Please bring this first page by the second week.

I have read the syllabus and understand the requirements for Japanese 220, Introduction to Japanese Food Studies.

(Family)                      (First)
Name: __________________     __________________
Signature: __________________
Date: _______________________
Student Number: __________________

Questionnaire

1. (Circle one) Freshman Sophomore Junior Senior other__________________

2. E-mail Address:

3. Major:

4. Minor (if any):

5. Have you taken or are you taking a Japanese class? How long?

6. Do you speak any other language other than English? What is your native language?

7. What is your cultural heritage which may have influenced your food culture?

8. Have you lived/visited Japan? How long? When? Where?

9. What do you expect from this course?

10. Do you have any food allergies?

11. Is there anything you would like me to know about yourself?
Japanese 220: Introduction to Japanese Food Studies
Syllabus Spring 2016

Time: Mondays 3:30 - 6:10
Class: Curtin 124 and Greene Hall
We meet TWO different locations depending on the week. The schedule will be posted separately on D2L.

Instructor: Shinji Takahashi
Contact: E-mail: takahash@uwm.edu, 229-5650
Office: Curtin Hall 892
Office Hours: Tuesday 1:00-1:50
Thursday 1:00-1:50 and by appointment

Special Course fee: $20.00

I. Description:

From outsiders’ point of view, Japanese cuisine appears to be just sushi and hibachi. Although sushi has been representing Japanese cuisine to the world for decades, general public seems to pay less attention to what else Japanese cuisine can offer besides raw fish and seaweeds. Japanese people are well known for their longevity. The average life expectancy is among the highest in the world. Whereas, the United States is placed at the 50th according to CIA’s The World Factbook. Since we could all agree that diet is a large part of our health, it is high time we should once again pay a closer attention to Japanese food and culture in its depth. It can certainly offer some insights to the current condition of American dietary culture. Though at times it is hard to implicate things that are quite foreign, it is important to know that choices are available to us. Today, fortunately, a variety of foods can be obtained locally and online.

As Japan has quickly become wealthier, the western food culture has been influencing this far east land as well. Now an excessive intake of high calorie foods is causing health problems like in the west. Even in Japan there has been a talk for quite awhile that they should re-evaluate their own culture of dining which has been in their soul and soil for centuries. Fine dining, such as sushi has been talked enough. What we need and what this course tries to discover is those foods that Japanese people used to eat and that are reclaiming their positions in today’s Japan. What are some of the authentic traditional foods which have been kept for hundreds of years and still enjoyed by many centenarians?

This course has two parts: discussion and cooking. We will discuss various cultural aspects through readings, and we will experience various types of Japanese foods.

FOOD ALLERGIES

Since we will actually taste real Japanese foods, our utmost concern is food allergies. The 8 major food allergens identified by Food Allergen Labeling and Consumer Protection Act are:

...
1. Milk  2. Eggs  3. Fish (e.g. bass, flounder, cod)  4. Crustacean shellfish (e.g. crab, lobster, shrimp)  5. Tree nuts (e.g. almonds, walnuts, pecans)  6. Peanuts  7. Wheat  8. Soybeans

If you have known food allergies or food intolerance, please let the instructor know and refrain from tasting certain foods that you are allergic to. You will also encounter some unfamiliar foods that you have never eaten before. So if you suspect allergies judging from your own experience, again please do not try those foods either. Ingredients will be disclosed as much as possible, so it is up to you to decide whether you try or not.

Also, if you don’t have allergies, but if you prefer not to try certain foods, you do not have to try them either. Throughout the course our ultimate goal is our HEALTH.

II. Objectives

By completion of this course, you will be able to:

● understand how those who do not share western food traditions consider and deal with various types of foods
● understand how Japanese people have come to appreciate food the way they do and learn how students themselves have come to appreciate food the way they do.
● understand and appreciate what the western cultures may not appreciate and learn why the western cultures appreciate their food.
● understand some of the differences in our food cultures between the East and the West and apply the knowledge not only to benefit your own life but also others’.
● know what to expect at various types of Japanese restaurants and know how to order them.
● know some of the key foods and ingredients at a local Japanese (Asian) grocery store and know what to do with them.

