

FOOD PATHWAY

Phase 1: Initial Pathway Concept Proposal

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2. Name of Proposed Pathway:

Food

3. Abstract (briefly describe the intellectual focus of proposed Pathway, < 200 words)

Food is not only fuel required to sustain us biologically, it functions symbolically and metaphorically, imparting meanings about who we are, about how we view our bodies, and about how we view our relationship to plants and other animals. While food is a commodity within economic markets, it is also a medium of cultural and political attitudes and beliefs, a way of expressing one's identity and cultural ties. While our system of food production can be thought of in practical terms such as professional occupations and careers in the food industry, decisions about how we produce and distribute our food also reflect certain culturally and historically specific values and beliefs, at the same time that they document shifts in knowledge and government policy. By examining and analyzing food practices from a multi-disciplinary perspective, students explore the many roles that food plays in our

lives—as sustenance, as expression of identity, as entertainment, as ritual, and as a means to bring people together in a community – and gain a better understanding of who we are, as individual consumers (or producers), as residents in a thriving agricultural region in Northern California, as Americans, and as global citizens.

Student abstract: Food is all around us. It's in the vending machines at the end of the hall. It's in the orchards and farmlands surrounding our campus. It's on cooking shows on TV. Our bodies are even food for the countless micro-organisms that live in and on it. Because food is so important to our everyday lives, it's no surprise that contemporary American society seems obsessed by it: cookbooks top the bestseller lists; the Food Network runs shows 24/7; and issues like genetically modified salmon are debated locally, nationally, and internationally. Food is not only what we eat, it's who we are.

The food we eat is not only needed for physical survival, it is a symbol of our culture and an artifact of our historical era. In learning about food, you will learn about nutrition and healthy eating choices, you will investigate your own food habits and details about food production and distribution. In many classes, you can learn about the cuisines of other cultures around the world. In some, you can even share your grandmother's favorite recipe, taste similar dishes made by classmates and hear why those foods are important to their families.

4. List existing and/or proposed courses that would fit in proposed Pathway (add additional courses as necessary):

Course Number	Course Name	Disciplinary Area	Existing (Y/N)	Confirmed (Y/N)
ANSC 101	Animal Science	NS	Y	Y
PSSC 101	Plant Science	NS	Y	Y
ABUS 101	Agricultural Business & Economics	SS	Y	Y
KINE 110	Physical Fitness	LL	Y	Y
NFSC 100	Basic Nutrition	LL	Y	Y
PHIL 104	Personal Values	H	Y	Y
ARTS 100	Art Appreciation	A	Y	Y
ANTH 113	Human Cultural Diversity	SS	Y	Y
GEOG 101	Physical Geography	SS	Y	Y
ANTH 116	Power & Scarcity	SS	Y	Y
ENGL 365	Food and Literature	H	Y	Y
HUMN 380	Food and Film	H	Y	Y
ENGL 327	Creative Non-Fiction	A	Y	Y
RELGS ???	(New course on animals)	H	N	Y
ANTH 340	Anthropology of Food	SS	Y	Y
RCR 310	Natural Resources & Informed Citizen	SS	Y	N*
ANTH 333	Nature, Culture & Environment	SS	Y	Y
GEOS 370	Energy in the Human Environment	NS	Y	N*
GEOG 301	Global Economic Geography	SS	Y	Y
NFSC 310	Ecology of Human Nutrition	NS	Y	Y
PSSC 390	Food Forever	NS	Y	Y

ABUS 390	World Food and Hunger Issues	SS	Y	Y
PSSC 392	World Food & Fiber	NS	Y	Y
HCSV 325	Consumer Health	NS	Y	N*
HUMN ???	Introduction to Food Studies	H	N	Y
PSSC 305	Introduction to Wines	NS	Y	N*
BIOL 322	Science and Human Values	NS	Y	Y
GEOG 102	Human Geography	SS	Y	Y
ECON 103	Introductory Microeconomics	SS	Y	Y
ECON 320	American Economic Thought	SS	Y	Y
ECON 350	Economics of Big Business	SS	Y	Y
BIOL 303	Human Genetics	NS	Y	Y
BIOL 211	Allied Health Microbiology	NS	Y	Y

Disciplinary Area = Arts (A), Humanities (H), Social Sciences (SS), Life-long Learning (LL), Nat'l Sciences (NS).

Existing = Course already exists (Y/N)

Confirmed = Instructor has confirmed interest in including course in Pathway.(Y/N)

* These courses fit well with the content, theme, and scope of the proposal pathway and were suggested by faculty from related disciplines for inclusion in the list of possible courses, and although we may have, in some cases, spoken with faculty in that department, we have not yet been able to speak directly with the instructor(s) who teach these courses regularly.

5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.

