Food & Culture in Iceland: Hákarl, Hot Dogs, and Hot Springs

Course Details

Course Designator & Number: CFAN 3480
Number of Credits: 3
Language of Instruction: English
Contact Hours: TBD
Instructor: Hal DeLaRosby, Ph.D. dela0106@umn.edu

Course Description

This embedded study abroad course will explore aspects of agriculture, food, and culture in Iceland in comparison to each student’s experience in the United States. This course will first meet on campus, with a 10-day travel experience during spring break, and then meet again on campus following the travel portion of the course.

For the travel portion of this course, we’ll embark on an experience through hands-on learning in Iceland. Students will learn about, and reflect on, available food resources in Iceland, including how Icelandic cuisine is intertwined with Icelandic culture.

Activities and learning will take place at numerous locations throughout Iceland. Students will attend lectures and presentations taught by faculty who are experts in the field, and they’ll have the opportunity to learn about the culture and cuisine in Iceland. In their exploration of Iceland, students will be exposed to a breadth of diverse cultural experiences in which they will be challenged to reflect on their emotional responses and active participation within Icelandic culture and integrate these into their personal and professional worldview. Students will also visit important archaeological, sacred, and natural sites throughout Iceland to better understand the history of the region and the culture of its people.

Students will be encouraged early on to identify a particular interest they want to learn more about in Iceland (e.g. greenhouse agriculture, dairy production, sustainability, agro-tourism,
etc.) and find opportunities to integrate this interest into the questions they ask in their blog posts, in their final project, and at site visits.

**Course Objectives**

1. To provide a framework and awareness for food and cultural practices in Iceland and their impacts/connections to the United States
2. To experience and contemplate the similarities and differences between practices in Iceland and the United States
3. To enhance student understanding of cross-cultural competencies as it relates to:
   a. A willingness to engage in a new culture
   b. Cognitive flexibility and emotional regulation
   c. Ethnocultural empathy and tolerance of ambiguity
   d. Intercultural competence and development
4. To provide opportunities for students to reflect on the impact of their cultural immersion
5. Through a discussion of cross-cultural experiences, students will learn to incorporate their study abroad experience into post-trip academic, professional, and social endeavors

**Workload Expectations & Contact Time**

CFAN 3480 is a three-credit spring semester embedded course. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside of the classroom.

This course will consist of twelve 75-minute, in-person class sessions during the spring semester with eight full days of instruction in Iceland over spring break.

Contact hours:

- Spring semester instructional time: (75 minutes x 12 sessions) = **18 contact hours**
- In-country instructional time:
  - Classroom instruction time: **20 hours**
  - Excursions, activities, educational tours: **20 hours**
Total 58 of contact hours with an expectation of 90 additional hours of effort outside classroom hours

_The instructor reserves the right to update the class syllabus throughout the term._

**Methodology**

**Canvas Site**

Please be sure to familiarize yourself with our Canvas site, since we will rely heavily on our Canvas site for our assignments, any readings/articles, and much more. All assignments will be turned in via Canvas (unless otherwise noted).

**Student Learning Outcomes**

This course addresses the following University of Minnesota Student Learning Outcomes:

- **Mastery of Knowledge**
  - Students will gain a greater understanding of Icelandic culture and food practices through lectures and speaking directly with faculty, researchers, and industry professionals who share an expertise and interest in agriculture and food issues.
    - Assessment: class participation, blog posts, final project

- **Engaging Diversity**
  - Initially, students will arrive in Iceland and have immediate comparisons to the University of Minnesota where both are predominately white cultures with English as a prominent language used for communication. However, as students begin to experience Icelandic culture (e.g., food, customs, etc.) they will begin to reflect on cultural differences between their experiences in the United States and Iceland.
    - Assessment: blog posts, guided reflections, final project

- **Communication**
  - Students will dialogue with their peers, instructor, community hosts, and locals throughout Iceland. Articulating curiosities and seeking to understand others will allow students to learn and grow during this experience. Daily writing (blog posts and guided reflections) will assist students in processing their experiences and thoughts into written narratives. Each student will select a final project in consultation with the instructor, and the final deliverable will be communicating
their learning in an appropriate medium (e.g., paper, presentation, podcast, artistic project, etc.).

- Assessment: daily participation, blog posts, guided reflections, final project

This course addresses the following University of Minnesota Student Development Outcomes:

- **Responsibility & Accountability**
  - As with any study abroad course, students are expected to maintain a high level of responsibility and accountability throughout excursions and site visits.

- **Self-Awareness**
  - Through the course assessments (journals, blog, guided reflections, etc.), students will reflect on what they have learned about themselves and their own cultures and beliefs. Self-awareness is a large component of intercultural competence and this idea will be explored prior to departure.

- **Appreciation of Differences**
  - Students will have multiple opportunities to learn about Icelandic culture and interact with Icelandic people. Students will be asked to reflect on differences, why there might be differences, and ways they can adapt.

- **Tolerance of Ambiguity**
  - Students will be exposed to different perspectives, practices, and values related to culture and cuisine in Iceland. Students will be asked to reflect on the complexity of these differences.
Course Requirements

Pre-Departure

Class Attendance  60 points
Since this is an embedded study abroad experience, we will meet 12 times in person (eight before and four after) we travel to Iceland. Class attendance and participation is expected. During the pre-travel class sessions, we will review the syllabus/course expectations, introduce the history and culture of locations we will travel to, begin to learn about intercultural competence, and conduct a pre-departure orientation.

