

1. Record Nr.	UNINA9910583043103321
Autore	Dunkel Florence V
Titolo	Incorporating Cultures' Role in the Food and Agricultural Sciences
Pubbl/distr/stampa	San Diego : , : Elsevier Science & Technology, , 2017 ©2018
ISBN	0-12-803982-5 0-12-803955-8
Descrizione fisica	1 online resource (356 pages)
Disciplina	641.3
Soggetti	Agriculture - Social aspects Food - Social aspects Food industry and trade - Social aspects Food habits - Cross-cultural studies Food habits Cross-cultural studies.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Front Cover -- Incorporating Cultures' Role in the Food and Agricultural Sciences -- Copyright Page -- Dedication -- Contents -- List of Figures -- List of Tables -- List of Contributors -- Preface -- Listen! A Foreword to Recognizing Culture in Food and Agriculture -- Acknowledgments -- I. Fundamentals of the Culture and Agriculture Relationship -- 1 The Quiet Revolution: Where Did You Come From? -- Definition of Culture -- What Do We Mean by Indigenous? -- Ethno-Relativity -- Chapter-by-Chapter Summary -- References -- Further Reading -- 2 Failures -- Case Study 1. The Chicken Award -- Case Study 2. The International War on Locusts and Grasshoppers -- Case Study 3. Fry Bread -- Case Study 4. The Use of River Systems in the Western United States to Produce Food for the Nation -- Concluding Reflections on Failures -- References -- 3 Decolonization and the Holistic Process -- Introductions -- Connection to Land Is a Prelude to Appreciating Wholeness -- Introduction to the Holistic Process -- Decolonizing Methodologies: First Step Toward the Holistic Process -- Identifying Communication Languages -- Establishing Ownership of

Original Data or Products -- Summary Reflections on Decolonization -- The Build Up of Colonization -- A Paradigm Adjustment for Reductionist (Western) Science -- Traditional Ecological Knowledge Becomes Visible During Decolonization -- The Holistic Process -- The New Paradigm for Teaching in the Food and Agricultural Sciences -- Using the Holistic Process -- The Expansive Collaborative Model for Community Engagement and Service-Learning -- Conclusion -- References -- Further Reading -- 4 Immersion -- Definition of Immersion -- Case Study 1. An MSU French Professor Collaborates With an Entomology Professor on a Malian Food and Health Project -- Introduction -- My Naïve State -- Growing Awareness -- Applying Cultural Knowledge.

Case Study 2. Arranging Successful Immersions at an Institution Level -- Introduction -- Annual Undergraduate Immersions -- Evaluating Immersion Results -- Case Study 3. Native Foods and Food Deserts -- Why Is the Mini-Immersion an Essential Part of Education? -- Mini-Immersion Process -- Native Plants and Native Foods on the Northern Cheyenne Reservation -- "Let's Pick Berries" Project -- Summary of Case Study 3 -- Are There Negative Consequences From Not Including Immersion in General Education? -- Concluding Thoughts on Immersion -- References -- Further Reading -- II. Listening In and Between Communities -- 5 Listening With Subsistence Farmers in Mali -- Introduction to Sanambebe, Mali, and the Main Communicators -- Reconciling the Role of Health in the Village's Food and Agriculture System -- Food Security, Stunting, Amino Acid, and Micronutrient Deficiencies: What is the Culture-Smart Agriculture Answer in Villag... -- The Gourd Story -- Concluding Reflections -- References -- 6 Listening With Native Americans -- Phase 1: Awakening -- Phase 2: Indigenous Teaching and Learning -- Beginning a Relationship With the Apsaalooke -- "Let's Pick Berries" Project -- Phase 3: Linked Courses, Shared Curricula, and Classrooms -- Closing Reflection -- References -- Further Reading -- Northern Cheyenne -- Apsaalooke -- 7 Listening Within a Bioregion -- Phase 1: Formation and Evolution of BioRegions1 -- Initial Visits to Mongolia -- Learning Through Crisis -- Phase 2: BioRegions Program Matures to Include Annual Work Visits and Fund Raising -- Education -- Ger Schools -- Environment -- Mongolian Sands -- Health -- Summer Field Clinics -- Boiling Duration and Water Quality for Tea -- The Arts and Traditional Knowledge -- Festival of the Darhad Blue Valley -- Whole Community and Business -- Twenty-Three Families of Bayanhangai Valley.

Phase 3: Deepened Listening Exchanges -- Reflections -- Mongolian and Native American Students Working Together -- Including Health in Food and Agriculture -- The Yellowstone Connection -- Outsiders and the Importance of Listening -- Conclusion -- References -- Further Reading -- 8 Listening Over Power Lines: Students and Policy Leaders -- Introduction -- Case Study 1: Bringing USDA Into the university Classroom: Two-Way Learning Through Mutual Listening -- Why Bother? -- Getting Started -- Planning and Holding Classes -- Impacts -- Case Study 2: Doing Intercontinental/Intercultural Science With Middle School Students -- Finding Partners -- Science Trunks -- The Research Area -- The Research Process -- The Research Design and Data Collection -- Data Analysis and Conclusions -- Information Dissemination and the Global Research Symposium -- How to Accomplish This Activity in Your Area -- Tips and Suggestions -- Reflections -- References -- Further Reading -- Power Line Resources -- 9 Listening With Students -- Case Study #1: Learn Communication Patterns -- Case Study #2: Recognize Unique Backgrounds and Personal, Community Missions -- Case Study #3: Connect Reality With

Action -- Case Study #4: Recognize Wealth of Insights Foreign Students Bring to Classrooms and Policy-Making Organizations -- What Students Want -- Create Personal Connections -- Close the Gap Between Teaching Methodologies and Real-Time, Complex Issues -- Provide Cross-Cultural Immersion -- Encourage Passion -- Response From Florence Dunkel -- Conclusion -- References -- Further Reading -- Summary Illustrations -- III. Bridging the Gap Between Food and Agricultural Sciences and the Humanities and Social Sciences -- 10 Two Cultures and a Second Look: Humanities and Food Sciences. Case Study 1: Food, Storage, Marketing Research and Development of the National Food Quality Laboratory of Rwanda Combined ... -- Case Study 2: Sustainable Foods and Bioenergy Systems: MSU -- The Design Team -- Curriculum and Learning Outcomes -- Lessons Learned in the First 5 Years -- Student Response, Graduates, and the Future -- How can a University Encourage Integration of the Humanities and the Food and Agricultural Sciences? -- Case Study 3: Graphic Arts, the Humanities, and Entomology -- Case Study 4: Humanitarian Engineering and Social Entrepreneurship Program: The PSU -- Introduction -- The Journey to Affordable Greenhouses -- Closing Reflections -- References -- 11 Couples Counseling: Native Science and Western Science -- Case Study #1: A Change of Thought About Nutrition Education: Kenyan Women's Indigenous Nutrition Knowledge -- Case Study #2: The Entomologist's Contribution to Early Childhood Nutrition -- Case Study #3: Recognizing Indigenous Knowledge in the Academy -- Strategies to Support Academics Interested in Indigenous Knowledge -- Conclusion -- References -- Further Reading -- 12 Putting It Together: The Way Forward -- Introduction -- The Chapul Story -- Other Young People Tell Their Stories -- The Quiet Revolution -- View From 30,000 Miles Above Academia -- References -- Index -- Back Cover.
