

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: FOST A105 Introduction to Food Studies

Originating Faculty: Julia Carey Arendell

Department/College: Food Studies Chairperson: Daniel Mintz

Contact Phone/Email: Julia Carey Arendell, juliaccarey@gmail.com; Daniel Mintz, dmintz@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____
Will course or program fees be required for this course/program? No Yes \$ _____
Are new resources needed for implementing this proposal? No Yes
If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

- a. Department/School _____ (Chair) Date: _____
Approved Not Approved
- b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved
- c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

- a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended
- b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended
- c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

- a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended
- b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Food Studies Interdisciplinary Program / College of Arts and Sciences

Chairperson: Daniel Mintz

Course Title: Introduction to Food Studies
(Limit 28 Characters or Less)

Course Number: F O S T - A 1 0 5

Term: Fall Spring Summer Credit Hours: 3 Major Required Elective

Effective Term 2017F Course I.D. (SUBJ-LEVL) FOST-A105 Contact Hours 3

Grade Type (**Normal** or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) Food Studies

Common Curriculum Classification (s) None

Pre-requisites/Registration Controls:

None

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes _____ \$ _____
No

d. Will a course fee be required for this course? Yes _____ \$ _____
No

e. Are new resources needed for implementing this course? Yes _____ No
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

This course is designed to give students an overview of important contemporary issues in food studies, and a taste of a variety of ways to approach those issues. We will study the social, economic, psychological, and cultural impacts of food and cooking, in homes, schools, and professions, and the social contexts for our relationships with food..

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

Introduction to Food Studies will provide students enrolling in the Food Studies major with a broad overview of issues and methods in this interdisciplinary field. The course aims to provide students with comparatively accessible understandings of normative concerns and methods in the field, and to help students bridge the gap from their vernacular understandings of food and food culture to academic investigations of those topics. The course additionally aims to expose students, through field trips and guest speakers, to a variety of career paths and possibilities for professional engagement with the food industry, food policy, and food culture.

This course serves as a gateway to the food major, and is the first in a series of that major's core courses. This course will be required of all majors in the program.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

This course will provide Food Studies majors with a unified experience of program's focus areas early in their experience of the major's curriculum. Thus, it will help them to make connections between political, commercial, and cultural approaches to food, at the outset of their course of study, enabling them to better understand how foundations courses and major electives that they take in each of these areas relate to one another to produce an understanding of the systems through which food is produced, distributed, and consumed or disposed.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course is written into the program DPCL as a core course. Its approval will allow the proposed major distribution requirement to move forward as proposed.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

This course will increase the number of sections offered by the department during the year in which it is offered.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

N/A.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

As the course will be offered as a part of a new major, no current enrollments exist.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

No.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

As the general introductory course to Food Studies, this course may occasionally be taught by affiliated faculty from other departments. Otherwise, this course should have no impact on other departments.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

See attached.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
 - A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?
 - B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?
 - C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?
 - D. Frequency and schedule of assessment of student learning in this course.
 - E. Describe mechanisms that will be in place to ensure continuous improvement of course.
 - F. Structure and process for administrative and academic oversight of course.
 - G. Impact of course on accreditation or certification.

Please see attached assessment plan.

- V. Impact on the budget:
 - A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

New part time faculty will be necessary to support this course. Julia Carey Arendell, who originated the course, currently teaches as an adjunct faculty member in the English Department.
 - B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

This course is likely to benefit from supplemental library instruction on research methods and practices. The library will also purchase books ordered for the course and not currently in the collection, and place those books on reserve. No additional materials, beyond those necessary to support the major as a whole, are likely to be needed for this course to run effectively. Laurie Philips and Daniel Mintz met on 1/24/17 to discuss library support for the course and how to incorporate best practices for structuring undergraduate research projects into the course and assignment design.
 - C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No.
 - D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No.
 - E. Is a student fee requested? If yes, provide justification and basis for amount.

No.
 - F. Additional physical space. Does the proposed change require additional physical space (for

classes or labs) or modifications of existing physical plant space?

No.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?

No.

Introduction to Food Studies Assessment Plan

A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?

