



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 Phillips 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:	<u>10%</u>
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.

<b>Grade</b>	<b>Criteria</b>
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](mailto: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](http://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 Guest Speaker: Second Harvest Food Bank, Food Hub Operator, or Louisiana SNAP stakeholder	
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>	

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: FOST A211 Foundations in Food Culture \_\_\_\_\_

Originating Faculty: Daniel Mintz \_\_\_\_\_

Department/College: Food Studies \_\_\_\_\_ Chairperson: Daniel Mintz \_\_\_\_\_

Contact Phone/Email: Daniel Mintz, x2771, dmintz@loyno.edu \_\_\_\_\_

Type of Proposal (Check all that apply):

New Major<sup>1</sup> \_\_\_\_\_ 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. University<sup>2</sup> 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 \_\_\_\_\_

<sup>1</sup> New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

<sup>2</sup> 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: Foundations in Food Culture (Limit 28 Characters or Less)

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

Term: X Fall X Spring \_\_\_ Summer Credit Hours: 3 Major X Required \_\_\_ Elective

Effective Term 2017F Course I.D. (SUBJ-LEVL) FOST-A211 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 X \_\_\_

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

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

Course Description: (maximum 350 spaces)

This course examines the cultures of food, exploring how people use food to define themselves as individuals, groups, and societies, and how cultural concerns shape food. The course investigates the meaning and significance of food in different cultures, and how race, ethnicity gender, socioeconomic status and religion influence food choices.

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 Food Culture is one of three foundational courses in the Food Studies major. The course provides its students with a topical overview of cultural issues in food studies, and various interdisciplinary approaches to the study of food. The central curricular aim of this course is to provide students with an introductory understanding of how social and cultural factors, including culinary traditions, attitudes toward health and the body, culturally determined understandings of what constitutes “good food,” and social intersections of race, class, and gender, act to shape cultures and attitudes surrounding food. A central premise of the course is that cultural constructions of food are essential components of all food systems, forming the background for the values and assumptions that govern the development and maintenance of food systems, and bearing directly upon how individuals experience and interact with food. Thus, this course complements foundational courses in Food Policy and Food Systems and Commerce, to present a rounded view of the cultural, political, and economic factors that shape those processes which bring food to its consumers.

- 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 focused consideration of cultural issues in food studies, and cultural studies approaches to food, going beyond what is offered in the introductory course. Foundations in Food Culture will provide students interested in a food culture concentration with exposure to a variety of models for further study. The course will provide students interested in a policy or commerce and systems concentration with important context for understanding the cultural environment in which political and commercial decisions about food are made.

- 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.

This course may occasionally be taught by affiliated faculty from other departments, which would remove the capacity of one faculty member to teach one course in that department for the semester in which this course is offered. The course as designed could be taught by affiliated faculty from English, History, Languages and Cultures, Sociology, Classics, or Religious Studies, and possibly from other departments as well, with appropriate adjustments to the course syllabus, a feature that lessens the likelihood of the course impacting any given other department's capacities in a particular term. 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 may occasionally be necessary to support this course. Daniel Mintz, who originated this course, currently teaches as an extraordinary 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.

## Foundations in Food Culture 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?**

Students in this course will learn to:

- Acquire a basic understanding of culinary cultures and traditions.
- Demonstrate an understanding of the roles food and cooking have played in the history of human culture
- Analyze how social and cultural values shape the development of culinary cultures and food systems

**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 successful delivery of course outcomes will be measured through instructor assessment of student participation in discussion, through quizzes on course reading material, and through assessment of student writing assignments, including responses to experiential activities reading responses, and the expansion of one reading response into a researched essay.

As we intend eventually to propose this course for incorporation into the Loyola Core, we have prepared an assessment matrix aligned with LC CAC outcomes. Please see that matrix, attached, for additional detail on instruments that will be used to assess course success.

Key indicators of learning and course effectiveness will be growth in individual students' understandings of cultural issues surrounding food and in their abilities to articulate critical understandings of these topics, as indicated in written and oral presentations of their ideas.

**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 communicate effectively about course content from their initial reading responses to their final papers. As students progress through the program, we will also evaluate whether this course has given them an adequate understanding of cultural approaches to food studies for the successful design and completion of a capstone activity that responsibly accounts for cultural factors in students' independent studies, research projects, or reflections upon their internships.

**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. Instructor assessment of student comprehension of course texts will occur daily to weekly through instructor evaluation of reading quizzes and development of lesson plans to address areas of consistent weakness or misunderstanding. Formal essays will be used in the assessment of student achievement of course SLOs at the

end of the course. 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. When the director is responsible for teaching this course, she or he will meet with one or more faculty members who also teach or might teach this course to conduct the above 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 Proposal:

**FOST A211: Foundations in Food Culture**

Satisfies Loyola Core Creative Arts and Cultures Requirement

**1. Description:**

Food is not only nourishment, but a cultural artifact, the product of specific culinary traditions, technical innovations, and aesthetic concerns. Foundations in Food Culture examines the culture of food, considering how people use food to define themselves as individuals, groups, and societies, and how food itself is shaped by cultural concerns. By reading scholarly articles, personal essays, book excerpts, newspaper articles and cookbooks we will explore the intricate relationship that people have with food, from personal sensory experience to culinary culture to dietary choice. We will also interrogate our own food practices through activities inside and outside of the classroom. This course will investigate the meaning and significance of food in different cultures by exploring the ways that race, ethnicity, gender, socioeconomic status and religion influence food choices or preferences. This course will additionally introduce students to a variety of cultural approaches to the study of food.

