

Spring 2023: Final Exam

Final Exam (200 points): Analytical Essay in two parts. Due May 11 @ 5 pm, Submit BOTH parts as ONE document in the Final Exam Essay Assignment (Final Exam Button on Homepage).

Part I. Analytical essay, 3-5 pages, double-spaced with citations and bibliography. (150 points)

Directions:

First, read the linked article by Greg de St. Maurice about the globalization of Kyoto Cuisine, paying particular attention to the impact of globalization on traditional Japanese cuisines.

Next, do more research about the globalization of Japanese cuisine and try to find one more article about the globalization of Turkish cuisine, which is mentioned the article. (Most of Turkey lies in Asia; so, this is a comparison of two Asian cuisines.)

In your essay, apply the first four Global Competencies from the course as you **analyze the article that you were given** and expand the comparison made by de St. Maurice about the impact of globalization on Japanese and Turkish cuisines. (Hint: look at the Works Cited/References of the given article to help find more sources.) Use the Global Competencies to help organize your essay.

Your analysis should be written as a formal essay with introduction, body paragraphs, and a conclusion. Your sources should be cited with in-text citations and a Bibliography at the end. **Highlight the academic sources in your bibliography in yellow.** (You do not need to explain why your sources are academic in this section of the exam; just highlight the academic sources in yellow.)

Here are the four Global Competencies to review for Part 1 of the Final Exam Essay.

- 1) Describe basic cultural differences and similarities in the Asian/Pacific rim area based on distinct foodways.
- 2) Demonstrate the importance of trade, social class, and cultural diffusion in the region through the specific example of distinct foods or cuisines.
 - 1) The concept ‘diffusion’ is specifically used in this course to mean the spread of a commodity along a trade route before the concept of national boundaries arose in the modern era.
 - 2) The concept “diffusion and transformation” is used to indicate the spread of a type of food WITHIN a specific culture and how it transforms over time, including its taste and appearance, rituals associated with it, who uses it, how it is used, etc.
- 3) Demonstrate an understanding regarding the process of globalization through the transculturation of Asian food. The concept ‘transcultural’ (across cultures) is used in this course to mean the introduction of a food from one culture to another across ‘national boundaries’ in the modern era. In that way it is similar to diffusion. The subsequent new transformation of an introduced food is called “neoculturation.”
(<https://en.wikipedia.org/wiki/Transculturation>)
- 4) Demonstrate an understanding of global interconnections by describing a “food” problem that transcends national borders and the negotiations underway to solve that problem.

PART 2 (50 points) Short analytical Essay

Directions: 1-2 pages; correct essay style (double space; format with an introduction, analysis, and conclusion; include **citations** and a list of sources).

Write an analysis of the online resources you used for your research in Part I of this exam to show your information literacy and technology-skills competencies. Explain why your sources contain reliable information and/or can be considered academic. **Conclude by describing how this course improved your ability to identify reliable sources, or not!** Your grade on this section will be based on your success in demonstrating that you understand and have applied the research skills outlined in the following course objective:

Information literacy and technology skills competencies

1) Demonstrate continuing improvement in information literacy and online research skills as shown by:

A critical use of websites and online information (How do you determine which websites have credible information? What is an academic source?)

The ability to identify and use academic sources through online platforms, including CSULB library databases. For help with this see <http://www.csulb.edu/university-library/help-research>

a) "Evaluating Internet Resources," Georgetown University Library
(<http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>)

b) "How to Evaluate Website Content," The University of Edinburgh
(<http://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites>)

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Pt. 1

- Is there a short, well-written introduction that clearly sets up the essay? (20 points). Well written and succinct (20-17) _____; fairly well (16-13) _____; not so well (12-9) _____; unsatisfactory _____
- Do the contents of the essay show that the writer has clearly understood and articulated the main concepts of the course? (30 points) Clearly (30-26) _____; fairly clear (25-21) _____; not so clear (20-17) _____ unsatisfactory _____
- Are specific examples from "Kyoto Cuisine Gone Global" used to illustrate the four learning global competencies? (30 points). Clearly (30-26) _____; fairly clear (25-21) _____; not so clear (20-17) _____ unsatisfactory _____
- Does the writer include further information about Japanese and Turkish cuisines based on their independent research via the internet? (25 points). Well analyzed (25-22) _____; fairly well (21-18) _____; not so well (17-0) _____
- Is there a thoughtful conclusion that shows new insight? (15 points) Very thoughtful (15-13) _____; Somewhat (12-10) _____; Not so much (9-0) _____
- Does the essay have well-structured paragraphs? Is it free of grammar, punctuation and spelling errors? (10 points) Yes (10-9) _____; mostly (8-7) _____ no (6-0) _____
- Does the essay contain citations? Does it have a source list with at least two "academic sources"? (20 points) Yes/clearly (20-16) _____; adequate/vague (15-10) _____ inadequate (10-0) _____

Pt. 2

- Is the essay free of grammar, punctuation and spelling errors? Well written and succinct with an introduction and conclusion? (25 points). (25-20) _____; fairly 19-15) _____; not so well (14-10) _____; unsatisfactory (9-0) _____
- Are there specific examples and clearly described insights? (10 points). Yes (10-9) _____; some (8-7) _____ no (6-0) _____

Are there clear definitions and illustrations of "reliable information" and "academic sources"? (15 points).
 Yes (15-13) _____; some (12-8) _____ not much (7-0) _____