III. Course Materials

● Ashkenazi, Michael and Jacob, Jeanne, The essence of Japanese cuisine: an essay on food and culture (University of Pennsylvania Press, 2000)


• Trewartha, Glenn Thomas, Japan: A Physical, Cultural and Regional Geography (The University of Wisconsin Press, 1960)

• Yoshiike, Nobuo, MD, Fumi Hayashi, MS, RD, Yukari Takemi, PhD, RD, Keiko Mizoguchi, MS, RD, and Fukue Seino, PhD, RD, “A New Food Guide in Japan: The Japanese Food Guide” Nutrition Reviews, Vol. 65, No. 4


IV. Course Requirements

1. Participation and Attendance (20%)

Weekly discussions in class are crucial, and the lab is an essential part of this course. Tasting and making foods is a large part of this course. You cannot replicate at home what has been done in class. Therefore, attendance is very crucial. Class holds only once a week and there are only 15 classes. Being absent from class will “gravely” affect your grade.

• Participation will be graded according to the Participation Rubric (Appendix A).

2. Assignments

• The directions are at Assignments in D2L/Portfolio/Food 2016

• Write your reports and put it in D2L/Dropbox. Pay attention to the Due Dates and the End Dates. After the Due Date you can still submit your assignment, but some points will be taken away. (Please refer to the appropriate rubrics.) After the End Date, you can no longer submit your report.

Your discussion each week follows five steps: 1. knowledge, 2. Comparison, 3. Analysis, 4. Hypothesis, and 5. Evaluation/Suggestion

PART 1: Pre-class Report (30%)

Class is held every Monday. You need to read assigned materials, and write a pre-report and submit it in the Dropbox in D2L. It is due midnight of the Friday before class. You are encouraged to include as many visual aids as you want. Pre-report should include the first
four steps.

1. Information: The readings will provide some information about Japan of the topic. You need to research on the counter part. The information you provide needs to be from reliable resources and to be well supported.
2. Comparison: Compare the two cultures.
4. Hypothesis: Make your hypothesis and prepare to present it in class.

   - Pre-Reports will be graded according to the Pre-Report Rubric (Appendix B).

PART 2: Post-class report (20%)
For Post-Report you take the last step, Evaluation/Suggestion: After in-class discussion, summarize your topics, take your position, and support your ideas. Give suggestions how to improve life based on the conclusion that you have come to. Post-Report is due midnight of the Wednesday after class.

   - Post-Reports will be graded according to the Post-Report Rubric (Appendix C).

3. Projects

PART 1: Midterm Project (5%)
Japan has an intricate culture of Obento, boxed lunch. However, this culture is being dealt rather seriously. Students will learn and research various types of Obento and prepare an Obento and present it to class with a recipe.

PART 2: Research (20%)
You must create a final research paper. Each student has a different cultural background and interests (major). Your research paper must reflect your interests and incorporate what you have learned in this course. Your research must also follow the five steps: 1. knowledge, 2. Comparison, 3. Analysis, 4. Hypothesis, and 5. Evaluation. Just stating your personal accounts or comparing differences are not enough. Make clear why you have decided to research on a specific topic you have chosen and what you have learned from the research. Again, our focus is how to make life better. Make a clear conclusion/suggestion. The research paper should follow APA style (http://www.apastyle.org).