Since the section criteria for the Loyola Core creative arts and cultures requirement defines the CAC course's focus as "the study of artistic expression, including visual arts, music, theater, dance, creative writing, film, and digital media, in practice and across history and cultures," a list that neither includes nor excludes culinary culture, a word of justification seems necessary. A central premise of this course is that much about food and foodways is best understood through the framework of artistic and cultural creation. From the transformation of raw ingredients to cooked dishes through the technical interventions of roasting, boiling, and frying, to the cultural and historical contexts in which food is produced and consumed, food is not just nutriment, but an artifact produced through creative agency and consumed and appreciated in ways analogous to our consumption and appreciation of music, art, and literature, though involving a different set of sensory experiences. The artistic and creative content of food has often been obscured by its gendered dismissal as a domestic art or by its dominant treatment through the frameworks of nutritional and agricultural science. This course argues that food, too, is artistic expression, and equips students to understand and interpret it as such, using the vocabulary appropriate to its media, and relevant theoretical frameworks from the creative arts more broadly.

**2. Format:**

Foundations in Food Culture is a lecture-style academic course, studying food in its artistic and cultural aspects. The course takes an interdisciplinary approach to the cultural dimensions of food. The course format includes lectures, discussions of scholarly readings in food culture, student essays analyzing cultural components of food, and students activities and writing responses that prompt students to take stock of their own relationship to food and dietary practices and the cultural contexts that structure those relationships.

Foundations in Food Culture satisfies Category IV of the Loyola Core's Creative Arts and Cultures section: "IV: Courses on the creative arts in popular culture." It will also serve as one of the 200-level foundations courses for the Food Studies program, alongside foundations courses in commercial and political aspects of food.

### 3. Goals

1. To acquire the basic vocabulary of an art (CAC goal 1)
2. To develop an understanding of the creative arts in society (CAC goal 3)
  - a. Students explore the role of the arts in cultures past and present (3.b.)
  - b. Students explore social justice, values, and responsibility in and through arts (3.d.)
  - c. Students explore connections between the creative arts and other disciplines (3.f.)
3. To develop the ability to speak, write, and think critically about the arts (CAC Goal 4.a.) Students acquire a basic understanding of a creative art through research and analysis.

### 4. Grades & Assessments:

Instructors have wide leeway in determining graded assignments and assessment activities in class. The Food Studies: Policy, Commerce, and Culture program (FOST) will work with participating instructors on developing and facilitating the most appropriate three or four assessment activities per semester to ensure students are achieving FOST learning goals.

The chart below offers examples of the types of course assessments that the instructors are likely to use to evaluate and assess student achievement of the course goals. The type of assignment is indicated in bold, with unbolded text indicating a possible inflection of or within the assignment to align with the specific goal indicated.

CAC Goals Selected	Example Course Goal	Example Course Assessment
<i>Goal 1:</i> To acquire the basic vocabulary of an art.	Identify basic techniques used in cooking; identify basic tastes (i.e., sweet, salty, sour, bitter, and umami) and senses that contribute to experience of food; identify characteristic flavors and / or techniques of a particular cuisine	<b>Benchmark quiz:</b> While grading quizzes on culinary terms of art, professor uses a simple checklist to verify student understanding of material. If fewer than 85% of students mastered a concept, it is covered again in class and subsequently retested.
<i>Goal 3b:</i> Explore the role of the arts in cultures past and present	Recognize differences in food production and culinary culture across different historical eras and locations; articulate some of the reasons for these differences	<b>Simple Rubric:</b> while grading a sample of response papers to readings about a historical culinary culture, professor uses simple rubric to assess whether students appropriately identify and explain factors determining that culinary culture's shape
<i>Goal 3d:</i> Explore social justice, values, and	Explore issues of justice and ethics in food production and	<b>Rubric:</b> While grading response papers, professor

responsibility in and through arts	consumption; Understand the roles of race, gender, and socioeconomic status, and their various intersections, in producing differentiated experiences of food	uses rubric (appended to sample syllabus) to track whether students adequately attend to differentiated social contexts of food and food experiences.
<i>Goal 3f:</i> Explore connections between the creative arts and other disciplines	Recognize how social, political, and economic conditions have shaped food culture and the production of food; explore the roles of race, gender, and socioeconomic status in producing differentiated experiences of and access to food; explore issues of justice and ethics in food production and consumption	
<i>Goal 4a:</i> Acquire a basic understanding of a creative art through research and analysis	Analyze specific issues in the cultural production and consumption of food, as presented in readings; use research to extend critical analysis of a topic in food culture	<b>Rubric:</b> While grading response papers, professor uses rubric (appended to sample syllabus) to track adequacy of student analysis and research

**5. Competencies:**

This course will address LC Core Competencies in critical thinking, information literacy, and quantitative reasoning.

**6. Features:**

This course serves as a foundations course for the Food Studies major and minor.

## Sample Syllabus

### **FOST A211: Foundations in Food Culture**

#### **Course Description**

Food is not only nourishment, but a cultural artifact, the product of specific culinary traditions, technical innovations, and aesthetic concerns. Foundations in Food Culture examines the culture of food, considering how people use food to define themselves as individuals, groups, and societies, and how food itself is shaped by cultural concerns. By reading scholarly articles, personal essays, book excerpts, newspaper articles and cookbooks we will explore the intricate relationship that people have with food, from personal sensory experience to culinary culture to dietary choice. We will also interrogate our own food practices through activities inside and outside of the classroom. This course will investigate the meaning and significance of food in different cultures by exploring the ways that race, ethnicity, gender, socioeconomic status and religion influence food choices or preferences. This course will additionally introduce students to a variety of cultural approaches to the study of food.

#### **Student Learning Outcomes:**

Students in this course will learn to:

- Acquire a basic understanding of culinary cultures and traditions.
- Demonstrate an understanding of the roles food and cooking have played in the history of human culture
- Analyze how social and cultural values shape the development of culinary cultures and food systems

#### **Course Objectives:**

We will look critically at the following questions: how can food have different meanings and uses for different people? How does food foster community feeling and drive wedges among people? What are some academic theories that help us identify and understand more subtle meanings of food?

