



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE March 24, 2009

1. ACADEMIC UNIT: School of Human Evolution and Social change
2. COURSE PROPOSED: SSH 200 Food and Culture
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. 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. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry—L ☒
Mathematical Studies—MA ☐ CS ☐
Humanities, Fine Arts and Design—HU ☐
Social and Behavioral Sciences—SB ☐
Natural Sciences—SQ ☐ SG ☐

Awareness Areas

Global Awareness—G ☐
Historical Awareness—H ☐
Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available
7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

New-Perused



Dear General Studies Committee,

We are respectfully asking for a general studies designation for SSH 200: Food and Culture. This course is currently in ACRES. We request that the permanent course number SSH 200/ASB 200 get the general studies designation. Should it not be approved by the time we teach it we will request the general studies designation for the SSH 294/ASB 294. We appreciate your consideration of this request.

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: ASB 200

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Chair/Director (Print or Type)

Date: _____

Chair/Director (Signature)

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	master syllabus p2-4 (see 'Coursework' section for description of tasks and grading, 100%)
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Master syllabus p2-4
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Master syllabus p2-4 (5 tasks)
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA		
<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p> <p>master syllabus p2-4 (multiple drafts graded for 2 of the assigned tasks)</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>		
<p>C-4</p>		

ASU [L] CRITERIA
Application for SSH 200 Food and Culture

CRITERION 1. Please describe the assignments that are considered in the computation of course grades – and indicate the proportion of the final grade that is determined by each assignment.

Annotated Bibliography Research	10%
Summary Statement Draft #1	5%
Summary Statement Draft #2	5%
Final Summary Statement	5%
Key Informant Interview	20%
Comparative Food System Analysis	20%
In class debating	15%
Propositional Essay	20%

CRITERION 2. Please describe the way(s) in which this criterion is addressed in the course design.

Each of the course assignments require students to seek out appropriate data sources, including reviewing academic literature or collecting primary data from a key informant interview, and then provide an interpretation or evaluation of the data. The Annotated Bibliography Summary Statement asks students to clearly and concisely summarize an area of enquiry for readers. After the Key Informant Interview, student must summarize the interview and provide an interpretation about basic beliefs about child diet and eating, as well as describing the research experience. The Comparative Food System Analysis involves analysing two food systems and describing and interpreting their differences with a series of guiding questions. In class debating requires students to present an argument based on data they gather about a food-related sociocultural issue. And finally, in the Propositional Essay student will develop and support two very different arguments based on the same set of data.

CRITERION 3. Please provide relatively detailed descriptions of two of more substantial writing or speaking tasks that are included in the course requirements.

Please see the ‘Coursework’ section of the master syllabus. Each of the tasks assigned is, or leads to, a substantial writing or speaking task.

CRITERION 4. Please describe the sequence of course assignments – and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

This course will be taught for the first time in the Fall of 2009. The Annotated Bibliography Summary Statement will allow for two drafts to be submitted for instructor feedback before the final draft is due. The Propositional Essay will also allow for one draft to be submitted for instructor feedback before the final draft is due.

Food and Culture
ASB 294 (Pending as SSH 200/ASB 200)
3 credits

Master Syllabus

Food represents the most basic of human needs, and yet its very pervasiveness in our everyday lives often prevents us from seeing how extensively it defines us socially and culturally. Cultural differences in how we understand and use food have massive implications for our diverse identities and our social ties to each other, how we organize our political and economic systems, and even explains much of our contemporary biological variation. This course uses perspectives from Anthropology and other allied fields to explore the relationships between humans and food across cultures and through time in a way that helps us to think about contemporary US diets and food-related issues (such as obesity or food insecurity) in new and more comprehensive ways. The course focuses on diversity in the relationships between food and culture in the US, and then uses a comparative perspective with other systems to provide an additional view of US food, eating, and culture. Examples of some of the questions we address in this class include: how does food define our sense of belonging and the boundaries between ethnic groups? What does it really mean when we observe that minorities are those most at risk of obesity in the US? What are the implications of the different cultural values placed on slim and large bodies, such as whose 'ideal' dominates? Can we explain malnutrition in American inner-cities an environmental justice issue? How can knowledge about cultural differences between groups in the US help us design better ways to address contemporary health challenges, such as the obesity epidemic?

