

THE N.C. SCHOLAR OF GLOBAL DISTINCTION PROGRAM



WORLD VIEW



Africa

CUL 230

Global Cuisines

Mark Dowling | Coastal Carolina Community College

During the month of February in celebration of Black History Month, this food insecurity module will comprise both lecture and lab activities for weeks four through eight of the lesson plan. Students will identify Black American nutritional challenges, gaining an understanding of domestic policies that cause hunger. Students will examine the impact of structural racism on food insecurity, the food distribution system in America and research 'food deserts' in communities and hunger in East Africa. Part of this module will be to research how the Corona Virus pandemic threatens global food security in countries with weaker health care systems and recording that impact.

Statement of Goals: To bring increased levels of cultural sensitivity and competence to students through the study and preparation of selected food traditions and to research food insecurity with at risk populations.

Culinary Skills Outcomes: Knowledge and Skills in Lab

The student will explore selected global cuisines, indigenous cultures, histories and ecology of ingredients through research and lab production activity.

1. Replicate advanced moist and dry cooking techniques from selected global cuisines and/ or cultural diasporas
2. Synthesize indigenous ingredients to recreate authentic dishes, while juxtaposing the connection of flavor, texture, visual appeal, taste, and cultural sensitivity
3. Develop and test recipes and devise nutritious menu items
4. Execute menu items produced at the college's public restaurant

Globalized Objectives Established for Student Activities:

Student in and out of Classroom academic activities will encompass:

1. Analyzing food insecurity in selected Black American populations and possible resolutions thereof
2. Recognizing distinguishing characteristics of food inequities in selected East African countries
3. Observing and reporting on governmental and social policies that have created barriers to food supply for populations at risk
4. Impact of the Corona Virus outbreak on at-risk for hunger populations

Rationale:

To reflect the culinary department's new commitment to explore global aspects of cultural and ethnic diversity. One of the most endearing parts of Culinary Arts education is a notion that food is worth a lot more than what you pay for it. For many cultures, food is not only a way of life, but also a component of life interwoven into life's biggest, sacred and most memorable moments. This lesson plan will set you up to explore the connection between food and life in many cultures and investigate sections of the U.S. and global populations that suffer from food inequalities and hunger which deprive people of their health, education and jobs.

Vocabulary:

Cuisine: A set of cooking techniques, local foods and methods of preparation indigenous to a region, and or cultural group.

Culture: Behaviors and beliefs characteristic of a particular social, ethnic, or age group.

Ethnicity: The fact or state of belonging to a social group that has a common national, genetic or cultural tradition.

Gourmet: Foods external to a culture's ingredients, whether by cost or perception and/or an advanced level of preparation, cooking and presentation.

Traditional Foods: A significant element of cultural heritage, with production and use thereof which can be critical economic and sustaining inputs in that region.

Food Insecurity: To be defined.

Unequal Food Distribution Infrastructure: To be defined.

Globalized Course Modules:

This course has five modules imbedded throughout, including lecture and lab activities; for weeks three through ten. During the term, students will identify food challenges and thereby gaining an understanding of domestic and global policies that cause hunger.

Students will examine the impact of the structural and systemic barriers on food security, the food distribution system in America and research 'food deserts' in communities as well as the same challenges in East African countries of that continent.

Specifically strive to encounter personal stories from individuals and families and use the knowledge of traditions and cultures to analyze these narratives. It is through "mapping these individual identities", that students can identify solutions to hunger.

Part of this module will also encompass student research on how the Corona Virus pandemic is impacting global food security in both the USA and selected East African countries with weaker health care systems and recording the impact thereof.

Module 1: Identify At-Risk Population Activity

Instructor will establish parameters for the course deliverables and expectations. Use (LRC) Library at Coastal: See Ms. Lauren P.

Objective:

Each student will identify people at risk of hunger and discover the percentages of food insecurity in the two identified populations, USA and East Africa.

Procedure:

Define this domestic and global health crisis? Identify something interesting from your research? What could a new future look like with reduced hunger?

Assignment Parameters:

Complete a report identifying populations geographically at risk and the food insecurity percentages in the given region for those people. Assignment to include the number and impact of 'food deserts' in USA cities (at least three) and identifying the reasons for food shortages in selected countries of East Africa. This content must be at

the least one page in narrative style of writing, double-spaced typed only (handwritten documents not accepted).
(DUE DATE for Module 1. With a student delivered Verbal and Power Point presentation Tuesday, Feb. 23rd 2021)

Resources:

Wikipedia or WIKI anything does not count as a valid reference

World Wide Web

<http://onslowco.org/>

<https://civileats.com/2020/07/07/how-black-communities-are-bridging-the-food-access-gap/>

<https://afroculinaria.com/>

<https://frac.org/hunger-poverty-america>

National Museum of African American History and Culture (see NMAAHC Hunger Wall Panel: www.nmaahc.si.edu)

<https://www.worldvision.org/hunger-news-stories/africa-hunger-famine-facts>

Instagram Accounts

@Zerohungerchallenge

@Worldfoodprogramme (Nobel Prize Laureate 2020) Awarded The Nobel Peace prize for the WFP's efforts to combat hunger, for its contribution to bettering conditions for peace in conflict-affected areas and for acting as a driving force in efforts to prevent the use of hunger as a weapon of war and conflict.

