

# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	APSS1BN10														
<b>Subject Title</b>	Eating Up the Society – From a Society “for” Food to a Society “of” Food														
<b>Credit Value</b>	3														
<b>Level</b>	1														
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <div style="margin-left: 20px;"> <input type="checkbox"/> <b>Healthy Lifestyle</b>  <input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b>  <input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b>  <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b>  <input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b>  <input type="checkbox"/> <b>Service-Learning</b>  <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b>  <div style="margin-left: 20px;"> <input type="checkbox"/> Human Nature, Relations and Development [CAR A]  <input type="checkbox"/> Science, Technology and Environment [CAR D]  <input type="checkbox"/> Chinese History and Culture [CAR M]  <input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] </div> <input type="checkbox"/> <b>China-Study Requirement</b>  <div style="margin-left: 20px;"> <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No </div> <input type="checkbox"/> <b>Writing and Reading Requirements</b>  <div style="margin-left: 20px;"> <input type="checkbox"/> English or <input type="checkbox"/> Chinese </div> </div>														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion : APSS1B10														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;">100% Continuous Assessment</td><td style="width: 33%;">Individual Assessment</td><td style="width: 33%;">Group Assessment</td></tr> <tr> <td>Individual in-class assignment</td><td>60%</td><td></td></tr> <tr> <td>Group presentation</td><td></td><td>20%</td></tr> <tr> <td>Group report</td><td></td><td>20%</td></tr> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Individual in-class assignment	60%		Group presentation		20%	Group report		20%
100% Continuous Assessment	Individual Assessment	Group Assessment													
Individual in-class assignment	60%														
Group presentation		20%													
Group report		20%													

	<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>
<b>Objectives</b>	Adapting a sociological angle, this subject aims at helping students understand and appreciate the social aspect of human food production and consumption. It also attempts to equip students with the ability to pinpoint the social structures behind human collective behaviors.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Understand the interplay between gastronomic behaviors and social settings;</li> <li>(b) Appreciate the interaction between local and global food culture;</li> <li>(c) Analyze gastronomic phenomena using sociological vocabularies.</li> </ul> <p>(Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and life-long learning)</p> <p>As one of the essential activities upon which human survival is made possible, eating is more than a physiological necessity. Often, it extends to the arena of developing social circle, establishing self-identity, continuing traditions and conventions, professing religious belief, and announcing socio-economic status (literacy). Thus, this subject aims at equipping students with the ability to view beyond this apparently physiological need of food consumption and production, and to posit seemingly independently events and phenomena within the broader social context. It is also the target of this training that students would develop the interest and the knowhow in extending this practice to aspects of human activities other than eating. (high order thinking) In addition, it is anticipated that through the study of this subject, student could realize and appreciate the political economy and the social implication of their culinary experience, not only during their adolescent years but also at different stages of their personal development (life-long learning).</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<b>1. Food and social settings</b>

<div>(Note 2)</div>	<div><div>a. Hunger and poverty</div><div>b. The construction of taste</div><div>c. Gender in the kitchen and on the dining table</div></div> <div><div>2. Food consumption</div><div>a. The social construction of food and health</div><div>b. Taboos – what not to put in your mouth</div><div>c. Food, social stigma and social sanctions</div></div> <div><div>3. Local and global food culture</div><div>a. Food and collective identities</div><div>b. Globalization and glocalization of food</div><div>c. Other related issues</div></div>																																														
<div>Teaching/Learning Methodology</div> <div>(Note 3)</div>	<div>The lectures highlight the essence of the interplay between food and society, and offer opportunities to try put into real terms students understanding of such interplay. It is also expected that students would also benefit from the guided fieldwork in collecting information from the community related to the discussion topics.</div>																																														
<div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>(Note 4)</div>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th></th><th></th><th></th></tr><tr><td>1. Individual in-class assignment</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Group presentation</td><td>20%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>3. Group report</td><td>20%</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <div><div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div><div>For 1) students are required to finish 2 out of 5 questions. These questions aims at assessing students understanding of the key concepts covered in class. Meantime, the questions also invite students to apply these concepts in the context of their personal gastronomic experience.</div><div>For 2) students are formed into groups (normally groups of 6 depending on the size of the class) to research on assigned topics related to the local food scene. these research topics covers a wide range of areas: dynamics between genders as presented in movies related to cooking, strategy in reducing food waste, food as medium of</div></div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Individual in-class assignment	60%	✓	✓	✓				2. Group presentation	20%	✓	✓					3. Group report	20%	✓		✓				Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c																																											
1. Individual in-class assignment	60%	✓	✓	✓																																											
2. Group presentation	20%	✓	✓																																												
3. Group report	20%	✓		✓																																											
Total	100 %																																														

	<p>personal and social history, food taboo as a reflection of cultural identity, the role of “social reality” in the construction of edibility of food.... Students are invited to conduct the research by using the sociological concepts covered in class. Meantime, they are also encourage to utilize the expertise of their group members who are drawn from different disciplines. A 30 minute presentation will be done by each group in front of the whole class at the end of the semester. Members of the class are invited to give comments on the presentation.</p> <p>For 3) students are required to, after absorbing the comments from the class at the presentation, submit a research report to the instructor. The report should summarize their research findings and, taking into account the comment received, lead to an educated conclusion on the relevant topic.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-studies	20 Hrs.
	▪ Preparation for assignment	15 Hrs.
	▪ Group Discussion	20 Hrs.
	▪ Field-work for research project	25 Hrs.
	Total student study effort	119Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b>  Germov, J., &amp; Williams, L. (2016). <i>A sociology of food and nutrition: The social appetite</i>. Oxford University Press, USA.</p> <p><b><u>Supplementary</u></b>  Ashkenazi, Michael and Jeanne Jacob. (2000) <i>The essence of Japanese cuisine : an essay on food and culture</i> England : Curzon</p> <p>Ashley, Bob [et al.] (2004) <i>Food and cultural studies</i> New York : Routledge</p> <p>Carolan, M. (2016) <i>The sociology of food and agriculture</i>, London ; New York : Routledge</p> <p>Evans, D. (eds.) (2013) <i>Waste matters : new perspectives on food and society</i>, Malden, MA : Wiley-Blackwell</p> <p>Douglas, M. (2003). <i>Purity and danger: An analysis of concepts of pollution and taboo</i>. Routledge.</p>	

	<p>Notaker, H. (2009) Food culture in Scandinavia, Westport, Conn : Greenwood Press</p> <p>Strong, Roy C. (2002) <i>Feast : a history of grand eating</i> Florida : Harcourt</p> <p>Woolgar, C.M. (2016) The culture of food in England 1200-1500, New Haven : Yale University Press</p> <p>Lydia Martens (2000) <i>Eating out : social differentiation, consumption and pleasure</i> Cambridge [England] : Cambridge University Press</p>
--	--

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.