

Research Article

University Food Culture and Music Humanistic Literacy Elective Courses Based on AWCE Model

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Abstract: The public elective courses of food culture in university can enhance students' patriotic emotion, cultivating college students' global consciousness and have great significance in cultivating students' citizens food culture and music literacy and citizens' comprehensive quality. This study proposed AWCE evolution models and made an exposition of food culture and music literacy, analyzed the meaning of food culture and music public elective courses at the university and then take the author's "food culture and music humanistic literacy" public elective courses as an example, made an exposition on the content of the course construction.

Keywords: AWCE evolution models, construction, food culture and music literacy

INTRODUCTION

Food culture is an ancient subject and has been called the mother of science, this subject take the earth's surface and the relationship between "people and the food" as the research object (Wang and Liang, 2000), pay close attention to understand the food culture and music area of population, resources, environment and development problems and so on Waford and Haggett (2005). Thus not only becomes a public issue, but also becomes one of the modern citizen's literacy (Lu, 2005). Currently, food culture and music humanistic literacy education has become a major issue and urgent task of the international education development, food culture and music literacy as an individual kind of culture and temperament, also as an important part of college students' personal accomplishment (Wang, 2006). University public elective courses of food culture has a positive effect for the transmission relation between people and food related knowledge and theory and improvement of food culture and music literacy and comprehensive quality of contemporary college students (Liu, 2006). As a food culture teachers, I think it is the social responsibility and historical mission to set "food culture and music humanistic literacy" public elective courses in colleges (Tang and Yu, 2008).

MATERIALS AND METHODS

The construction of ecological system on food culture and music public elective courses: The construction of food culture and music public elective courses education is an organic whole composed by educators, education mode, education contents and education ecological environment. These four factors

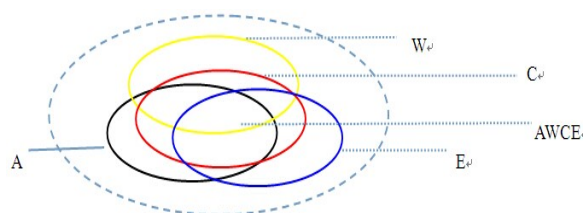


Fig. 1: Ideological and political education ecological system "AWCE" evolution model

consist of a dynamic system "balance -unbalance-balance", at the same time, any change of a factor will break the balance, stability or order of the food culture and music public elective courses education in the this original ecosystem. If $y = f(a, w, c, e)$, among them "a" refers to educators; "w" refers to the way of educating; "c" refers to the content of education, "e" refers for the ecological educating environment, these factors constitute the evolution model of "AWCE", namely, College food culture and music public elective courses education ecological system (Loyd, 2001) (Fig. 1).

In the evolution model, "A" represents the collection of education quality; "W" represents the collection ways of education; "C" represents the content of education; "E" represents the ecological educating environment. Taking the quality of education as the leading factor refers to the evolution trend of ecosystem is mainly affected by the factor of controlling and guiding factors, which can determine the evolution direction; the way of education determines the evolution speed, the effective ways of education can receive two times as much as the result with half of the effort, getting the larger timeliness effect; while the content of education can act as the strategic factors in evolution, since the rich strategy can promote the

Table 1: The three parts of the food culture and music literacy

Food culture and music literacy of science	Include food culture and music science, food culture and music science ability, the scientific method, food culture and music science quality and food culture and music science consciousness five components.
Food culture literacy of humanities	Population, economy, tourism, the relationship between people and the food etc, in human food culture knowledge; Global consciousness, environmental consciousness, resource consciousness, consciousness of the human and the nature harmonious coexistence, national consciousness, the beauty of food culture in music humanistic spirit.
Food culture literacy of technology	The food culture and music information processing ability of using 3S technology---food culture and music information system (GIS), Global Positioning System (GPS), Remote Sensing (RS), to do food scape ecological design, urban and rural planning, tourism planning; using food culture and music technology to predict disasters such as earthquakes, volcanoes and typhoon, preventing and controlling environmental problems such as soil erosion, sandstorm, etc, also including using the food culture and music multimedia technology to do food culture and music courseware, etc.

