Vivian Nun Halloran
Department of Comparative Literature, IUB
COLL-C 103 Global Appetites/Local Tastes

140 Enrollment cap/ 111 students finished the course

Taught: Spring, 2012

International Learning Outcomes:

- **Communicate** a sense of oneself as an ‘eating subject’ who interacts with others through a complex network of financial, moral, aesthetic and ephemeral sets of different communal relationships mediated by or through food.
- **Acquire** information systematically from a variety of valid sources regarding diverse regions, countries and cultures as they relate to the topic of our class.
- **Identify** international and food-related resources (Lilly Library, Mathers Museum of World Culture, culture centers, Learning and Living Centers, eating establishments) available at IU
- **Demonstrate** knowledge of world geography by using maps and other geographic representations to acquire, process and report information.
This was a new course that I designed specifically for the ICAB faculty learning community and simultaneously proposed to the College of Arts and Sciences as one of its inaugural Critical Approaches courses. Thus, it was internationalized from the get-go at least as far as the overall vision for the course. I chose AIs who were not American—one was French and another one from Korea—in order to highlight to my students the global/international nature of the course and of our overall intellectual undertaking. Likewise, I shared with my students the fact that I am from Puerto Rico and that my native language is Spanish, not English. This was a strategic decision which strengthened my credentials as someone with an international perspective on food and eating. Throughout the course of the semester many of my students felt comfortable speaking of their own families’ ethnic origins, something I believe they would not have done without such personal modeling from the instructional team.

During the course of ICAB, I learned techniques from my fellow faculty members that inspired me to question where else I could do to really integrate international learning outcomes into my pedagogy for this course. Thus, I set out to incorporate more audio-visual learning materials from countries around the world into my overall course design than I would normally use. Likewise, I purposely included documentary film from outside of the United States as part of the regular class instruction to supplement some of the assigned readings. The Korean/French documentary I showed prominently featured subtitles and exposed my students to the sounds of other languages being spoken (Korean, French, Spanish, and English as spoken by non-Americans) as part of the material they were supposed to master. I added this at the last minute, when my Korean AI shared a link of the documentary with me, so it’s not very clearly indicated on the syllabus. This helped me de-center English as the primary language of instruction, and to model for my students how to achieve one of the ILOs: Acquire information systematically from a variety of valid sources regarding diverse regions, countries and cultures as they relate to the topic of our class. I assessed how well students were able to do this via one of the short-answer questions in the midterm exam (See Appendix).

Specific Learning Assessment: I arranged to have my students attend events at the Asian Culture Center and the Global Village and analyze how they related to our overall course goals. I incorporated into the course design learning opportunities outside of the classroom setting which were conducted by people from other countries sharing information about their cultures of origin. This helped facilitate students’ awareness and appreciation of the various culture centers on campus and also made the process of learning about other cultures more palatable to them. This activity helped achieve another two ILOs: Identify international and food-related resources (Lilly Library, Mathers Museum of World Culture, culture centers, Learning and Living Centers, eating establishments) available at IU, and Communicate a sense of oneself as an ‘eating subject’ who interacts with others through a complex network of financial, moral, aesthetic and ephemeral sets of different communal relationships mediated by or through food. (See Appendix).

When I teach this course again in the Spring of 2013, I will cut down somewhat on the assigned readings in order to feature the documentary more prominently. I will also do a more systematic assessment about my students’ attitudes about foreign films and subtitles before they watch the film, and repeat it once they’ve tested on the material. This would help me have concrete data
about changing attitudes towards this type of primary source; rather than merely evaluating how well students perform when asked to analyze information derived from this text. Likewise, I will do similar types of pre- and post-activity assessment when I show commercials for Oreo cookies from non-English speaking countries. I showed such films in class this semester, but without the pre- and post- assessment, I have no concrete way of knowing whether students fully appreciated how the rituals of eating of this popular American food translated to other cultures or whether they merely considered this an interesting tangent to our “real” class discussion.