Mobile Apps

mVAM

Sharethemeal

GiftAMeal

FoodforAll

Module 2: Report on Food Insecurity Percentages per Population with Corona Virus Impact

Objective:

To research in the assigned region, the additional effect of the Corona Virus pandemic on at risk for hunger groups.
To identify the effects of medical stereotyping and the treatment of East Africans and Black Americans.

Procedure:

This activity will start with a lecture and talk about the impacts of hunger on a global scale and awareness of hunger. Track and record current data from CDC and WHO on Corona Virus outbreaks with current statistics on the viral contagion affecting these two-population groups.

Assignment Parameters:

View and pick three transnational organizations and uncover their strategy to increase public awareness in Black American and East African ethnic group's challenges in this area. This content must be one page in narratives style of writing , double-spaced typed only.

(DUE DATE for Module 2. With a student delivered Verbal and Power Point presentation Tuesday March 16th)

Resources:

World Wide Web

<https://www.wfp.org/countries/tanzania>

www.cbi.nlm.nih.gov

www.FeedingAmerica.org

https://libguides.gtcc.edu/world_view_grant_africa

<https://science.sciencemag.org/content/369/6503/500.summary>

<https://grahampeebles.org/2020/05/19/only-the-poor-starve-hunger-in-the-time-of-covid/>

<https://www.ipsnews.net/author/mavis-owureku-asare/>

Pereira, M., & Oliveira, A.M. Poverty and food insecurity may increase as the threat of COVID-19 spreads. Public Health Nutrition, 1-5

Instagram Accounts

@Riseagainsthunger

@Slowfoodusa

@BbcAfrica

Module 3: Search At-Risk Populations Food Availability Local and Global

Objective:

To research and record daily food quantities consumed by the at risk population.

Procedure:

Investigate sources of data from local and regional agencies or through networking with Librarians at CCCC and Onslow County Library.

Assignment Parameters:

Besides recording the data, outline a general 'opinion section' for one or more 'resolution scenarios' addressing disparities, in race and ethnicity, as drivers of hunger as it pertains to food insecurity in Jacksonville /Onslow County. This must comprise at least one page of a narrative work with data, double spaced.

(DUE DATE for Module 3. With a student delivered Verbal and Power Point presentation Tuesday, April 6th)

Resources:

Peebles, G. (2020) Only the Poor Starve; Hunger in the time of COVID-19, Santa Rosa: NEWSTEX

World Wide Web

www.thenation.com

www.bread.org

<https://dhsprogram.com/>

<https://catalog.lib.unc.edu/catalog/uncb8232427>

www.ucsusa.org

<https://www.who.int/emergencies/famine/en/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5823283/>

Potential contacts

Ms. Remie 910-347-3227 Kitchen mgr. of the Onslow County Community Services Soup Kitchen. Jacksonville

Ms. Emily Ellis, MA, Director of CCCC Food Bank and Foundation (ellise@coastalcarolina.edu)

Ms. Cynthia D. Ervin, MBA, RD, LDN, SNS, Summer Nutrition Program Manager, School Nutrition and District

Operations Division, North Carolina Department of Public Instruction
Phone: 984-236-2632 Email: cynthia.ervin@dpi.nc.gov Website: <https://childnutrition.ncpublicschools.gov>

Instagram Accounts

@Childfund

@Slowfood_international

@Foodforthehungry

Module 4: Seek Local and Regional Food-Sourcing Realities

Objective:

To find both regional and international, 'thought leaders' who are active in this area of 'food insecurity.' Specifically, to inquire of their opinion regarding food-stereotypical statements as made by people that are more privileged.

Also to investigate the effects of stereotyping on food insecurity and nutrition. Inquire as to any achievements they have had and success stories for resolution of these challenging crises from their perspective.

Observe and record comments firsthand from people experiencing hunger, through visits to Onslow County Community Service Soup Kitchen. This should comprise at least one full page.

Procedure:

This activity will take place over several months. Students will identify public and private agency peoples/personalities in the region and make plans to contact them for a series of questions. E.G., "what resolutions and or successes have they observed in combatting food insecurity that can be duplicated by concerned college students?"

Assignment Parameters:

Interview food outreach program managers with specific questions addressing hunger issues both in Onslow County and globally. LinkedIn is a good source for contacts.

Students will write a reflection essay after completing this activity. This should comprise at least two pages of narrative style of writing.