#### **Grading:**

Experiential Exercises (1500 wds. / paper) x2: 30% (15% / exercise)

Reflection papers (300-450 wds / response) x6 (complete 6 of 7 possible responses): 30%

Reflection paper expansion (1500 wds; final paper): 15%

Reading Quizzes: 10%

Participation and attendance: 15% (Participation will be evaluated according to the rubric below)

Total: 100%

Students will be informed of their grades, evaluations, participation, and course progress through the timely return of graded materials, and regular posting of participation assessment to blackboard.

#### **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

### Course Schedule:

Week	Reading	Assignment
1:	Introductions and overview M. F. K. Fisher, selections from <i>The Art of Eating</i> Alice Walker, "Not Only Will Your Teachers Appear..."	Response 1 due: The Gastronomical You
2: Taste, Sense, Cuisine	Elizabeth Rozin and Paul Rozin, "Culinary Themes and Variations" Rozin, E., "Flavor Principles, Some Applications" Sutton, "Synesthesia, Memory, and the Taste of Home" Peynaud, "Tasting Problems and Errors of Perception"	

	Bittman, <i>How To Cook Everything: The Basics</i> (ISBN: 0470528060), "Getting Started"	
3: Human Origins and Food	David Christian, <i>Maps of Time</i> , Ch. 8: "Intensification and the Origins of Agriculture" James L. A. Webb, Jr., "Ecology and Culture in West Africa," in Akyeampong, ed., <i>Themes in West Africa's History</i> , pp. 33-50. Kurlansky, <i>Salt</i> , Ch. 2: "Fish, Fowl, and Pharaohs"	Response 2 due
4: Spotlight: Sugar	Mintz, <i>Sweetness and Power</i> , Ch. 1: "Food, Sociality, and Sugar," Ch. 2: "Production," Ch. 4: "Power"	Response 3 due
5: Globalization and Industrialization	Rachel Laudan, "Modern Cuisines: The Globalization of Middling Cuisines, 1920– 2000," from <i>Cuisine and Empire: Cooking in World History</i> Jack Goody, "Industrial Food: Towards the Development of a World Cuisine" (FCR)	
6: Spotlight: Slow Food / Fast Food	Pollan, from <i>In Defense of Food</i> Portinari, "Slow Foods Manifesto" ( <a href="https://www.slowfoodusa.org/manifesto">https://www.slowfoodusa.org/manifesto</a> ), 1989. Chrzan, "Slow Food: What? Why? and To Where?" Alison Leitch, "Slow Foods and the Politics of "Virtuous Globalization" (FCR) Rachel Laudan, "In Praise of Culinary Modernism"	Response 4 due
7: Taste and Class	Pierre Bourdieu, from <i>Distinction: A Social Critique of the Judgment of Taste</i> (FC Reader) Roland Barthes, "Wine and Milk" from <i>Mythologies</i> Dan Jurafsky, "Sex, Drugs, & Sushi Rolls," and "Potato Chips and the Nature of the Self," from <i>The Language of Food</i>	Exercise 1 due
8: Authenticity and Culinary Appropriation	Trubek, from <i>The Taste of Place</i> (Introduction, Ch. 1, Epilogue) Hahne, from <i>You Are Where You Eat: Stories and Recipes from the Neighborhoods of New Orleans</i> (excerpts) Beriss, "Authentic Creole: Tourism, Style, and Calamity" from <i>The Restaurants Book</i>	
9: Authenticity and Appropriation	Heldke, "Let's Eat Chinese!" <u>Short Editorials:</u> Francis Lam, "Cuisines Mastered as Acquired Tastes"	Response 5 due

continued	Lam and Huang, "Is It Fair for Chefs to Cook Other Cultures' Food?" Tam, "How it Feels When White People Shame Your Culture's Food—And Make it Trendy" Terry, "The Problem with 'Thug' Cuisine" Twitty, "Thug Kitchen: It's Not Just About Aping and Appropriation, It's about Privilege" Edge and Wey, "Who Owns Southern Food?"	
10: Spotlight: Soul Food	Opie, "The Chitlin Circuit" from <i>Hog and Hominy, Soul Food from Africa to America</i> Harris, "Movin' On Up," from <i>High on the Hog</i> Williams-Forson, "More than Just the 'Big Piece of Chicken'" (FC) Nettles, " Saving Soul Food"	Response 6 due
11: Food and Cultures of Health	Bordo, "Not Just 'a White Girl's Thing'": The Changing Face of Food and Body Image Problems Parescoli, "Feeding Hard Bodies" Julier, "The Political Economy of Obesity" Nestle, "The Ironic Politics of Obesity" Kwan, "Individual vs. Corporate Responsibility <i>Library Research Session</i>	Research question for response paper expansion due via email, prior to library research session.
12: Food Labor and Ethics	Berry, "The Pleasures of Eating" Food Chains (Movie) Schlosser, "The Chain Never Stops" Gray, from <i>Labor and the Locavore</i> Jayaraman, from <i>Behind the Kitchen Door</i>	
13: Spotlight: Vegetarians and Omnivores	David Foster Wallace, "Consider the Lobster" Adams, "The Sexual Politics of Meat" Pollan, "The Ethics of Eating Animals"	Exercise 2 due
14: Table Cultures	Julier, "Feeding Friends and Others," from <i>Eating Together</i> Visser, "Learning to Behave" from <i>The Rituals of Dinner</i> Allison, Japanese Mothers and Obentos, Lunchbox as Ideological State Apparatus Carrington, "Feeding Lesbian Families"	Expanded Response due
15:	Student prepared discussions of exercises Final Feast	Potluck and Discussions of Exercises

**EXERCISES** (Adapted, with permission, from Dr. Jack Kloppenberg's "Tasting Food, Tasting Freedom" course at UW-Madison). You will complete two exercises, one due before the midterm break, and the other due after midterm and before finals. Exercises involve doing some research/exploration on your own. You should your exercises from the list below. The results of

each exercise will be reported in an essay of at least 5 pages, double spaced (roughly 1500 words). Exercises should be well organized, thoughtful, and can benefit from references to class readings and some additional research in order to make and illustrate points. Your write-ups of these exercises should both *report* on and *interpret* your experience. I strongly advise you to complete a first draft as early as you can and to take it to the WAC Lab where you will be provided with an assessment of your writing and receive guidance on improvement.

