



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog

College/School: College of Health Solutions, Department: Nutrition, Prefix: NTR, Number: 320, Title: History of Human Nutrition, Units: 3

Is this a cross-listed course? No, If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

C. J. (Required)

Course description: Origins of human nutrition; evolving theories of nutrition and disease; historical role of nutrition in social, military, cultural events.

Requested designation: Historical Awareness-H Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Kathy Dixon, E-mail: Kathy.Dixon@asu.edu, Phone: 602-496-1854

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Carol Johnston, Date: 7-15-16

Chair/Director (Signature): [Signature]

## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
NTR	320	History of Human Nutrition	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course	The course content is an in-depth study of the historical factors on the development of nutrition science, nutrition policy and food programs.	Each course module addresses historical topics. The course starts with foundational information discussed in a chronological framework, then moves toward specific topic areas. Student complete a research paper on a specific historical sequence of events that led to a significant nutrition discovery.
The course examines and explains human development as a sequence of events influenced by a variety of factors	The course describes how historical events led to changes in beliefs and attitudes about food, health and body image. The events which drove progress in nutrition knowledge and policy include war, immigration, exploration, colonization and technology.	Students read articles and watch videos regarding the role of war in the development of canning, the school lunch program and the search of a cure for scurvy. Each of these were a result of a desire for a healthier armed force. The role of exploration and colonization are discussed with articles and videos regarding the plant hunters/botanists that discovered many of the products we consume daily and the nutrition problems that resulted from a limited diet. The role of changing technology on nutrition is explored for both the positive and negative impacts. While new technology made food available year-around, the milling of grains led to outbreaks of pellagra and beriberi.
There is a disciplined systematic examination of human institutions as they change over time.	The role of government on human nutrition is explored; from the corn laws of England that led to the starvation and later immigration of multitudes of Irish citizens to the controversies surrounding the Dietary Guidelines for Americans. The course examines why, how and when, governments become involved in human nutrition.	Student read articles and watch videos on the founding of the FDA due to societal pressures brought about by Upton Sinclair's book, The Jungle and the Poison Squad of Harvey Willey. We explore the reasons behind the New Deal Farm Acts and how they have evolved to the massive farm bill today.

**Historical Awareness [H]**

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		Students complete a timeline of events for a specific government policy, program or law related to nutrition and food.
The course examines the relationship among events, ideas and artifacts and the broad social, political and economic context.	The course content relates how seemingly unconnected events led to social, political and economic changes. Food and nutrition are used to frame the broader issues of ethics, poverty and health across time.	Students read articles and videos regarding our changing views of ethical behavior in research and treatment of our fellow human beings. Students complete a research paper addressing one person's impact on our understanding of nutrition science and/or our nutrition policy.

**Arizona State University**  
**School of Nutrition and Health Promotion**  
**NTR 320 History of Human Nutrition**  
**Summer 2016 Session B**

**Instructor:** Ms. Kathy Dixon, M.Ed, R.D.

Phone: 602-496-1854

Office: NHI2 Room 416

[Kathy.Dixon@ASU.EDU](mailto:Kathy.Dixon@ASU.EDU)

Office Hours: by appt. (via telephone or google hangout)

Class Time: Regular online participation required; the course week runs according to the dates on the syllabus.

**Required Readings:**

Assigned Readings for each module will be available on Blackboard (Bb) at <http://my.asu.edu> or <http://myasucourses.asu.edu>. Printing of the articles is recommended as it will make it easier to access the material when completing the Study Questions and Quizzes.

**Course Description:**

Origins of human nutrition; evolving theories of nutrition and disease; historical role of nutrition in social, military, cultural events. Prerequisites: NTR 100 or NTR 241 with a D or better.

**Course Objectives:** At the conclusion of the course, the student should be able to:

Identify the role of Greek and Arabic medical teachings in the development of Western medicine and dietetics

Discuss the impact of societal issues including famine, poverty and war in the development of the nutrition field

Identify key intersections of human nutrition with global explorations and military history

Describe the role of the scientific revolution in the pathway toward a distinct nutrition discipline

Discuss the changing role of nutrition in the practice of medicine

Discuss pioneering researchers' contributions to nutrition science

Describe the changing role of the US government in public health nutrition and food accessibility

Describe interplays between nutrition and cultural norms; including the role of culture in weight, body image and gender roles.







**Course Evaluations:**

Syllabus Quiz	10
Module Quizzes (6@ 40 pts each)	240
Course Activities (5@ 40 pts each)	200
Yellowdig Participation	<u>50</u>
Total	500

**Grading Criteria**

500-450	A
449-400	B
399-350	C
349-300	D
<300	E

## Course Schedule

Dates/ Sections	Topics	Course Components	Due Date	Points
Module 1 6/29-7/5	Introduction Video Academic Integrity PPT Early Dietetics: From the Beginning to the Dark Ages	Syllabus Quiz Introduction Post  Module 1 Quiz	7/1 7/1 7/5	10 pts * 40 pts
Module 2 7/6-7/12	The Age of Enlightenment and Exploration	Module 2 Quiz Learning Activity #1 Yellowdig  Post/Response	7/12 7/12 7/12	40 pts 40 pts *
Module 3 7/13-7/19	The Discovery of Vitamins and Diseases of Deficiency	Module 3 Quiz Learning Activity #2 Yellowdig  Post/Response	7/19 7/19 7/19	40 pts 40 pts *
Module 4 7/20-7/26	Changing Views of Body Weight, Dieting and Disordered Eating	Module 4 Quiz Learning Activity #3 Yellowdig  Post/Response	7/26 7/26 7/26	40 pts 40 pts *
Module 5 7/27-8/2	The Government's Impact on Food and Nutrition	Module 5 Quiz Learning Activity #4 Yellowdig  Post/Response	8/2 8/2 8/2	40 pts 40 pts *
Module 6 8/3-8/9	The Evolution of Medical Nutrition Therapy and the Nutrition Profession	Module 6 Quiz Learning Activity #5 Yellowdig  Post/Response	8/9 8/9 8/9	40 pts 40 pts *

\*Yellowdig points (50) will be assigned at the end of the session, the points assigned by the system are used as guidelines, however, grades will be determined by the criteria set forth below.