Some suggested topics are

   - Food and longevity
   - Nutritional values of Japanese food
   - Food and family celebrations - comparative study
   - Okinawa centenarian study
   - Application to American way of cookery
   - What is the underlying motives for all the fuss over food in Japan
   - How Americans changed Japanese foods
• Tables manners: comparative study

The process takes four stages.
1. Week 1 Post-Report: (10%)
   a. Describe what you are interested in exploring in this course.
   b. Brainstorm some of the ideas you have for the final research, and describe why.
   c. For that end, describe what you would like to learn about Japan in this class.
2. Week 8: Abstract and Bibliography. (20%)

3. Week 14: Research paper and a powerpoint presentation. You present your research to class. (70%)

PART 3: Last Supper (5%)
On the very last day, you have to cook a dish, using some of the Japanese ingredients and/or cooking styles that inspired you during the course and share it with the class. It does not have to be 100% Japanese dish or anything fancy. You can be creative. The taste is not graded. Again, this is not a cooking school.

This process takes two steps.
1. Recipe (30%)
2. Final Exam Day: Presentation and Explanation. (70%)

• Project Part 1 and 3 (cooking) will be graded according to the Cooking Rubric. (Appendix D)

V. Schedule
The detailed schedule and the report instructions are available on D2L.

VI. Grading Scale
A = 92 - 100
A- = 89 -
B+ = 86 -
B = 83 -
B- = 80 -
C+ = 77 -
C = 73 -
C- = 70 -
D+ = 67 -
D = 63 -
D- = 60 -

VII. Study Time Expectation
The class is 2 hours and half long. Per UWM Credit Hour Policy, you are expected to study 5 hours a week in addition to class time completing the required reading and writing assignments to successfully achieve the learning goals of this course.
VIII. SAC (Student Accessibility Center)

If you are concerned that you may have a learning disability, you may benefit from the assistance of SAC. If you need a special accommodation, please provide me with your VISA (Verified Individual Service & Accommodation) through SAC.

IV. The Policies of the Department of Foreign Languages and Literature

Please consult the department office and bulletin board for information on general policies, including policies on participation by students with disabilities, religious observances, academic conduct, complaints, sexual harassment, and other topics. The Department of Foreign Languages and Literature intends to comply with the UWM policy on Academic Misconduct and the Students with Disabilities Act. Please visit:

http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Websites for Department of Foreign Languages and Literature
http://www.uwm.edu/Dept/FLL

Facebook

https://www.facebook.com/groups/UWMJapaneseFood/

Appendix A: Participation Rubric

A-level participation (5 points)
○ The participant integrated evidence from the reading, lecture, or past experience in supporting their argument.
○ The participant consistently made insightful comments and questions that promoted on-topic discussion.
○ The participant consistently helped clarify or synthesize other class members’ ideas.
○ If disagreeing with another class member’s ideas, the participant stated his or her disagreement or objections clearly, yet politely.
○ For Lab work, the participant respected and cooperated with other group members.
○ For Lab work, the participant did all the necessary work from preparation to cleaning.

B-level participation (4 points)
○ The participant was notably lacking in one or two of the items listed for A-level participation.
○ The participant consistently had to be prompted or coaxed to participate.
○ The participant usually, but not always, expressed herself or himself clearly.
○ For Lab work, the participant was lack of respect to and cooperation with other group members.
○ For Lab work, the participant did not do some of the shared work.
○ Late for class more than 10 minutes.

**C-level participation (3 points)**
○ The participant was consistently lacking in two or more of the items listed for A-level participation.
○ The participant was extremely reluctant to participate, even when prompted.
○ The participant rarely expressed himself or herself clearly.
○ For Lab work, the participant ignored some of the necessary work.
○ Late for class more than 30 minutes.