Table 2: Public elective course American food culture Department of University of Wisconsin at Madison

Professional direction	Elective course name
Natural food	Global Physical Environments Atmospheric Environment and Society Physical Systems of the Environment
Human food	Introduction to Human food Spatial Organization of Human Activity
Man food relationship	Resources and People Plants and Man
Regional food culture and global system	World Regions: Concepts and Problems Introduction to Southeast Asia: Vietnam to the Philippines Russia: An Interdisciplinary Survey Latin America: An Introduction
Drawing and food culture and music Information System	Our Digital Globe: An Overview of GIS science and its Technology

Table 3: Chinese Partial University opened elective courses of food

Universities and Colleges	Elective course name
General education courses in Peking University	The history of the earth, the world cultural food, brief introduction to the earthquake, the earth's environment and human society, space exploration, remote sensing entry, natural resources and social development, history of the life, Chinese historical food, global change and its countermeasures, introduction, the mineral resources economic natural protection, China natural food
Beijing Normal University Optional courses	Food culture of tourism, environmental ethics, remote sensing area, digital region, the principle and application of virtual reality
For all the courses of East China Normal University	Introduction to earth science, food, photography and appreciation of remote sensing application, Introduction and application of GIS, city construction and engineering geology
General education in Zhongshan University	In the globalization of world food, natural food, digital city, Regional and city planning
General education elective courses of Lanzhou University.	The history of the earth and its life process, geological park sand food scape formation of fossil, gem appreciation and Museum Tour

evolution to develop and at the same time it can get a good evolution bifurcation effect; the ecological educating environment as the background of the comprehensive evolution has great comprehensive influence on the evolution, which can affect the other three factors during the process of evolution.

Contemporary university education function not only cultivate students': Professional knowledge, but also enhance students' comprehensive cultural quality, through the arts, history, philosophy, art and other disciplines of knowledge, students, they will be more mature thinking of human society, natural, others, their own problems. Food as a historic classical subject have huger knowledge system, University food culture public elective courses are offered at home and abroad, the general of curriculum focus on food culture and music basis, overall, comprehensive, extensive and so on, broaden their horizons, the curriculum completely opened up the professional boundaries, formed emphasized the different type, different grade curriculum system (Huang, 2006).

From the perspective of the knowledge of food, the food culture literacy can be divided into three parts: the food culture and music literacy of science, food culture literacy of humanities and food culture literacy of technology. The specific analysis of the content is shown in Table 1.

Table 2 lists the Department of food culture at the University of Wisconsin at Madison American opened for the different grade and professional elective courses, showing diversity, coverage and system features. Table 3 lists the general course of some domestic colleges and universities to food, showing characteristics of the combination of the advantages of professional school students and food culture and music quality demand. Through the food curriculum to cultivate and promote students' food culture literacy and comprehensive quality to become the domestic and foreign college food culture teaching consensus.

The construction of the food culture and music humanistic quality optional courses: Food culture is a cross disciplines between natural science and social science with a strong comprehensiveness. It is the

cohesive force of the comprehensiveness that induces common growth of the teachers and students and the students from different majors. What we should do to avoid food culture courses become a mere formality and a simple popularization of professional knowledge? What methods should be taken to make food culture courses to get through barriers between disciplines and specialties and achieve the goal of improving students' comprehensive quality? These problems have become common difficulties which food culture and music general education and general education have to overcome.

In this study, the authors developed the food culture and music humanistic quality optional courses which select classic, cutting-edge and multidisciplinary food culture and music entities as the course contents. Despite the large differences among the professional knowledge backgrounds of different students who take the courses, the living food culture and music area is a common focus shared by everyone. Through interactive teaching between teachers and students, the traditional teaching mode of "teacher-dominant" will be broken and "students-study" barrier will be overcome. Teachers and students from different majors will form a consensus on food.

The course objective and content settings: The food culture and music humanistic quality optional courses is a public elective course which are open to the college students of both arts and science who are familiar with food culture or love food. The course goals are to teach students geographic knowledge and exploration methods to discover food culture so that the students can understand natural environments and use scientific methods to solve the practical problems in real lives. The course aims to assist students gain a broader knowledge, develop the students' comprehensive ability to solve complex problems and cultivate students' patriotism, citizen moral and sense of responsibility.