A. Intellectual Cohesion (How will intellectual theme of Pathway be sustained by proposed courses?):

Care has been taken to differentiate the included courses that deal with food from the courses that deal with other and larger issues of environmental sustainability (and which would be part of a different and distinct sustainability pathway). The courses chosen here, though, all adopt a similar scope and perspective in approaching the idea of food for an audience of consumers. This does not mean that issues of production or distribution are not raised (or that students in these classes do not go on to work in food production), but they are raised in such a way as to be framed according to the perspective of the consumer. The reason for this is that students taking this general education theme, regardless of what other relationship they have to food, are all consumers. The emphasis in all of these courses is to have students develop an aspect of life-long learning, which is to make (better) informed daily choices regarding food. Certain common intellectual questions unite all of the courses, such as: what does it mean to have a body and possess a biological necessity to eat?; how has our society transcended this biological necessity?; how has this move been managed and what impact has this had on consumer choices and production practices?; what resulting crises have ensued?; what are the food supply and distribution situations in the third world countries?; and what are the reasons for the hunger problems around the world? However, each course rounds out the coherent thematic structure with it discipline-specific questions and methodologies.

Coherence is attained through the construction of a pathway around an already thriving (and intellectually cohesive) interdisciplinary research field: Food Studies. In a recent work, *Food Studies: An Introduction to Research Methods* (2010), Jeff Miller and Jonathan Deutsch delineate the contemporary scope of the field and discuss specific contributions made to it by many disciplines. (They also include, as an example of food studies pedagogy, the assignment for “writing a food memoir” used in Dr. Lynn Houston’s English 365 Food and Literature course at Chico State.) They generally discuss the contributions from History (through the work of Ken Albala), Anthropology (Carole Counihan), Humanities (Psyche Williams-Forsen), and Natural Sciences (Jeffery Sobal). Carole Counihan’s work in the field has been interdisciplinary, like the other scholars mentioned by Miller and Deutsch. Although she comes from Anthropology, she incorporates methods from cultural studies, women’s studies, and other disciplines. In fact, Counihan has co-edited two editions of an interdisciplinary reader in food studies that have also greatly shaped the field. Another recent work, Richard Wrangham’s *Catching Fire: How Cooking Made Us Human*, demonstrates the “connectedness” of Food Studies in showing how the biological evolution of our species was orchestrated by changes in our diet resulting from the emergence of a cultural identity.

The term “food studies” has been used in academic circles since at least 1996, when New York University ran a search for a “food studies” professor that resulted in hiring Amy Bentley to oversee the food studies programs they had created at the undergraduate and graduate levels (which had been inspired by the gastronomy program run by Julia Child at Boston University). Entire encyclopedias are now devoted to food and various academic presses have reference books series on food: University of California, Columbia, the University of Illinois, and Greenwood (ABC-Clio), to name a few. Professional organizations exist for the academic study of food. To encourage the interdisciplinary nature of the field, one of the biggest yearly academic conferences is the joint meeting of three groups: the Association for the Study of Food and Society (ASFS); Agriculture, Food and Human Values Society (AFHVS); and the Society for the Anthropology of Food and Nutrition (SAFN). All of these organizations publish scholarly journals. (See Marion Nestle and W. Alex McIntosh, “Writing the Food Studies Movement” <http://www.foodpolitics.com/wp-content/uploads/02-FCS13.2-Nestle.pdf> for more information).

Our food system contains interdependent systems of production, processing, distribution, regulation, and consumption, and also has its own history. The proposed food pathway offers striking examples of cohesion in terms of the following interconnected academic threads that weave in and out of each of the courses proposed for inclusion:

- explorations of human evolution (our species evolved in direct response to cooked foods; cooking foods meant less energy was required to digest making more energy available for brain growth);
- explorations of human cultural diversity (dogs and cows, rice and bread, meat and vegetables, raw and cooked; why is food “good to eat?”);
- explorations of global inequalities (who faces problems of food security/scarcity and why?);
- public health (obesity, heart disease, diabetes; illnesses of affluence; anorexia and other psychological illnesses);

- public policy (E. coli and food safety, the regulation of big business versus local businesses);
- economics and marketing (industrial food production and the rise of organics; consumer decision-making and market models; Capitalism, labor, and agriculture; food supplies in times of war; multinational corporations; the global food trade);
- climate change (vegetable based fuels; deforestation to create cattle grazing pastures); and
- pollution and resource depletion (overfishing, persistent organic pollutants contamination of subsistence foods).