SLOs:

1. Students will be able to connect personal experiences of food with a social, cultural, or systemic context for those experiences.
2. Students will be able to identify and analyze problems addressed by the field of Food Studies, in terms of that problem's stakeholders.
3. Students will be able to argue a position on an issue or problem in food studies, and to support that position through appropriate sources that they identify, evaluating, and use.

B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?

The main methods for measuring successful delivery of the course's student learning outcomes will be the instructor's monitoring of class discussion and reading responses, and the instructor's evaluation of student essays. Class discussion and reading responses will provide regular insight into students' abilities (on both an individual level and at the level of classroom discourse) to draw connections between personal experiences and broader systemic understandings of food and its social contexts. Similarly, class discussions and reading responses will provide opportunities for the instructor to evaluate students' abilities to articulate problems in the field, and to understand the perspectives of those problems' stakeholders. For each reading response, the instructor will design rubrics that align with SLOs one and two and, upon grading, will evaluate those rubrics to determine what areas, if any, need re-emphasis.

Formal essays address each SLO directly. As with reading responses, the instructor will use rubrics aligned with appropriate SLOs to assess student achievement of the course objectives, and to guide comments on student learning. The final essay in the course addresses the information literacy goals of finding, evaluating, and using sources. Leading up to the essay itself, the instructor will collect and respond to research questions and source evaluations, and/or will facilitate activities that help students to assess the quality, reliability and relevance of their sources.

Key indicators of learning and course effectiveness will be the clarity and sophistication of students' written and oral presentations of the course material, and their ability to analyze accurately and responsibly, verbally and in writing, the perspectives of various parties to debates in food studies.

C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

On the course level, criteria for measuring accomplishments / outcomes will be:

- How effectively and clearly students present course material and respond to readings

- How thoroughly students incorporate social understandings of food-related phenomena into their consideration of those phenomena
- How well students are able to identify and incorporate appropriate information sources into their arguments about topics in food studies.

D. Frequency and schedule of assessment of student learning in this course.

Assessment of student learning will be ongoing through class discussion, and roughly bi-weekly through reading responses. Formal essays will be used in the assessment of student achievement of course SLOs roughly every five weeks. See sample syllabus for more precise schedule of formal graded assignments.

E. Describe mechanisms that will be in place to ensure continuous improvement of course.

As will be the case with all core courses for the Food Studies major, evaluation of the continued appropriateness of course SLOs, and the effectiveness of the course in producing those outcomes will be included in regular program evaluations. These evaluations will take into account student course evaluations, which will include specific added questions about their responses to the course's presentation of its core materials, as well as which activities they found most effective; conversations with stakeholders in the course (its regular instructor(s), instructors for the foundations courses into which it leads, etc.); and decisions from the major's affiliated faculty about the direction and priorities of the program as a whole. In addition, the program director will meet with the course instructor during and immediately after the first term the course is offered to discuss those aspects of the course that were most successful and most in need of improvement, and to generate a plan for any necessary course revisions. The director will conduct a follow-up interview after the second administration of the course. Both meetings will result in reports to be taken into consideration in the program's first review.

F. Structure and process for administrative and academic oversight of course.

The faculty affiliated with the food studies major will oversee any revisions to this course. Revisions will be brought for comment and a vote at a meeting of the program's affiliated faculty. Where adjunct hiring is necessary to staff this course, the program director will conduct an appropriate search, and will submit the final candidate to the dean of the College of Arts and Sciences for hiring approval. This course is part of the interdisciplinary Food Studies program, which will reside within the College of Arts and Sciences and which will be subject to the administrative oversight of that college.

G. Impact of course on accreditation or certification.

This course should have no impact on accreditation or certification.

Course | **FOST 105: Introduction to Food Studies**

Professor | Julia Carey Arendell

Where & When | MWF

Contact | jcarende@loyno.edu, please allow 24 hours for response

Office Location | Bobet 314

Office Hours |

Description |

Our relationships to food are determined by more than just our tastes, and can be intensely personal while also highly political. The course is designed to give you an overview of important contemporary issues in food studies, and to give you a taste of a variety of ways to approach those issues. We will study the social, economic, psychological, and cultural impacts of food and cooking, in homes, schools, and professions, and the social contexts for our relationships with food.