The teaching mode and curriculum assessment: The classroom is a miniature of the modern school education. Students spend much time in the classroom. Therefore, classroom teaching naturally should become the main channel of the food culture and music humanistic quality optional courses. Teachers should make purpose to organize different kinds of special activities for the students, build harmonious learning atmosphere and make students speak out freely in a relaxed environment. The next class theme should be laid out in advance and ask students to consult relevant materials after class so that everyone can fully involve in the class and have a chance to show oneself. In the class, teachers can show classical films on environments or videos on rare geo-events to make students enjoy the course.

Certainly food culture is a science. It couldn't be better that the students can have the chance to field visit. It mainly depends on the number of students and

physical condition. If conditions permit, the teacher should organize students to go out in the wild and make an outdoor field trip. If the number of students participating is large, based on the food culture and music location, the teacher can let the students to make a population survey and environmental test and watch meteor shower and so on.

Because the sources of students are complex and the "general" character of the course, the evaluation methods will not take the form of closed-book exam. The evaluation methods will be in the forms of paper, investigation report or project demonstration etc. Evaluation of the course grade is constituted by class participation (30%) and the final exam (70%). Therefore, the method can evaluate students' theoretical knowledge as well as social practice. And the method also takes different individual preferences and class participation into account, which can effectively avoid the embarrassment of "name class" to improve students' attendance. Therefore, the method can improve students' classroom learning enthusiasm, initiative and help students to cultivate a correct learning attitude and raise the learning interest and improve learning methods.

RESULTS AND DISCUSSION

The meaning of public elective courses of food culture in college: It is of great significance for the food culture and music literacy of the college student's food culture is a subject of science that explains the regional characteristics, the appearance, the development and distribution of human and things on earth. General food culture curriculum has positive effect for the transmission relation between people and food related knowledge and theory and the improvement of food culture and music literacy and comprehensive quality of contemporary college students. Food culture and music literacy refers to the relatively stable psychological character that learners formed through learning food and it includes not only the specific knowledge system to the regional system of man food relationship as the core, but also contains regional comparison of classification, regional analysis and synthesis, 3S new technology, the food culture and music observation, on-the-spot investigation, field practice, the food culture experimental and unique way of thinking and research methods, besides it also contains Geographic learners' scientific spirit and scientific attitude formed gradually in their exploration, these can be all attributed to the geographic literacy.

Improving the comprehensive quality of college students and their "global and national consciousness": In the process of learning food culture and music knowledge will gradually, naturally form behavior norms or standards that constraints learner, namely, seek truth from facts, advocating rational, respect for the practice, not stick to the traditional, not superstitious authority, dare to explore, dare to

innovate, the courage to stick to the truth, modest, cautious, not afraid of difficulties and setbacks, be good at cooperation, willing to exchange ideas, follow the scientific occupation morals, these are important contents of College Students' Cultivation of rational spirit, truth-seeking spirit, cooperation spirit, critical spirit, dedication and the spirit of innovation, which are conducive to improve the comprehensive quality of College students.

The general food culture curriculum in universities also can cultivate students' global consciousness and national consciousness. In the era of global change and globalization, relations between people also have some changes, the flow of material, energy and information have all crossed the restriction of country and regional and running in the world. Food culture and music general education ought to imparting the change to the students, make them stand in the perspective of global and national thinking about regional sustainable development. "the food and the Humanities" on the course design, joined the knowledge of the global change, global change lead to extreme disasters increased, intensified human activities of various disasters occur, these will make students gain from a global perspective area problem thinking training, strengthen students' scientific idea and the responsibility of the country, develop the students' global and national consciousness.

Help students to deepen the understanding of "sustainable development", cultivate their spirit of patriotism: Food culture and the humanities accomplishment curriculum will integrate the development of food culture and music science history and geographer struggle history into the food humanities elective courses, to encourage students to "the great science model, encourage them to dedicate themselves to science and fight for truth".

CONCLUSION

In modern times, people pay more attention to the pursuit of spirit and value in addition to the pursuit of

economic and material, which is crucial to the vitality, creativity and cohesion of a nation. In colleges and universities, music humanistic education and science educations should be developed hand in hand. Food culture and music discipline has an irreplaceable position and a inevitable importance in cultivating human engineering systems, especially in cultivating the students' humanities. All in all, strengthening the construction of food culture and music humanistic general course has great significance to improve students' analyzing ability, deepen and improve citizens' quality, expand analysis perspective by new technology, deepen and promote consciousness of globalization and global change and build and implement great ideal and ambition.

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