Food Pathway Objectives

By the completion of the GE pathway, students should be able to:

- 1) discuss the many roles that food plays in our lives—as sustenance, as expression of identity, as a form of entertainment, as ritual, and as a means to bring people together into a community;
- 2) show how food transmits culture;
- 3) compare and contrast food and its social role from a variety of cultures and ethnic traditions;
- 4) analyze the differences and consequences of food habits cross-culturally;
- 5) understand the social, cultural, and historical contexts of food;
- 6) recognize the concept of foodways—the beliefs, behaviors, attitudes, and values involved in the production, distribution, and consumption of food;
- 7) articulate the role of food in constituting national, gender, and ethnic identity;
- 8) contextualize agricultural issues within global trends.
- 9) understand the basic resources necessary for food production (land, soil, water, nutrients, energy);
- 10) connect the nature of food consumption at different levels on the food chain with its effects on energy flow and, subsequently, food supply;
- 11) evaluate how different types and methods of food production utilize energy and nutrients in different ways with different efficiencies (e.g., some crops hardly contain more energy than the amounts used in their production!);
- 12) appreciate the role of plants and animals in production systems and in meeting human food requirements;
- 13) identify the environmental challenges caused by intensifying food production to feed increasing populations;
- 14) explain the consequences (especially, environmental and cultural) from loss of local food production;
- 15) act as informed consumers by realizing that their purchases, community involvement, and votes in the ballot box determine our future food security because they affect current planning and resource decisions;

- 16) describe and explain how the food system contributes to economic well-being and prosperity;
- 17) understand the global hunger problems and the ways to reduce the poverty and alleviate hunger problems; and
- 18) understand the interconnectedness between food production methods as it relates to food nutritional content and societal disease patterns

B. Multi-disciplinary (How do courses involved elucidate the Pathway's topic?):

Natural Sciences: The fundamental concepts of matter and energy are covered in these courses from multiple departments across the sciences, including, currently, Agricultural Business, Plant and Soil Science, Animal Science, Biology, and Nutrition. This disciplinary area also provides students with the necessary background in the methodologies of the natural sciences in order to investigate the physical universe of food and the life forms that inhabit our food system; specifically, for instance, students study the chemistry of nutritional biology (the chemistry of nutrients in food) and/or the chemistry of soil composition. Additionally, some of these courses touch on social institutions and questions of the individual and society through material about the human ecology (human-environmental interactions) of food production systems in diverse cultural settings around the world.

Humanities & Arts: Courses from the Humanities and the Arts deal with the artistic representation of food consumption, food production, and food distribution, and what it says about our identities. Food is a vastly rich and important cultural artifact. In literature and the visual arts, the representation of food speaks to many aspects of the self - our humanity, our national, religious, and gender identities - and to the way food mediates our relationships with other people connecting us to family members, to our ancestors, and to others around the world through the interconnectedness of the food chain and of global, industrial production. Food as a cultural artifact also commemorates important rituals of passage and ceremonies and implicates the politics of our everyday lives—how we, philosophically, position ourselves as humans who must deal with our embodied condition. These courses offer students an understanding of food in the literary and visual arts (including film) which are examined as systems of signs and analyzed in terms of the social and cultural institutions they implicate.

Social Sciences: Studying food from an anthropological perspective (or also from a political, historical, economical, and psychological perspective) implicates a number of social, cultural, economic, and governmental institutions, as well as fosters questions about the individual and his/her choices in relation to society and its customs. These disciplines emphasize the cultural symbolism and the role of food in providing meaning to individuals and social groups both nationally and internationally. Many of these courses take comparative approaches to understanding differences in how societies produce and consume food, getting to know our own culture better as well as other cultures around the world, just as students in these courses come to understand our own historical era through comparing and contrasting foodways from other historical eras. Like in the humanities disciplines, the social

sciences courses help students understand food as a factor in identity: religious, national, gender, etc. The human behaviors associated with food production and consumption which are studied from our culture and from other cultures help students understand how food items are used symbolically to make meaning in our lives and transmit ideas about how, as humans, we see ourselves in relation to other people and to the (natural, spiritual, etc.) world around us. Economic perspectives can offer us insight into the role of food in specific markets or during specific times of crisis (such as war), and can also help us to investigate our use of natural resources and to understand historically how the business of the food industry emerged.

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

Food is the perfect topic around which to organize a general education minor. Since all students have some experience already with food in their daily lives, it serves as a solid platform on which to build knowledge in many disciplines. The personal experiences and knowledge about food students already have to draw from in their lives creates an atmosphere of personal engagement in the material that might not exist in other topics – everyone can relate to food because we eat it regularly. This situation provides a unity that serves well as a basis for inter-disciplinary study of the topic in a minor program at the general education level. Even students' different experiences with food - whether ethnic, religious, class-based, gendered, etc. - can provide access to important academic debates and assignments in the various disciplines. Students will be personally engaged and interested in food and that will foster academic discussion and debate. Food is a topic continually debated in local, national, and international news and new developments in our food system will create dynamic opportunities for course assignments that are contemporary and relevant to students and their lives. A minor in this area will also allow many students an important transcript distinction for future career possibilities.

