pearson, Selections from "*Because It Gives Me Peace of Mind*"
- February 22 Babette's Feast
Response Paper #2 Due
- February 24 Wright, Wendy. "Babette's Feast: A Religious Film" *Journal of Religion and Film* 1, no. 2 (1997).
«<http://www.unomaha.edu/~wwwjrf/wrightar.htm>»

Food and Faith in the American South

- March 1 Julianne Dodson, "There's Nothing Like Church Food"
[E-library]

Response Paper #2 handed back

- March 3 Blood in the BBQ: Food and Faith in the American South
[E-library]

March 8 Spring Break

March 10 Spring Break

Food and Our Moral Selves

- March 15 Sack, "Global Food" and "Moral Food"
- March 17 Steve Rosen, *Holy Cow: The ISKCON Contribution to Vegetarianism and Animal Rights*
[E-library selection]
- March 22 Singer, *The Ethics of What We Eat*
- March 24 Singer, *The Ethics of What We Eat*
- March 29 Pollan, *The Omnivore's Dilemma*
Response Paper #3 Due
- March 31 Pollan, *The Omnivore's Dilemma*

April 5 *Dirt! The Movie*

April 7 Taylor, *Green Sisters*
[E-library]

Response Paper #3 handed back

April 12 Poster Sessions

April 14 Poster Sessions
Second Test Handed Out

April 19 Conclusions