(DUE DATE for Module 4. With a student delivered Verbal and Power Point presentation Tuesday April 27th)

Resources:

Egede, L.E.& Walker, R.J. (2020) Structural Racism, social risk factors, and covid-19_ A dangerous convergence for Black Americans. *The New England Journal of Medicine*, 383(12), 77-e77.

Bruegel, M. (2011) From the Crisis of food to food in crisis. *Gastronomica*, 11(3), 40-52

Potential contacts

Ms. Lyndsie Kallas, Summer Program Assistant, NC Department of Public Instruction, School Nutrition Services
Phone: 984-236-2644 Email: Lyndsie.kallas@dpi.nc.gov

Ms. Rebecca Collins, School Nutrition Director. Onslow County Schools Email: rebecca.collins@onslow.k12.nc.us

World Wide Web

www.hungermap.wfp.org/

www.BlackAmericaCooks.com

<https://bcaglobal.org/>

Instagram Accounts

@Oxfamamerica

@Actionagainsthunger

Additional Resources:

Laborde D, Martin W, Swinnen J et al. (2020) COVID-19 risks to global food security. SCIENCE 369,500-502

Highfield, J.B.(2017) Food and foodways in African narratives: Community, culture and heritage.

Devereaux, Stephen. "Why does famine persist in Africa? Food Security 1.1 (2009): 25-29

World Wide Web

www.moveforhunger.org

www.Alliancetoend_hunger.org

www.blackpast.org

Instagram Accounts

@ProjectHope.org

@Wfpusa (World Food Programme USA)

Weekly In-Class Debriefs:

Review terms, definitions, and objectives to date.

Debriefing – reflections from previous week's research.

Discussion Questions

When you think of _____ what do you imagine?

Biggest 'A HA' moments?

What obstacles do you experience?

What is the value of this investigation?

Why is this important to know?

What impact can you make ?

End-of-Course Assessment:

Student Power Point Presentation Days During the Term

Each Module typed report is verbally presented via a Power Point deck, starting with Mod. 1. presented by each student commencing Tuesday Feb 23rd. So if 6 students in attendance then 6 presentations each Tuesday. If student is absent will present the very next Tuesday. Then Mod. 2 presented Tuesday the 16th of March; Mod. 3, presented the 6th of April; and then Mod. 4 presented the 27th of April. So each week all students will come up and present the corresponding mod for that week.

Document Submission Requirements:

All printed hard copy reports and printed power point decks to be handed in before Tuesday May 4th.

Each student will construct and deliver their OWN verbal formal presentation with accompanying power point, to be

projected on the LED screen which means bringing in a thumb drive.

The student will answer several key questions about food insecurity, and possible resolution scenarios. High quality power point construction is required to include visuals.

Student to be familiar with the content not just reading from documents or power point slides. See Power Point Rubric as a handout.

Homework Documents must be typed not handwritten and in APA 7th Ed. Style format with sources clearly cited. N.B. Student should contact CCC's Writing Center advisors who are very helpful for assistance in understanding the format, they do not provide creative writing, but can look at format accuracy.

<https://www.coastalcarolina.edu/students/writers-center/>

Quotes:

"Food is a central activity of humankind and one of the single most significant trademarks of a culture."
-Mark Kurlansky, 'Choice Cuts' (2002)

"When I push open the kitchen doors, I want to see a dining room full of diners, but especially brown and black diners, who, looking at their plates, feel seen, celebrated, and recognized. And when I look in the mirror, I want to see a young black chef who made that world a reality."
-Kwame Onwuachi, 'Notes From A Young Black Chef' (2019)

"Rice is not simply rice, it is life itself."
-Nichiren, 13th-century Buddhist leader-philosopher

"Thinking about [being] the only Black woman doing this is really, still very much so, blowing my mind. Representation is important in all kinds of things, but in an industry like this, I think it's really cool."
Mariya Russell Chef of Kikko, Chicago. First Black Woman to receive a Michelin Star in the 93-year history of Le Guide Michelin.

"Food brings people together on many different levels. It's nourishment of the soul and body; it's truly love."
-Giada DeLaurentiis (Food Network Chef)

"Food can never be too good and cooking can never be done too carefully. Food cannot be eaten if the cutting is not even and properly done."
Confucius, Chinese Philosopher, The Analects (500 B.C.)

Think Globally, Make a Difference Locally:

Family or Community Connection | Service Learning and Volunteering | Ideas for You to Make an Impact Locally

Successful service learning project ideas originate from student concerns and needs. For additional information on service learning/volunteering see:

Ms. Andrea Perry, Service Learning Coordinator for CCC perryA@coastalcarolina.edu

<http://www.ysa.org>

Example: Volunteer at the local homeless shelter to prepare or serve meals, cater a luncheon or rewrite recipes for the operation.