Prerequisites: ENG 101 or ENG 105 or ENG 107

Learning Objectives:

In completing this course, students will demonstrate that they can:

- Articulate the variety, relativity, and complexity of human beliefs and behaviors regarding eating and food cross-culturally within the contemporary US. Explain how group identity and food are related, using specific case studies.
- Apply a diverse set of theoretical frameworks (e.g., cultural, evolutionary, ecological, institutional, political-economic) to explain that variation.
- Investigate and debate the links between nutritional risk (undernutrition, obesity), poverty, and minority status in the contemporary US.
- Explain food choice as a social justice, not just personal, issue.
- Apply basic research techniques to the ethnographic study of diverse food and eating knowledge and belief in US society, and by comparison with others.
- Explicate the interconnections of food and eating to multiple domains of human life and well-being, the social, ecological, political, and economic complexity of food systems in the US, and how the US systems then connect within a globalized world.
- Develop skills related to critical listening, speaking, writing, and analysis.

- Demonstrate skills appropriate to effective group collaboration.
- Engage productively in difficult, even controversial or adversarial, conversations regarding social inequities and responsibility.
- Recognize and apply basic tools for negotiation, mediation, and conflict resolution.
- Develop skills related to the development, support, and presentation of values-based propositions, including the ability to construct, support, and balance reasonable arguments on two or more sides of the same debate.

Course texts

Goodman, DuFour, and Pelto. 2000. *Nutritional Anthropology*. Mayfield Publishing Company.

Kittler and Sucher. 2001. *Food and Culture*. Wadsworth Pub., 3rd edition.

Coursework

1. Annotated Bibliography Research (10%)

This exercise is designed to help develop some research skills basic to science and social science: the literature review (usually the first step in any research project). Select an ethnic group in the US. Prepare an *annotated bibliography* of key literature that describes (a) the basic food preferences and diet of your group and its cuisine elements (flavors, spices, etc), (b) nutritional status of your group and any important nutritional issues, and (c) cultural traditions and meanings of specific foods in your group and of food and eating in general. This may include ideas about bodies as well as ideas about food. Supplement these with literature that helps you place those in historical or comparative perspective. The goal is to develop a comprehensive understanding of one group that is placed in thoughtful context. An annotated bibliography is a thoughtful list of references that together would form the basis for understanding a specific topic. You give a reference in correct citation format and then also provide an annotation about why that reference is of use. Not all the sources you look at will be useful or relevant and some will take more space to annotate than others because they are more valuable to the topic at hand. References should be organized and output using RefWorks. If you do not know how to use RefWorks, sign up for a tutorial at the library (offered most weeks).

2. Summary Statement Drafts (5% and 5%) and Final Summary Statement (5%)

Once you have completed your annotated bibliography, you need to crystallize your findings through clear and concise writing. The statement is a one page summary of your literature. Each student then pastes their bibliography and the one page summary on the course wiki. You will get two rounds of instructor feedback on each summary statement (5% final grade each) and then a final grade (5%). The multiple graded versions is to help you to work toward a very comprehensive *yet clear, concise* and highly accurate mode of written expression that summarizes an area of enquiry for a reader.

3. Key Informant Interview (20%)

This exercise is designed to help develop your critical listening skills, give you some real research experience and have you reflect on

what you learned from that experience. Working individually, you will select one key informant *who has a different family background from your own*. You will arrange and conduct an interview with them about their values and beliefs about their food and diet. A list of prompts is given to you to get you started, and although you should cover the questions listed you are also free to follow up on interesting angles with your own questions. You may have to arrange two sessions to complete the exercise, as it will take probably about two hours. The interview **MUST** include an arrangement of informed consent, a structured self-completed questionnaire, plus the longer interview based on open-ended questions designed to elicit their beliefs and practices surrounding their child=s diet and eating. The open-ended part of the interview will be recorded by you and then transcribed. The grade will be based on the materials you submit: these will be:

- ☐ a typed transcript of the ethnographic (open ended) interview.
- ☐ a two paragraph or so summary and interpretation of this interview, being the interviewed person=s basic beliefs about child diet and eating. C-2
- ☐ a summary of your research experience. This 1-2 page interpretation should include how you recruited your participant and developed rapport, any practical issues that were raised in conducting the interview, your sense of the success of the experience for both you and the participant in such areas as how good you both felt about the experience or not, how much disclosure and detail you felt you achieved, and so on, plus what you would do differently next time based on your experience.

All materials must be submitted to receive a grade for the exercise.