### Quizzes

- The first quiz is the syllabus quiz to learn to use the quiz system and to verify understanding of the syllabus and the academic integrity policy.
- Module quizzes will include questions from the assigned readings and other course material from each module. Completion of the study questions will provide necessary background when completing the module quizzes.
- The quizzes contain randomized questions. Each student will receive slightly different questions and in a varying order. You will need to answer each the questions one at a time but will be allowed to back-track during the quiz.
- Quizzes will be available from Friday at 6 am until Tuesday at midnight (quizzes must be **completed** by midnight).
- Quizzes will be limited to 30 minutes. If additional time is taken for the quizzes, a point will be deducted for each minute in excess of allotted time, the system will allow the student to continue and it is the responsibility of the student to submit the quiz in the timeline.
- Students need to contact the instructor immediately via email if problems occur while taking a quiz. Students are **strongly** encouraged to complete the quizzes prior to the last day, if a problem occurs that prohibits the student from completing the **quiz after 4 pm on the last day, no opportunities will be given to make-up the quiz** (with the exception of a system-wide Blackboard system failure).
- There are no make-ups for quizzes.
- Please note that the Blackboard system has a tracking system that provides data to the instructor on student behavior during quizzes. The following policies will be followed regarding the resetting of quizzes.

- 1) Quizzes will only be reset after the data has been reviewed and it is determined how long you had access prior to disconnect and which questions were viewed.
- 2) Quiz answers will be saved and counted toward final scores. You may then skip those questions previously answered when retaking the quiz.
- 3) Depending on how long you had access prior to disconnect, the amount of time for the retake will be decreased (minimally by 1 minute for each 2 minutes used).
- 4) The use of a dependable web connection is your responsibility. Although disconnections can happen from any location, wireless connections are less reliable and you are strongly encouraged to use a more dependable connection. If the problem occurs more than once, you will be required to use a verified wired connection.
- 5) If it is determined that you caused the lost connection or gave a false account of the situation, this will be considered academic dishonesty and penalties will be applied.

### **Assignments**

The assignments are due at midnight on the day indicated on the course schedule. All assignments must be submitted via Blackboard Assignments. Assignments will not be accepted via email. Any late homework assignment will lose 10% of points for the first 48 hours and an additional 10% for every 24 hour period thereafter; late assignments will not be accepted after one week from due date. No assignments will be accepted after midnight of August 9<sup>th</sup>.

Please note that the assignments should be written in your own words with your own unique organization and presentation of information. Citing the source of ideas with **APA citation style** is required but it is essential that the organization, words and phrasing be completely your own. In-text citations must be used to identify the source of all information. A limited number of direct quotations can be used in the assignments (<5%) but must be indicated by **quotation marks** and a citation. Any deviation from this will result in lost points and potentially a zero on the assignment. See the section on Academic Dishonesty for further consequences and review the PPT Researching Nutrition History in the assignments section on Bb.

### **Yellowdig Social Media**

This course utilizes a computer application: Yellowdig. Yellowdig is similar to Facebook but is designed for education and peer learning. This system will replace the discussion boards generally used in online courses. The goal is for students to share pertinent material with each other from online content related to the historical events we are studying.

Participation on the site is required. You will be required to post weekly with original posts of current news, journal articles or other online content related to the course topics and one response posts to the posts of other students or the instructor. Weekly topics will be determined by the instructor, however, other topics can be proposed by students.

**Introduction post** must include your name, your major, hometown and a few pictures which illustrate unique information about yourself.

**Original posts** must include a link to an online resource and a substantive (150-200 words) written post from the student; addressing why the content was selected and how the content relates a historic perspective on nutrition to current nutrition issues. **Posts that are off-topic (including general nutrition information) or lack substantive content will be removed by the instructor.**

**Optional:** For your original posts, you can choose to submit your learning activity from the previous week, but do not post these until the due date has passed and you will still need to include a written post of 150 words.



**Response posts** need to expand on the discussion and not simply agree with the original post. The post needs to be a minimum of 40 words.

The point calculations calculated by Yellowdig will be used as guidance but points will be determined by the instructor using the criteria above and will not exceed 50 pts. Failure to make initial posts and responses in the timelines identified and/or frequent typographical/non-standard grammar will result in lost points. **Please be respectful of the viewpoints of others and avoid insensitive or vulgar posts.**

## **Course Policies**

### **Academic Integrity**

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the University. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering and plagiarism ([http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)). Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were penalized for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should any of these policies be implemented, the matter must be reported to the Dean's office.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>).

Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)
- Grade of Incomplete (<https://students.asu.edu/forms/incomplete-grade-request>)

### **Grade Appeals**

**Any concern regarding a grade must be stated in writing to the instructor within one week of grade posting.** Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the associate director per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

### **Student Conduct**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student

Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

### **Establishing Eligibility for Disability Accommodations**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: [DRC@asu.edu](mailto:DRC@asu.edu)

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

### **Technical Requirements & Support**

#### **Computer Requirements**

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)

#### **Computer Skills Requirements**

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Using presentation and graphic programs

## **Technical Support**

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

## **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.

Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.