



**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: Food Syst & Comm Foundations

*(Limit 28 Characters or Less)*

Course Number: F O S T - A 2 1 0

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

Effective Term 2017F Course I.D. (SUBJ-LEVL) FOST-A210 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)

How can we understand the system that brings food from the field to the plate? What characterizes our current food system? What alternatives have existed in the past and might exist in the future? This course will examine these questions, using a variety of investigative tools to better understand food systems and commerce.

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.

Foundations in Systems and Commerce is one of three foundational courses in the Food Studies major. The course provides its students with overviews of the components of a food system, the specific shape of the food system in the United States, and the ways in which the food system shapes and is shaped by food-related commercial enterprises. As the food system encompasses the policy and socio-cultural environments of food, the course to some extent intersects with the other foundations courses. The central curricular aim of this course is to provide students with an introductory understanding of systems-based approaches to food, developing their abilities to understand interconnections between various components of the food system, and of the food studies curriculum.

- 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 systems-based understanding of issues in food studies going beyond what is offered in the introductory course and providing a key site for their understanding of connections between various components of the curriculum. Foundations in Food Systems and Commerce will provide students interested in a food commerce and systems concentration with a framework for understanding the networks in which commercial food enterprises are situated. The course will provide students interested in a culture or policy concentration with understandings of the ways in which those areas connect with each other, and with industry and the economy.

- 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 staffing resources allow, this course may occasionally be taught by affiliated faculty from Sociology, Political Science, Economics, or other appropriate units at the University, which would remove the capacity of one faculty-member to teach one course in their home department for the semester in which this course is offered. 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](#)

Please 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.

- 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.

## Foundations in Food Systems and Commerce 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?**

By the end of this course, students will be able to:

- Identify significant components of a food system
- Explain the relationships between different components of a food system
- Describe significant features of the current food system
- Describe and evaluate how an individual business or corporation affects and is affected by the food system

**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 instructor will use assessments tied to quizzes, written reflections on course materials, group research on case studies, oral presentations, and class discussion to gauge student understanding of course material.

Key indicators of learning and course effectiveness will be students' mastery of key concepts in the constitution of food systems, students' ability to recognize how actors in a food system affect each other, and students' ability to apply that knowledge to the analysis of a specific case drawn from the New Orleans context.

**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?**

A primary criterion for measuring this course's success will be growth in students' understandings of course content and in their abilities to analyze the connections between individual components of a food system, demonstrating awareness of the interrelations between actors in that system. As students progress through the program, we will also evaluate whether this course has given them an adequate understanding of systems-based approaches to food studies for the successful design and completion of a capstone activity that responsibly accounts for the situation of individual subjects and actors in a complex network.

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

Assessment of student learning will be ongoing through class discussion, roughly weekly through written assignments and quizzes, and culminated at the end of the term by a group activity that applies their knowledge to a specific example. 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.

## **FOST A210: Foundations in Food Systems and Commerce**

**Term: TBD**

**Meeting times: TBD**

**Location: TBD**

**Instructor: Staff**

**Contact information: TBD**

**Office Hours: TBD**

### **Course Description:**

A food system is a big and complex thing. According to the UN Food and Agriculture Organization, food systems “encompass the entire range of activities involved in the production, processing, marketing, consumption and disposal of goods that originate from agriculture, forestry or fisheries,” and involve “the people and institutions that initiate or inhibit change in the system as well as the sociopolitical, economic and technological environment in which these activities take place.”

How can we understand the system that brings food from the field to our plate? How are commercial food activities enmeshed in the larger food system? What characterizes our current food system? What alternatives have existed in the past and might exist in the future? This course will take on these questions, examining the systems that govern food production, distribution, and consumption, with a particular focus on the US context. We will use a variety of different investigative tools, drawing from the social sciences, history, economics, public policy, and cultural studies to better understand food systems and commerce.

### **Student Learning Outcomes:**

By the end of this course, students will be able to:

- Identify significant components of a food system
- Explain the relationships between different components of a food system
- Describe significant features of the current food system
- Describe and evaluate how an individual business or corporation affects and is affected by the food system

### **Course Texts:**

Neff, Roni, ed. 2014. *Introduction to the US Food System: Public Health, Environment, and Equity*. 1st edition. San Francisco, CA: Jossey-Bass. ISBN: 978-1118063385

Additional readings posted to Blackboard

### **Grade Distribution and Methodology:**

Think piece Assignments: 40%

Case Study Project: 30%

Quizzes: 20%

Participation: 10%

Total: 100%

During the course of the semester, we will complete four essays, each three pages long, that will ask you to apply our study of how food systems operate to specific cases. More detailed prompts for these assignments will be provided in class and on Blackboard. These think pieces will lay the groundwork for a final case study of the ways in which a particular New Orleans food business, corporation, non-profit, or government entity engages with the food system.



For the case study assignment, you will work in groups to research how your chosen entity acts within the food system, globally and locally, focusing on the ways in which that entity can affect the larger food system, the ways in which the food system shapes that entity, and what possibilities for agency or innovation exist for that entity within the larger food system as a whole. In class, we will discuss effective ways of researching your chosen entity, and we will develop a protocol for interviewing a person working for your entity. At the end of the term, your group will present your findings to the class, and to an audience of outside observers from the New Orleans food world. You will also receive a more detailed prompt for this assignment.

Throughout the semester, quizzes will assess your understanding of key concepts from our readings.