1. **Alice Walker Seaweed Effect.** Try something new that you fear you might not like or that you have always been intrigued by but have never gotten around to tasting (oysters, Roquefort cheese, Swiss chard, seaweed, kumquats, goat cheese, yogurt, sushi, Korean food, etc.). Research the food and learn about it. Find a recipe. Cook it yourself (or have it at a restaurant). Is it what you expected? Better? Worse? Describe your reactions. Are they similar to or different from Alice Walker's (see "Not only will your teachers appear, they will cook new foods for you")? Would you eat the food again?
2. **Grace.** Research the place of food in your religion. Does your family say grace at any meals? If yes, describe the prayer/ritual. What do you think and feel about it? If your family does not say grace, why not? Do you think saying grace would add anything important to a meal? How could the precepts of your religion guide your food choices and their relation to sustainability?
3. **Cultural Alternatives I.** Visit an ethnic grocery store that caters to a cultural culinary tradition with which you are not very familiar. (some options include Ideal Market: 250 S. Broad St, Gretna; International Market: 3940 Barron St., Metairie; Kased Brothers Halal Butcher, 3804 Williams Blvd # D, Kenner; Kosher Cajun: 3519 Severn Ave., Metairie; Hong Kong Food Market, 925 Behrman Hwy #3, Gretna; Dong Khanh Oriental Market, 3709 Westbank Expy., H, Harvey; and other similar stores). Write an essay describing how it differs from what you are accustomed to. Be brave - talk to people, ask for advice from the staff! Buy something! In your essay, comment on product selection, smells, packaging, language, people, social activity, clothing, prices, what it feels to step into another culture, etc.
4. **Cultural Alternatives II.** Visit a restaurant specializing in a cuisine with which you are not familiar. Before going, learn about the cuisine of the country or ethnic group whose food you are sampling. Order something you've never had before. Write an essay describing how the experience differs (or does not differ) from what you are accustomed to. Comment on the food, the presentation, the decor, the ambience, the menu, other customers, smells, flavors, prices, the "authenticity," of the restaurant and/or food how you feel, etc.
5. **Co-ops and Farmer's Markets.** Visit the New Orleans Food Co-op in the New Orleans Healing Center, on St. Claude or a market run by the Crescent City Farmer's Market. Describe the differences and similarities you observe between the co-op and the store that your family customarily shops at (i.e., ownership structures, management, community involvement, products, customers, prices, advertising, etc.).
6. **Eat Local Challenge.** For one week, do your best to eat only foods produced within 100 miles of New Orleans. Evaluate the experience. How difficult was it? What foods did you find? What did you learn? How did the experience affect your position on the value of "eating locally"?
7. **Food Desert Challenge I.** For one week, do your best to eat only foods purchased from a convenience store. Evaluate the experience. How difficult was it? What did you learn? How did the experience affect your understanding of how the poor are too often forced to eat?

8. **Food Desert Challenge II.** Make up a list of the foods that you (or your family) typically buy for several days of meals. Go to the type of store you or your family typically shops at and make a list of the prices. Now suppose that you could only shop at a convenience store. Go to a convenience store and try to get your list of foods. What can you get? What can you not get? What are the prices? Reflect.
9. **Vegetarian Challenge.** If you are now an omnivore, eat no meat (or, more radically, no animal derived foods) for one week. What are your motivations for choosing this exercise? What are the effects on the way you see the world and the way you feel? How do family and friends react? How easy or difficult is it to avoid meat in prepared meals (dining hall, restaurants) or the ones you cook? Would you consider becoming a vegetarian? Why or why not?
10. **Omnivore Challenge.** If you are now a vegetarian, resume eating meat for a week. What are your motivations for choosing this exercise? What are the effects on the way you see the world and the way you feel? How do family and friends react? Would you consider becoming a carnivore again? Why or why not?
11. **Do It Your Way.** Develop your own exercise. Get approval from the professor. *Approval for this option must be granted no later than two weeks before the due date.*

**Appendix: Rubric for Response Papers and Response Paper Expansion**

	<b>Insufficient</b>	<b>Sufficient</b>	<b>Excellent</b>
<b>Summary / quotation</b>	Reading is misrepresented or not referenced in response	Reading is represented accurately; summary is generally connected with main focus of response, though connection may occasionally need development	Reading is represented accurately; summary and quotations relate directly and clearly to main focus of response
<b>Attention to social / cultural context of reading topic</b>	The response considers the social and cultural context of the reading's topic very little, not at all, or superficially	The response points to relevant social and cultural contexts in its discussion of the reading, though its treatment of these contexts may not be fully integrated into the response's focus or may need elaboration	The response considers how the social position of the reading's author and/or of the reading's implied audience affects its perspective on food and food justice; this consideration is clearly and logically connected to the main focus of the response.
<b>Argument / analysis</b>	The response has no clear "take" or point of view on the reading; the response summarizes the reading without offering analysis; the response offers minimal analysis, or the majority of analysis contains significant lapses in logic or evidence	The response has a clear "take" or point of view on the reading; summary and quotes are analyzed, though analysis may need further development, focus, or detail; analysis may show occasional lapses in logic or evidence, but on the whole is well-supported	The response has a clear and insightful "take" or point of view on the reading; analysis clearly and thoughtfully engages with details of reading; analysis shows no or only very minor lapses in logic or evidence, but is otherwise convincing and compelling
<b>Research (Expansion / Final Paper Only)</b>	No additional sources used to expand argument, or additional sources are referenced but do not meaningfully inform the response paper expansion.	Research sources provide meaningful context or interlocutor for essay; authority of sources is generally appropriate to the argument; sources are generally well-incorporated into the essay's argument, though occasional lapses in source incorporation are possible	Research sources provide essential context or interlocutor for argument, significantly enhancing or augmenting the insight of the original response paper; authority of all sources is clearly appropriate to the essay's argument; sources are well and thoughtfully incorporated into the essay's argument.