Final Project Proposal  10 points
You will write a 250- to 500-word proposal reflecting on the following:

- What is one particular interest about Icelandic cuisine and/or culture that you want to learn more about throughout this experience?
- Given this interest, what is your draft research question for your final project?
- How would you like to present your final project? (E.g., scholarly paper, digital story, podcast, presentation, etc.)

IDI Assessments  15 points
You’ll be required to complete the following components of the Intercultural Development Itinerary.

- Complete IDI Assessment pre-travel
- Individual meet with an IDI facilitator
- Retake IDI Assessment after travel

Group Presentation  20 points
You’ll have the opportunity to present one aspect of Icelandic culture or history as it relates to the course. You will work with the instructor of the course to choose a topic along with a group of classmates, and create a short presentation (7–9 minutes) to be presented.
In-Country

Participation 50 points
You’re expected to attend and fully participate in all class and out-of-class excursions. Final participation points will be determined by the instructor upon completion of the travel portion.

Participation grading scale:

Participates in lectures and discussions; actively engages the material and applies it to the overall learning process; asks questions; engages others; uses active listening; fully immersed during cultural excursions—50 points

Has some hesitation when engaging in discussions and activities, but demonstrates effort; listens and participates; rarely distracted during cultural excursions—45 points

Inattentive, unfocused, and not consistently engaged during class and activities; passive listening—35 points

Demonstrated lack of effort; does not take class and activity participation seriously—30 points

Disruptive; distracted; failure to demonstrate ability to engage and listen—20 points or lower

Blog posts 35 points
You’ll begin making blog posts on our first day of travel. After our departure, you’ll be expected to post seven daily blog plots in which you’ll focus on your experiences, thoughts, feelings, and findings during the course. Blogging can include written thoughts, visual images, links to websites, and other ways to communicate your experiences. You may choose to have your blog publicly accessible or password protected. The instructor will need access to your blog if you select a privacy option.

Submit the URL of your blog site as the submission for this assignment.

Ask your instructor for the blog post rubric.

Guided Reflections 20 points total (10 points each)
You’ll write two one-page reflections on the topic of food and culture. The first will be a pre-travel reflection of one aspect of food and culture from your upbringing. The second will be a reflection of one food-related experience of your choosing from traveling; be sure to
reflect on this experience in the context of intercultural competence and the Intercultural Development Inventory (IDI). Look for similarities with your culture and if you notice there are differences, describe in a non-judgmental way why you think things are done differently in Iceland.

Reflection experiences can include, but are not limited to: lectures, cooking class, excursions, tours, etc.

Guiding questions:

1) What did you experience? (provide details)
2) What did you think about the experience?
3) How did you feel about the experience? Did this feel like a cultural experience? Why or why not?
4) What meaning did you make from the experience?
5) What was the intercultural meaning of the experience?
   a. Write this with the context of the IDI not judging “good” or “bad,” but reflecting on the cultural aspect of the experience in terms of commonalities with and differences from your culture. Be sure to focus on why things might be done differently and how you might respond differently or adapt to those differences.

Final Project 60 points
You’ll be asked to create a final project based on a research question agreed to by the instructor.

You’ll have the opportunity to either write a paper, create a digital story, create a podcast, or deliver the project in another format as agreed upon with the instructor. The final project will be shared in class.

Required Reading / Materials

This course does not have a physical textbook, but we will have a select number of readings during the course. Assigned readings will be made available through our Canvas site.
## Grading

### Grading Rubric

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score or Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
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## Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>On-campus class attendance (5 points/day)</td>
<td>60</td>
</tr>
<tr>
<td>Final project proposal</td>
<td>15</td>
</tr>
<tr>
<td>IDI assessment and individual discussion</td>
<td>30</td>
</tr>
<tr>
<td>Group presentation</td>
<td>20</td>
</tr>
<tr>
<td>In-country participation</td>
<td>50</td>
</tr>
<tr>
<td>Blog posts</td>
<td>35</td>
</tr>
<tr>
<td>Guided reflections (one pre-travel, one during travel)</td>
<td>30</td>
</tr>
<tr>
<td>Final project</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
Course Content

Pre-Travel Class Schedule

Unit 1

Introductions
- Course and syllabus overview
- Introduction to The New Nordic Food Manifesto

Unit 2

History of Iceland
- Focus on food and culture

Unit 3

Present-Day Iceland
- Focus on food and culture

Unit 4

Intercultural Development Inventory (IDI) & Intercultural Competence
- Icelandic Culture

Unit 5

The Nordic Model
- Economic and social policies of Scandinavia with a focus on Iceland
Unit 6

Group Presentations

Unit 7

Icelandic Cuisine & Culture in Present-Day Minnesota

Unit 8

Pre-Departure Orientation
Post-Travel Class Schedule

Unit 1

Travel Debrief
  ● Reflections and activities

Unit 2

Intercultural Development Inventory (IDI) & Intercultural Competence

Unit 3

Individual Presentations

Unit 4

Individual Presentations
Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University, you’re expected to adhere to the Board of Regents Policy: Student Conduct Code.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, see Teaching & Learning: Student Responsibilities.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, see Makeup Work for Legitimate Absences.

Appropriate Student Use of Class Notes & Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, see Teaching & Learning: Student Responsibilities.

Sexual Harassment, Sexual Assault, Stalking, & Relationship Violence

The University prohibits sexual misconduct and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services. If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about
personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. Find the Board of Regents policy here.

**Equity, Diversity, Equal Opportunity, & Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership, or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, consult the Board of Regents Policy.

**Disability Accommodations**

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities: 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

**Mental Health & Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website.
Academic Freedom & Responsibility: For Courses that Don't Involve Students in Research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."