**D-level participation (2 points)**
○ The participant frequently attempted to draw the discussion off-topic, even if the participant’s participation otherwise conforms to a higher level on the rubric.
○ For Lab work, the participant ignored most of the necessary work.
○ Late for class more than 1 hour

**F-level participation (1 points)**
○ The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or question, even if the participant’s participation otherwise conforms to a higher level on the rubic.
○ For Lab work, the participant refused to do any work.
○ Late for class more than 1 hour and half

### Appendix B: Pre-Report Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4)</th>
<th>Accomplished (3.5)</th>
<th>Developing (3)</th>
<th>Beginning (2.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Directly relevant</td>
<td>Somewhat relevant</td>
<td>Remotely related</td>
<td>Totally unrelated</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>The pre-report clearly indicates that the assignments have been read and presented. Other information provided is well-supported, i.e. It is beyond personal experiences.</td>
<td>The pre-report somewhat indicates that the assignments have been read and presented. There is not much other information than what is provided in the assignments.</td>
<td>The pre-report vaguely indicates that the assignments have been read and presented. The student only talks about his/her own experiences. No research.</td>
<td>Unable to find specific details. All the information is based on personal experiences.</td>
</tr>
<tr>
<td><strong>Comparison &amp; Analysis</strong></td>
<td>Commenting objectively on own cultural situation and/or experiences; clearly sees cultural differences and well articulated</td>
<td>Attaining some objectivity. Analysis is weak</td>
<td>Lacks some objectivity; discussing mostly personal accounts</td>
<td>Takes correctness of own cultural situation or experience for granted. And/or no comparison and analysis.</td>
</tr>
</tbody>
</table>
Hypothesis/Discussion | A hypothesis and/or a discussion point are clearly stated and well explained. | A hypothesis and/or a discussion point is stated but not well explained. | A hypothesis and/or a discussion point is somewhat vague. | A hypothesis and/or a discussion point is not stated. 
---|---|---|---|---
Time | On time | 1-2 days late | 3-4 days late | More than 4 days late

Appendix C: Post-Report Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4)</th>
<th>Accomplished (3.5)</th>
<th>Developing (3)</th>
<th>Beginning (2.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.</td>
<td>Information is logically ordered with paragraphs and transitions.</td>
<td>Information is scattered and needs further development</td>
<td>Details and examples are not organized, are hard to follow and understand.</td>
</tr>
<tr>
<td>Comparison &amp; Analysis</td>
<td>Comments objectively on own cultural situation and/or experience; clearly sees cultural differences and well articulated</td>
<td>Attains some objectivity, but not consistent throughout answer</td>
<td>Lacks some objectivity; discussing mostly personal accounts</td>
<td>Takes correctness of own cultural situation or experience for granted</td>
</tr>
<tr>
<td>Analysis</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Suggestion</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Time</td>
<td>On time</td>
<td>1-2 days late</td>
<td>3-4 days late</td>
<td>More than 4 days late</td>
</tr>
</tbody>
</table>

Appendix D: Cooking Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>- Can be easily heard and understood throughout the presentation. - Presentation uses good organization and shows an</td>
<td>Display only three of the excellent criteria.</td>
<td>Displayed only two of the excellent criteria.</td>
<td>Displayed only one of the excellent criteria.</td>
<td>Displayed none of the excellent criteria.</td>
</tr>
<tr>
<td>Category</td>
<td>Criteria</td>
<td>Met Count</td>
<td></td>
<td></td>
<td></td>
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<td>-------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cultural Relevance</td>
<td>- Origins of the recipe are described.</td>
<td>Three</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Accurate and interesting supporting evidence ties the recipe to Japanese food culture.</td>
<td>Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comparison between student’s cultural background and Japanese background were well taken into consideration.</td>
<td>One</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Student demonstrate a clear understanding of their recipe.</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and Sanitation</td>
<td>- Student washed hands before, during and after cooking.</td>
<td>Three</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Cooking surface is sanitized before food preparation begins.</td>
<td>Two</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Prevent cross contamination.</td>
<td>One</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Foods are cooked to proper temperatures.</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean Up</td>
<td>- Surfaces are wiped clean.</td>
<td>Three</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dishes are clean and put back in proper place.</td>
<td>Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Garbage is disposed of properly.</td>
<td>One</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- All group members participated.</td>
<td>None</td>
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</tbody>
</table>