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: FOST A212 Foundations in Food Policy

Originating Faculty: Daniel Mintz

Department/College: Food Studies Chairperson: Daniel Mintz

Contact Phone/Email: Daniel Mintz, x2771, dmintz@loyno.edu

Type of Proposal (Check all that apply):

New Major<sup>1</sup>  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. University<sup>2</sup> 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

<sup>1</sup> New Degree to be Offered—Requires SACS Notification 6 Months Prior to Start

<sup>2</sup> 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: Foundations in Food Policy

(Limit 28 Characters or Less)

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

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

Effective Term 2017F Course I.D. (SUBJ-LEVL) FOST-A212 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) Social Science Core Requirement

Pre-requisites/Registration Controls:

None

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes No X

d. Will a course fee be required for this course? Yes No X

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

Course Description: (maximum 350 spaces)

Foundations in Food Policy addresses normative questions about food policy: how should we make decisions about our food system?; and descriptive questions about food policy: How do we make these decisions, in practice? The course looks at food policy through the perspectives of its stakeholders to investigate what food policy is and what it does.

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 Food Policy is one of three foundational courses in the Food Studies major. The course provides its students with overviews of major issues in food policy, and of the processes through which policy is made and stakeholders advocate their positions. The central curricular aim of this course is to provide students with an introductory understanding of the ways in which food policy is shaped, and shapes the environment that surrounds the food we eat. The major emphasis of the course is on the American context, though global food policy may also be covered. This course complements other foundational courses in Food Culture and Food Systems and Commerce, to present a rounded view of the cultural, political, and economic factors that shape those processes which bring food to its consumers.

- 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 focused consideration of policy issues in food studies going beyond what is offered in the introductory course. Foundations in Food Policy will provide students interested in a food policy concentration with exposure to a variety of models for further study. The course will provide students interested in a culture or commerce and systems concentration with important context for understanding the policy environment in which political and commercial decisions about food are made, the policymaking process, and the perspectives of various stakeholders in food policy outcomes.

- 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.

This course may occasionally be taught by affiliated faculty from Political Science or the Law School, should staffing resources allow, which would remove the capacity of one faculty member to teach one course in that 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 Policy 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 . . .

- 1. Scientific Reasoning:** . . . demonstrate a critical understanding of the empirical research that policymakers use in designing and defending policy interventions.
- 2. Disciplinary or interdisciplinary theoretical or conceptual frameworks:** . . . define what is meant by “policy,” and identify the roles of key actors in the policymaking process.
- 3. Critical Thinking:** . . . analyze the effectiveness of particular policy interventions and their likely effects on various stakeholders.
- 4. Logical, qualitative, and / or quantitative analytic literacy necessary to form evidence-based and logical conclusions about the social world:** . . . evaluate evidence offered for the existence of food related policy problems, and for proposed or enacted solutions
- 5. Focus on economic, social, and political behavior:** . . . demonstrate an understanding of the political processes through which food-related public policy problems make it onto the political agenda, and through which solutions are proposed, negotiated, and implemented; . . . demonstrate an understanding of the roles that economic and social interests play in the policymaking process.
- 6. Skill set to critique research and to foster an ability to make independent decisions when presented with scientific data and empirical results:** . . . evaluate the strengths and weaknesses of arguments about food policy on the basis of the evidence they present for their claims; develop an argument using empirical evidence to advocate a specific policy proposal.
- 7. Effects of research results on definitions and applications of social justice to the social world:** . . . demonstrate an understanding of the effect of food policy on various populations, and of the capacities and limits of food policy interventions as solutions to injustices in the food system.
- 8. Effects of social and political structures on diverse groups in society:** . . . articulate the significance of social and political structures to the distribution of agency in the food policymaking process, and to the effects of specific food policies on diverse social groups.

**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 policy briefs, op-ed essays, iClicker quizzes, exams, and verbal participation in class discussion to measure success in the course. As this course is designed to be incorporated into the Loyola Core, we have prepared an assessment matrix aligned with LC Social Science outcomes. Please see that matrix, attached, for more detailed descriptions of instruments that will be used to assess course success.

Key indicators of learning and course effectiveness will be growth in individual students' understandings of issues in food policy and the policymaking process, and in their abilities to articulate critical understandings of these topics, as indicated in written and oral presentations of their ideas, as well as their demonstration of understanding the course material as measured through exams and quizzes.

**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 argue effectively about food policy issues, demonstrating awareness of the competing and complementary interests of various stakeholders in specific food policies. As students progress through the program, we will also evaluate whether this course has given them an adequate understanding of policy issues and the practical realities of the policymaking process for the successful design and completion of a capstone activity responsibly accounting for policy-related factors in students' independent studies, research projects, or reflections upon their internships.