Goals & Outcomes |

Students will learn to use food as lens through which to examine the intersections of gender, economics, education, culture, and public policy. They will accomplish this by developing relationships with industry professionals working in the field and by participating in the written discourse surrounding food. Through their study of food, students will cultivate their curiosity about the tensions between personal responsibility and the influences of greater systems.

Required Materials |

- The course packet, which can be purchased in the Twomey Print Shop in the basement of the Danna Center.
- Reliable access to both printing and the internet. The syllabus and course schedule are subject to change depending on how our class progresses. Be sure to check Blackboard before each class for updates, readings, and messages.
- A notebook of some kind to organize your notes and journal entries.

Grading | components of the course

10% :: Participation

20% :: Responses (4 @ 5% each)

20% :: Essay #1,

20% :: Essay #2

20% :: Final Project

10% :: Presentation

Attendance |

I know when you're here and I know when you're late. Tardies are tallied as absences. Be punctual, be present. After five absences, your final grade will be docked 2 points for every day missed.

Plagiarism | or, don't cheat y'all

I expect your intellectual honesty. Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student. I expect all of the work you turn in to be your own. Cases of

academic misconduct and plagiarism will receive a zero and be reported to the Dean for further possible sanctions. You can find Loyola's Academic Honor Code in the University Bulletin: <http://2016bulletin.loyno.edu/academic-regulations/academic-honesty-and-plagiarism/>

The Components Explained |

:: Participation

Being present means more than physically occupying a space. It is a conscious exercise of deliberation and attention. You are part of something, listening to what is happening around you and within you, documenting what you need to remember, asking questions to gain understanding, and offering your perspective to the group. Being an active and respectful listener is just as important as engaging your voice in the discussion. It is these skills that build meaning, not only in our forum, but in our lives. Limit your distractions and take this opportunity to unplug from devices, and plug into the group while resisting unnecessary or frequent departures from the classroom. Be respectful of one another, even in disagreement.

:: Reading Responses

These should demonstrate your interaction with the readings, not only your completion of them. These should not be summaries or book reports, but rather your thoughts. What do you agree with? Question? Doubt? Challenge? Were you inspired in any way? What does it teach you about writing? Or how does it affect your worldview? Quality responses will demonstrate focus, critical thought, and engagement. Format should be one full page, single spaced for each. It is best to go long than to skimp.

:: Three Essays

The first essay is a personal narrative, sharing a story you have that involves food, inspired by our readings of food blogs, travel adventures, and restaurant reviews. How did an experience with food impact a personal relationship? What was something you learned about another culture or tradition? What have you learned about your own personality from experiences with food?

The second is an analysis of a Problem. Identify an issue from the readings we have shared together, and establish who you believe the stakeholders to be. What are the different perspectives of the issue? Why is it fraught? You must incorporate references to at least two of our readings. What is your stance? Do you have an idea for a project or pathway to address it?

For the final project, you have the opportunity to cultivate and direct your own research around a food-inspired topic. This could be anything from ecology and farming systems to folklore and family history. You have great flexibility with the generation and direction of this work. While a traditional essay is the norm, a community service project with a report or other relevant idea is plausible with instructor approval.

:: Presentation

In 5-7 minutes, present your research to the class, explaining your project and what you learned. Quality presentations will be organized and rehearsed. Why is your topic relevant? What questions did you begin with? What sources did you choose and why?

Revision |

We will workshop in class and you will receive editing feedback from several parties. Line editing, or proofreading, does not equal revision, which is remodeling, re-envisioning of the piece or project, for better or worse. It is simply experimentation. I am looking for your ability to take some risks, and be flexible and creative. I want to witness your appraisal and consideration of the project, not your ability to pass a course. When drafts are due, bring one hard copy of your paper to class with you.

Formatting | and other guidelines

All materials should be composed in Times New Roman, 12 pt font, with one inch margins, double-spaced and STAPLED.

All written assignments, unless otherwise noted, are to be turned in as hard copies at the beginning of class on the day they are due. No e-mails attachments.