**Late work**

Late work will be penalized five points for each class period it is late. No late work will be accepted two weeks past its due date.

**Participation Rubric:**

Participation grades will be posted to your Blackboard gradebook five times per term, at regular intervals, beginning in week two. Students receiving a participation grade of one or below are required to schedule a conference with the professor to discuss ways of improving their participation.

Grade	Criteria
0	<ul style="list-style-type: none"> <li>Absent.</li> </ul>
1	<ul style="list-style-type: none"> <li>Present, not disruptive.</li> <li>Tries to respond when called on but does not offer much.</li> <li>Demonstrates very infrequent involvement in discussion.</li> <li>Demonstrates distraction by phone, laptop, or other device.</li> </ul>
2	<ul style="list-style-type: none"> <li>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li> <li>Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</li> <li>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>Demonstrates sporadic involvement.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates good preparation: knows facts of case or reading well, has thought through implications of them.</li> <li>Offers interpretations and analysis of reading material (more than just facts) to class.</li> <li>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>Demonstrates consistent ongoing involvement.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrates excellent preparation: has analyzed case or reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li> <li>Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li> <li>Demonstrates ongoing very active involvement.</li> </ul>

*Adapted from Martha L. Maznevski, "Grading Class Participation," UVA Center for Teaching Excellence, 1996*

**Absence Policy:**

You may miss two classes during the term, for any reason, without penalty. Additional absences will reduce your grade in the course. Absences may be excused for documented medical reasons or family emergencies. In the interest of fairness, I require that you present a note from a doctor (student health services counts) to support any requests for medical excuses.

**Disability Services and 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 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>

**Course Schedule (subject to change):**

<b>Introduction</b>		
1:	<b>Orientations</b> Luca Simonetti, "The Ideology of Slow Food," <i>Journal of European Studies</i>	
2:	<b>Food Systems: An Introduction</b> Neff, Ch. 1: Food Systems Steve Striffler, <i>Chicken: The Dangerous Transformation of America's Favorite Food</i> , Ch. 2, "An American Industry."	Quiz on Neff, Ch. 1
3:	<b>Food Systems Outcomes: Health and Ecology</b> Neff, Ch. 2: Food System Public Health Effects Neff, Ch. 3: Ecological Threats to and from Food Systems Neff, Ch. 4: The Food System and Health Inequities	<b>Think Piece One Due</b>
4:	<b>Food Systems Outcomes: Food Security</b> Neff, Ch. 5: Public Health Implications of Household Food Insecurity Neff, Ch. 6: Community Food Security <i>Guest Speaker: Second Harvest Food Bank, Food Hub Operator, or Louisiana SNAP stakeholder</i>	
5:	<b>Economic Drivers of the Food System</b> Neff, Ch. 7: Food System Economics Neff, Ch. 10: Promotional Marketing	Quiz on Neff, Pt. 1
6:	<b>The Supply Chain: Agriculture</b> Neff, Ch. 11: Crop Production and Food Systems Neff, Ch. 12: Food Animal Production Film: <i>Frontline</i> , "The Trouble with Chicken"	<b>Think Piece Two Due</b>
7:	<b>The Supply Chain: Processing and Distribution</b> Neff, Ch. 13: Food Processing and Packaging Neff, Ch. 14: Food Distribution	Quiz on Neff, Chs. 7, 10, 11, and 12
8:	<b>Case Study Proposals, Library Research, and Interviewing Protocols</b> Meet in Library Instructional Classroom this week	<b>Case Study Proposal Due</b>
9:	<b>Food Policy</b> Neff, Ch. 8: Policies that Shape the US Food System Eric M. Patashnik, <i>Reforms at Risk: What Happens After Major Policy Changes are Enacted</i> , Ch. 4: "Reforming the Agricultural Welfare State"	

10:	<b>Eating and Nutrition</b> Neff, Ch. 15: Food Consumption in the United States Neff, Ch. 16: Nutrition	<b>Think Piece Three Due</b>
11:	<b>Cultural Contexts and Food Environments</b> Neff, Ch. 9: Food, Culture, and Society Sidney Mintz, "Food and Eating: Some Persistent Questions," in <i>Food Nations: Selling Taste in Consumer Societies</i>	Quiz on Neff., Chs. 8, 15, and 16
12:	<b>Food, Society, and Health</b> Neff, Ch. 17: Healthy Food Environments Neff, Ch. 18: Intervening to Change Eating Patterns	<b>Think Piece Four</b>
13:	<b>Food in New Orleans, Pt. 1</b> Paul Freedman, <i>Ten Restaurants that Changed America</i> , Ch. 2, "Antoine's: Haute Creole." Benjamin Davison, "When We Blackened Everything: Paul Prudhomme, the Cajun Food Fad, and the Quest for Authenticity, 1979-1989," Southern Foodways Alliance, 2015. Angela Jill Cooley, <i>To Live and Dine in Dixie</i> , Ch. 3, "Southern Norms and National Culture."	Quiz on Neff, Chs. 9, 17, and 18
14:	<b>Food in New Orleans, Pt. 2</b> Brett Anderson, "How Katrina Changed Eating in New Orleans," <i>The New Yorker</i> , August 28, 2015 Tom Fitzmorris, <i>Hungry Town: A Culinary History of New Orleans</i> , pt. 4, "Food Saves New Orleans."	<b>Hard copies of case study reports due</b>
15:	<b>Student Presentations of Case Studies</b>	