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

Assessment of student learning will be ongoing through class discussion, and roughly weekly through written assignments and in-class debates. Instructor assessment of student comprehension of course texts will occur daily to weekly through quizzes and development of lesson plans to address areas of consistent weakness or misunderstanding. Formal written work and exams will be used in the assessment of student achievement of course SLOs at the end of the course. 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 Proposal

**FOST A212: Foundations in Food Policy**

Satisfies Loyola Core Social Science Requirement

**1. Description:**

This course addresses normative questions about food policy: how *should we*, as a society, make decisions about our food system?; and descriptive questions about food policy: How *do we* make these decisions, in practice? To answer these questions, the course looks at food policy through the perspectives of its various stakeholders—farmers, food processors and distributors, good food advocates, entrepreneurs, and consumers, to name a few—to investigate what food policy is and what it does.

Students will consider the basis of food policy in empirical research into nutrition and health, agriculture, and economics, and will interrogate how the political process uses and diverges from those data to produce policies that affect diverse stakeholders in the social world.

**2. Format:**

This course combines lectures in key concepts in food policy, including farm and agriculture policy, food and nutrition policy, economic and trade policy, and social welfare policy, with seminar-style discussions of contemporary and historical case studies in these areas. The course will require students to produce written and oral arguments in favor of particular policy interventions, informed by the course material and by their research.

Foundations in Food Policy satisfies the social science section criteria of the Loyola Core and will provide students with an introduction to the social science perspective. It will also serve as one of the 200-level foundations courses for the Food Policy, Commerce, and Culture program, alongside foundations courses in commercial and cultural aspects of food, and may serve as a general elective for Political Science majors and minors. The course provides both a specific introduction to policy issues affecting food production, distribution, consumption, and disposal, and an overview of the policymaking process on local state and national levels.

**3. Goals: By the end of this course, students will be able to . . .**

- 1. Scientific Reasoning:** . . . demonstrate a critical understanding of the empirical research that policymakers use in designing and defending policy interventions.
- 2. Disciplinary or interdisciplinary theoretical or conceptual frameworks:** . . . define what is meant by “policy,” and identify the roles of key actors in the policymaking process.
- 3. Critical Thinking:** . . . analyze the effectiveness of particular policy interventions and their likely effects on various stakeholders.
- 4. Logical, qualitative, and / or quantitative analytic literacy necessary to form evidence-based and logical conclusions about the social world:** . . . evaluate evidence offered for the existence of food related policy problems, and for proposed or enacted solutions

5. **Focus on economic, social, and political behavior:** . . . demonstrate an understanding of the political processes through which food-related public policy problems make it onto the political agenda, and through which solutions are proposed, negotiated, and implemented; . . . demonstrate an understanding of the roles that economic and social interests play in the policymaking process.
6. **Skill set to critique research and to foster an ability to make independent decisions when presented with scientific data and empirical results:** . . . evaluate the strengths and weaknesses of arguments about food policy on the basis of the evidence they present for their claims; develop an argument using empirical evidence to advocate a specific policy proposal.
7. **Effects of research results on definitions and applications of social justice to the social world:** . . . demonstrate an understanding of the effect of food policy on various populations, and of the capacities and limits of food policy interventions as solutions to injustices in the food system.
8. **Effects of social and political structures on diverse groups in society:** . . . articulate the significance of social and political structures to the distribution of agency in the food policymaking process, and to the effects of specific food policies on diverse social groups.

#### 4. Grades & Assessments:

Instructors have wide leeway in determining graded assignments and assessment activities in class. The Food Policy, Commerce, and Culture program (FPCC) will work with participating instructors on developing and facilitating the most appropriate three or four assessment activities per semester to ensure students are achieving FPCC learning goals.

The chart below offers examples of the types of graded assignments and assessments that the instructors are likely to use to evaluate and assess student achievement of the course goals. The type of assignment is indicated in bold, with unbolded text indicating a possible inflection of or within the assignment to align with the specific goal indicated.

Course Goal	Example Graded Assignment	Example Course Assessment
1. Critical understanding of empirical research underlying food policies	<b>Policy brief</b> requiring discussion of empirical findings on food policy issue.	<b>iClicker quiz</b> on scientific basis of USDA nutritional recommendations; short homework response asking students to identify and describe methods of two sources of data underlying a particular food policy, graded with a <b>simple successful / not successful rubric</b> .
2. Define what is meant by policy; identify role of key	<b>Exam</b> on content from core course texts; <b>op-ed and/or</b>	Professor asks students for <b>“minute paper”</b> defining

<p>actors in policymaking process</p>	<p><b>policy brief</b> requiring students to identify and address meaningful audience for policy advocacy.</p>	<p>policy, collects at end of class and assesses accuracy of student definitions, going over material in class again, as necessary; while grading essay assignments, professor uses <b>rubric</b> to verify that students address arguments to appropriate actors in policymaking process; professor uses <b>iClicker poll</b> to assess student understanding of who does what in policy process.</p>
<p>3. Analyze effectiveness of particular policy interventions and likely effects on stakeholders</p>	<p><b>Policy brief; op-ed essay; in-class policy debate.</b></p>	<p>During in-class debate and in grading debate preparation assignments, professor uses <b>rubric</b> to assess how well and thoroughly students have accounted for likely effects of policy on at least two diverse stakeholders.</p>
<p>4. Logical qualitative and / or quantitative analytical literacy</p>	<p><b>Policy brief</b> evaluating evidentiary basis of particular food policy and / or proposing basis for new food policy.</p>	<p><b>iClicker quiz</b> verifying correct interpretation of data presented in support of food policy argument; while grading exams, professor uses <b>simple successful / not successful checklist</b> to track student success in interpreting quantitative data; brief <b>in-class writing</b> prompting students to identify warrant for policy claim.</p>
<p>5. Focus on economic, social, and / or political behavior: understanding of political processes of policymaking, role of interest groups in policy process.</p>	<p><b>Homework assignment</b> to use opensecrets.org lobbying database to discover five companies or organizations that lobbied on behalf of particular food policy outcomes and speculate on their reasons for doing so; <b>exam questions</b> on sections of core course texts explaining role of interest groups in political and policymaking processes.</p>	<p>While reviewing debate prep. submissions, professor uses <b>rubric</b> to track student success in accounting for influence of interest groups; professor uses <b>simple successful / not successful checklist</b> while grading exam questions to assess student understanding of roles relevant interest groups play in crafting food policy.</p>