Support | There are resources available on campus outside of our classroom in the Student Success Center in Marquette 112, including free peer writing consultation. No appointment is necessary, but you must bring a draft and a copy of the assignment. They can be reached at 865.2990 or loyno.mywconline.com for the rest of your time here at Loyola, for any writing support you might need in any course.

Disability Accommodations |

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990, ods@loyno.edu, or visit the Office of Disability Services in Marquette Hall 112. Please note that before any accommodations can be implemented, you must obtain an official Course Accommodation Record from Disability Services for my signature.

Emergency Procedures |

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring them during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.

8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Calendar | Subject to Change

Readings can be found in our course packet.

Week One |

9 Jan : intro/syllabus/community building

11 Jan : bring your own blogs

13 Jan : “After Hurricane Katrina, New Orleans Restaurants Are Up for Review Again,” “Diner for Schmucks,” and “Ryan Sutton Saddened...”

Week Two |

16 Jan : NO CLASS, MLK Jr. Holiday

18 Jan : visit from local food writer/discussion about crowdsourcing

20 Jan : *Tender at the Bone* excerpt

Week Three |

23 Jan : *Tender at the Bone* excerpt

25 Jan : essay 1 assigned

27 Jan : *Soul Food Love* excerpt

Week Four |

30 Jan : *Soul Food Love* excerpt

1 Feb : *My Kitchen Wars* excerpt

3 Feb : **ESSAY #1 DUE**

Week Five |

6 Feb : *Bringing Up Bebe* excerpt

8 Feb : How School Lunch Became A Battleground,” and “National School Lunch Program”
ESY, Farm to Table, Hollygrove, and Dryades Market websites

10 Feb : visit from ESY representative/or Green Charter School field trip

Week Six |

13 Feb : **RESPONSE #1 DUE**; Bourdain “Food is Good”

15 Feb : Druckman “Why are There No Great Women Chefs”

17 Feb : freestyle argument discussion

Week Seven |

20 Feb : “Taking the Heat”

22 Feb : visit from local female chef

24 Feb : “After 23 Years, Your Server is Ready for a Raise,” and “Minimum Wage Loophole”

MARDI GRAS BREAK, no class 27 Feb, 1 Mar, 3 Mar

Week Eight |

6 Mar : “What is Gentrification?” “One Way We Wage War on the Poor,” and “Does Good Food Lead to Gentrification?”

8 Mar : **RESPONSE #2 DUE**; “What is the Farm Bill?” “Where Have All the Lobbyists Gone?”

10 Mar : visit from food bank rep; **MIDTERM GRADES DUE**

Week Nine |

13 Mar : **ESSAY #2 DUE**; screening of *Food Inc.*

15 Mar : screening of *Food Inc.*

17 Mar : Mayo Clinic on organic food and “Would Americans Be Better Off Eating Organic?”

Week Ten |

20 Mar : “Gluten Free,” “Monsanto,” and “Glyphosate; evaluating sources

22 Mar : **RESPONSE #3 DUE**; pitch day/final essay proposals due

24 Mar : visit from local farmer/Hollygrove rep

Week Eleven |

27 Mar : “Red Gravy”

29 Mar : “Stop Calling Immigrant Food Ethnic”

31 Mar : partial screening of *The Harvest* + discussion; annotated bibliography due

Week Twelve |

3 Apr : “Sno-Balls”

5 Apr : “Tet,” “Pho,”

7 Apr : **PRESENTATION SIGNUPS**, visit from Historic New Orleans Collection Docent

SPRING/EASTER BREAK, no class 10 Apr, 12 Apr, 14 Apr, 17 Apr

Week Thirteen |

17 Apr : no class

19 Apr : buffer day/bring your own/conferences

21 Apr : **RESPONSE #4 DUE** “Zora Neale Hurston Florida Food,” “Five Helpins,” and “Barbeque”

Week Fourteen |

24 Apr : **DRAFTS DUE**, peer workshop

26 Apr : presentations

28 Apr : presentations

Week Fifteen |

1 May : presentations

3 May : **FINAL ESSAYS DUE** in my office, Bobet 314 BEFORE NOON. No late work accepted.

Final Grades due May 15th