4. Comparative Food System Analysis (20%) C-1, C-3

Present an analysis of the food system in the US and one other country of your choice. In addition to describing the differences of the systems, they should also be evaluated in terms of such factors as the composition of the population composition, physical geography, and so-on. Pay attention to issues of ethnic differences and disadvantage, ecology of food production, and political and economic context. Which system do you think is most effective in promoting sustainability, food security, and/or nutritional health (and for who?) and why, and which would tend to create the most problems? For example, how at risk are we as consumers, and why? What role does global processes play in shaping this risk? What are the relationships between food, agriculture, the environment and public health? What changes in either or both systems are needed to achieve ecological sustainability, promote fairness, and improve health outcomes? (you will need to define what you mean by 'health' and/or 'sustainability' and 'equity' etc if are to do this). Use diagrams to explain what you discover, as appropriate. C-2

5. In class debating (15%). Students will orally debate specific food-related cultural and social conundrums in teams of three. We will use world schools debating ground rules. See: www.schoolsdebate.com/guides.asp, <http://flynn.debating.net/Colmmain.htm>. Preparation will require the teams to conduct their own research on the specific topic, then work together to determine how their propositional argument will be made across the three different presentations of each team member, and the rebuttals. Each student's speech is scored on six key elements: C-1, C-3

argument, content, rebuttal, style, teamwork, and overall. There is significant information on the web about the art of debating, with topics on how to frame arguments and best work together as a team. Usually, we will stick with fairly simplistic propositions.

6. Propositional essay (20%): Based on the specific case study they debated plus feedback, each student will prepare an essay that proposes, develops, and justifies at least two different arguments – usually this would be the positive and negative of the debated moot, but some flexibility exists to shift the topic or propositions as needed. The goal is to demonstrate the ability to develop and support two very different arguments based on the same set(s) of evidence. Scores will be assigned based on both the draft (10%) and final, post-feedback (10%) versions of the essay.

Classroom and Course Expectations

As an instructor, it is my responsibility to ensure that there is an effective instructional environment in the classroom and that all students who wish to have maximum opportunities to learn. To this end, the following classroom courtesies are expected:

- § We will begin with the understanding that, during the hours this class is scheduled to meet, that this class is your first priority, and it is the responsibility of every student to meet this expectation. Research has shown that attendance is the single most reliable predictor of success in university courses. As much of the learning we do in this class takes place as an interaction between everyone in the classroom, I do not believe you can contribute to the class appropriately as a member or reach the educational goals of this course if you are absent. *Therefore, if you have five absences for any reason you will be withdrawn from the course.*
- § We will begin class punctually. If for any reason you must come late or leave early give advance notice, and enter and leave discretely so you do not disturb others.
- § Other than when we are working in small groups, please do not disturb others in the class with localized conversations or other distractions.
- § Classroom activities will be predicated on everyone having completed assigned readings **before** class meetings.
- § In some cases students require special support to enhance their learning: if you are students with special needs we are here to help, but you must work through usual university channels so appropriate and fair arrangements will be made.

Academic Honesty. Students are responsible for their own academic behavior, and for making themselves fully aware of the University's policies:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.
Academic dishonesty includes using the uncredited work of others, but also tolerating or assisting dishonesty in others.

Disability Accommodations. If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring

a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Sample Lectures and Reading Schedule

Tuesday 19 August: Introduction to the course: Why food as the social lens?

Thursday 21 August: Cultural beliefs, food, and eating

Tuesday 26 August: Taste preferences and regional cuisines

Thursday 28 August: Food, culture, and ethnic identity

Tuesday 2 September: Culture and body image

Thursday 4 September: Library research skills

Tuesday 9 September: Political economy of food

Thursday 11 September: Nutrition and the ecology of nutritional problems I: undernutrition

Tuesday 16 September: Nutrition and the ecology of nutritional problems II: obesity

Thursday 18 September: Ethnographic interview skills and role playing

Tuesday 23 September: Food and cultural adaptation I

Thursday 25 September: Food and cultural adaptation II

Tuesday 30 September: Globalization and localization of diets

Thursday 1 October: Food security and cultural coping

Tuesday 7 October: Food environments: Food deserts and environmental justice

Tuesday 14 October: Acculturation and the Hispanic nutritional paradox

Thursday 16 October: Obesity, ethnicity, and poverty

Tuesday 21 October: Native American foodways

Thursday 23 October: Colonization and European foodways in the New World

Tuesday 28 October: African American foodways

Thursday 30 October: Asian American foodways

Tuesday 4 November: Hispanic foodways

Thursday 6 November: Group planning sessions

Tuesday 11 November: Group planning sessions

Thursday 13 November: Group planning session

Tuesday 18 November: Class debates

Thursday 20 November: Class debates

Tuesday 25 November: Food, religion, and ritual in modern America

Thursday 26 November: THANKSGIVING BREAK: no class

Tuesday 2 December: Class debates

Thursday 4 December: Bringing food home: reflecting on food and culture in our society

The syllabus is a general guide only: deviations may be necessary.

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Nutrition



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