<p>6. Skill set to critique research and foster independent decisionmaking ability; develop argument using empirical evidence to advocate specific policy proposal</p>	<p><b>Annotated bibliography for policy brief</b> requiring comment on the data and rationale offered for particular policy positions; analysis of defined data set for <b>policy brief and / or op-ed</b>; research assignment preparing students for <b>in-class debate</b>; <b>exam questions</b> prompting students to interpret and analyze data provided by professor; <b>op-ed essay</b>; <b>policy brief</b>.</p>	<p>Professor uses <b>rubric</b> when grading op-ed essays to track critical student engagement with arguments of sources.</p>
<p>7. Understanding how research results affect definitions and applications of social justice to the social world</p>	<p>Analysis of likely outcomes and effects on diverse stakeholders in <b>policy brief</b>; discussion of social justice outcomes of food policy research in <b>op-ed</b>.</p>	<p>Professor assigns <b>brief in-class writing assignment</b>, prompting students to explain social justice implications of research into industry influence on USDA myplate recommendations, then <b>assesses a sample</b> for soundness and clarity of logical claims about this topic.</p>
<p>8. Understanding effects of social and political structures on diverse groups in society.</p>	<p>Section of <b>op-ed assignment, debate preparation</b>, and / or <b>policy brief</b>, requiring discussion of structural conditions affecting policy landscape for diverse stakeholders.</p>	<p>Professor uses <b>rubric</b> to track student success in accounting for social and political structures in analysis of likely effects of a particular food policy.</p>

**5. Competencies:**

This course will address LC Core Competencies in critical thinking, information literacy, and quantitative reasoning.

**6. Features:**

This course serves as one of three foundations courses for the Food Policy, Commerce, and Culture major and minor.

## Sample Syllabus

### **FOST A212: Foundations in Food Policy**

#### **Course Description:**

As a society, we tend to want a food system that produces food that is safe, abundant, healthy, and affordable. As simple as that might seem, however, it is difficult to meet all of these goals at once. Moreover, not everyone agrees about which of these goals is most important. Food policy—from farm subsidies to school lunch programs to health codes—is one way that we attempt to balance the needs and preferences of different stakeholders in our food system.

This class asks two key questions about food policy: How *should* we, as a society, make decisions about our food system? How *do* we make these decisions, in practice? To answer these questions, we will look at food policy through the perspectives of its various stakeholders—farmers, food processors and distributors, good food advocates, entrepreneurs, and consumers, to name a few—to investigate what food policy is and what it does. Our case studies will often, though not always, be drawn from southern Louisiana, rooting our study of various levels of policymaking to our local context.

This course fulfills a core requirement of the Food Studies major, and fulfills the Loyola Core Social Science Requirement.

#### **Student Learning Outcomes:**

At the end of this course, students will be able to craft policy arguments that account for stakeholders affected by both general food policy and by specific policy issues. Students will demonstrate an understanding of what food policy does and who makes food policy, along with an awareness of the competing and complementary needs of various stakeholders. By the end of the course, students will be able to make a critical argument about what food policy should be, informed by an understanding of what our food policy currently is.

#### **Goals:**

The purpose of this course is to expose students to major issues in food policy and the history of policies relating to food and agricultural management, and to prepare them to contribute to ongoing discussion about the food system, from a standpoint that is informed about what food policy does, who it affects, and how it affects them.

#### **Assignments:**

Op-ed 1: 500-750 words advocating a position on a contemporary food policy issue

Op-ed 2 (Counterpoint): 500-750 words arguing against the position taken in your first op-ed

In-class debate on two policy case studies

Policy Brief - 5-7 page (1500-2300 word) brief to a "legislator" explaining a proposed or existing policy related to food or agriculture (contemporary or historical), including an overview of the policy itself, its supporters and opponents, its costs, funding sources, impacts, and consequences.

Two exams

**Grading:**

- Op-eds: 5% x 4 (2 op-eds and 2 counterpoints) = 20%
- Policy Brief: 20%
- Midterm Exam: 20%
- In-class debate: 10%
  - Research and debate preparation: 7%
  - Debate performance and participation: 3%
- Final Exam: 20%
- Participation: 10% (Participation will be assessed using the rubric below)
- Total: 100%**

Students will be informed of their grades, evaluations, participation, and course progress through the timely return of graded materials, and regular posting of participation assessment to blackboard.

**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> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <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*

## **Course Texts + Notes**

### Required:

Kingdon, John W. Agendas, Alternatives, and Public Policies, 2nd Edition. New York: Pearson, 2002.

*Kingdon, professor emeritus of political science at the University of Michigan, offers a theoretical framework for understanding the politics of public policy: how agendas are set, alternatives are deliberated, choices are made, and policies are implemented.*

Nestle, Marion. Food Politics: How the Food Industry Influences Nutrition and Health. Berkeley: University of California Press, 2013. ISBN: 978-0520275966

*Nestle, professor of nutrition, food studies, and public health at NYU, presents an opinionated overview of the food industry's influence on nutrition and health: a sustained, expert consideration of a key policy area.*

Paarlberg, Robert. Food Politics: What Everyone Needs to Know, 2nd Edition. Oxford: Oxford University Press, 2013. ISBN: 978-0199322381 (Whole book is recommended, required selections will be posted to Blackboard.)

*Paarlberg, professor emeritus of political science at Wellesley College and Associate at Harvard's Weatherhead Center for International Affairs, provides an introduction to the politics and science of food in a question-and-extended-answer format, offering challenging and thought provoking presentations of pressing issues in food policy.*

Wilde, Parke. Food Policy In the United States. New York: Routledge. 2013. ISBN: 978-1849714297

*Wilde, a food and agricultural economist and professor of food policy at the Tufts University Friedman School of Nutrition Science and Food Policy presents a nuts and bolts guide to food policy in the United States: Key background information for our discussions and the basis for most of our exam content.*

Additional readings posted to Blackboard

*Contemporary opinion pieces, news articles, and case studies: the meat of our in-class discussions, and examples for your op-eds.*

### Recommended:

Fan S, Pandya-Lorch R, eds. Reshaping Agriculture for Nutrition and Health. International Food Policy Research Institute, Washington D.C., 2012. 978-0896296732

**Policy Topics:**

- I. **What is policy and how is it made? Perspectives from Political Science**
- II. **From Seed to Market: Agriculture, Environment, and Trade**
- III. **Making Foods and Selling Meals: Manufacturing, Retailing, and Restaurants**
- IV. **What are you putting in your body?: Food Safety, Dietary Guidance, Nutrition, and Food Labeling and Advertising**
- V. **Equity and Justice: Hunger, Food Insecurity, Nutrition Assistance Programs**

**Class schedule**

Week	Reading	Assignment
<b>What is policy and how is it made? / Intro to Food Policy</b>		
1:	Kingdon: Chs. 1–3: Ideas and Stakeholders Marion Nestle’s “P”s for Policy Analysis	
2:	Kingdon: Chs. 4–7: Processes, Problems, Politics	
3:	Kingdon: Chs. 8–9: Policy Windows and Agenda Setting Nestle, Part 2: Working the System	Opensecrets.org assignment
<b>From Seed to Market: Agriculture, Environment, and Trade</b>		
4:	Paarlberg: Ch 1: Overview of Food Politics and Ch. 14: Who Governs the World Food System? Wilde: Ch. 1: Making Food Policy in the United States Wilde, Ch. 2: Agriculture Paarlberg, Ch. 8: The Politics of Farm Subsidies and Trade <i>Case study: the farm bill</i> <ul style="list-style-type: none"> <li>● Nestle: Utopian Dream: A New Farm Bill, <i>Dissent</i>, 2012</li> <li>● <i>Selection of Op-Eds (Bb)</i></li> </ul>	Op-ed 1 due
5:	Wilde, Ch. 3: Food Production and the Environment Paarlberg, Ch. 9: Farming, the Environment, Climate Change, and Water, and Ch. 13: Food Safety and Genetically Engineered Foods <i>Case Study: GMO foods</i> <ul style="list-style-type: none"> <li>● <i>Selection of Op-Eds (Bb)</i></li> </ul>	Counterpoint to Op-ed 1 due
6:	Wilde, Ch. 4: Food and Agricultural Trade <i>Op-eds / documentary on Trade agreements and labor policy</i>	In-class debate

<b>Making Foods and Selling Meals: Manufacturing, Retailing, and Restaurants</b>		
7:	Wilde, Ch. 5: Food Manufacturing Paarlberg, Ch. 11: Agribusiness, Supermarkets, and Fast Food Nestle, Part 5: Inventing Techno-foods <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Op-ed 2 due
8:	Wilde, Ch. 6: Food Retailing and Restaurants and Ch. 7: Food Safety Flanders L. "Serving up justice." <i>The Nation</i> , September 2-9, 2013	Counterpoint to Op-ed 2 due
9:	Review	Midterm Exam
<b>What are you putting in your body?: Food Safety, Dietary Guidance, Nutrition, and Food Labeling and Advertising</b>		
10:	Nestle, Introduction and Part 1 Wilde, Ch. 8: Dietary Guidance and Health MyPlate Development and Implementation <a href="https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate-vs-usda-myplate/">https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate-vs-usda-myplate/</a> Paarlberg, Ch. 7: The Politics of Obesity <i>Case study: Anti-obesity campaigns and soda regulation (NYC and Berkeley)</i> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	In-class debate
11:	Wilde, Ch. 9: Food Labeling and Advertising Nestle Ch. 11: Making Health Claims Legal: The Supplement Industry's War with the FDA <i>Case study: Vermont and CA GMO Labeling laws</i> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Policy brief proposals and contracts due (contracts should clearly define which group members are responsible for which sections of the report)
<b>Research Methods and Policy Brief Prep</b>		
12:	Library research sessions	Policy brief annotated bibliography due (indicate which group member found and annotated each resource)
<b>Equity and Justice: Hunger, Food Insecurity, Nutrition Assistance Programs</b>		
13:	Wilde, Ch. 10: Hunger and Food Insecurity Paarlberg, Ch. 2: Food Production and Population Growth, Ch. 4: The Politics of Chronic Hunger	

	<p>and Famine</p> <p><i>Case Study / Guest Speakers:</i></p> <ul style="list-style-type: none"> <li>• <i>Second Harvest Food Bank, Edible Schoolyard</i></li> </ul>	
14:	<p>Wilde, Ch. 11: Nutrition Assistance Programs for Children</p> <p>Paarlberg, Ch. 5: Food Aid and Agricultural Development Assistance</p> <p>Case Study: USDA Supplemental Nutrition Assistance Program (SNAP)</p> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Policy brief due
<b>Policy: Looking Forward; Class: Review</b>		
15:	<p>Wilde, Ch. 12: Looking Forward</p> <p>Paarlberg, Ch. 15: The Future of Food Politics</p> <p>Review for final exam</p>	Evening policy brief presentations to expert panel
Finals week		Final exam