There is no duplication with existing minors. The intellectual feasibility of this pathway as appropriate for a minor is validated by the numerous university degree programs offered around the country in food studies. What our proposal offers, however, is a design tailored for the general education curriculum at this university which means that we've organized an intellectually coherent group of clustered courses around an important area of interdisciplinary (and timely) study. The theme of our program blends well with countless majors on this campus, many of them represented among our course offerings, and provides a means to show additional knowledge in an area of great cultural, political, economic, and intellectual interest with many career application possibilities.

New York University offers a minor in food studies open to all majors that greatly resembles ours. Their program incorporates the following disciplines: Art, English, Sociology, Anthropology, Nutrition, Agriculture, Management, Economics, and History, among others (<http://steinhardt.nyu.edu/nutrition/food/minor/>). Middlebury College offers one as well (<http://www.middfood.com/1/post/2010/07/mcog-announces-the-minor-in-food-and-agriculture-studies.html>). For a more comprehensive listing of university food studies programs, please see <http://food-culture.org/programs.php>.

D. Appeal to Students (What indications are there of student interest in this Pathway?):

Theme V: Consuming Interests: Food and Society is the newest upper-division theme to be added to our general education program, and in just three semesters it has already garnered strong student interest, well enough to engage the course offerings fully. We believe that the pathway will attract even more student interest.

Please refer to Appendix A attached to this proposal. In September 2010, Dr. Lynn Houston conducted an informal survey of student interest among approximately 50 first- and second-year students (some of the responses received were from upper-classmen). There were great indications of student interest for the following reasons. Students felt that now that they were living on their own (away from their parents), they needed to think more about the choices they were making with respect to food. Many cited the “freshmen 15” as a reason why courses that helped them make better, healthier food choices would appeal to them. They also indicated that their own diet struggles were reflected at the national level with the problems of obesity in American culture. Students noted that food was something they consumed everyday and would be interested in being given the challenge to think more about it, at the same time they were learning the methods and major debates in certain disciplines. A large percentage of students said they would be interested in cooking, eating, and sharing recipes together as a class, something that is already done in Keiko Goto’s NFSC 310: Ecology of Human Nutrition course and in Lynn Houston’s ENGL 365: Food and Literature course (both in the current upper-division theme). Other students thought that food would be a fun way to learn about other cultures and about food production techniques which seemed a mystery to many of them and produced a kind of anxiety about the food they were putting into their bodies. Some students were even self-proclaimed “foodies” who regularly watched the Food Network or watched news shows on food. If the pathway is accepted, we’re sure that more surveys of student interest could be done with similar results indicating great appeal among first- and second-year students because of the transitional nature of their lives at the period of first beginning university life and the different ways they are beginning to think about the food they eat now that they have left home.

E. GE SLOs (How are GE SLOs covered by Pathway?):

We are still working out the details as to which courses in the pathway will cover which SLOs so that by the time a student would complete the program all SLOs would be covered. We imagine that each given course in a particular category would all fulfill similar SLOs so that coverage was insured. The foundation courses we imagine at this point will be linked to a food pathway are ANSC 101 and ABUS 101. Below are the specifics we can offer at this time.

- Active Inquiry – Food asks students to question the intellectual nature of something that might go unobserved by them in their everyday lives: their food choices. Students connect cognitive and personal development in many of the classes in this area by using their own lives, their own food choices, and their family food traditions/practices as to engage in research in many of the courses. Students use many research methods from different fields—ethnographic work in

the social science and humanities courses, labs and fieldwork in the sciences, library and personal reflection also in the latter – and many activities require them to use appropriate technology such as group presentations with visual aids, use of library databases, and computer word processing programs. Additionally, the study of food encourages students to see many of the otherwise “invisible” connections of late capitalism - the routes food stuffs and ingredients take to get to our supermarkets, the techniques of food production, processing, and transformation, and the lives and labor of workers in food production, storage, distribution, and transportation.

Specifically, in some of the Agriculture and Plant and Soil Science courses, for instance, students are asked to create sample problems that reflect their personal background or interests and then develop solutions to these problems by applying their knowledge of principals in agricultural economics. Also, in the proposed Agriculture foundation courses of this pathway (ANSC 101 and ABUS 101), students must calculate and interpret indices of biodiversity from data that they collect near where they live. They must also calculate several measures of resource-use efficiency pertaining to several production systems in different parts of the world. Additionally, the biology courses we are proposing, students consider moral questions involving the application and development of technology as balanced against the good it can potentially provide humanity. Moreover, in HUMN 380: Food and Film, students investigate films needing to discern complexity of meaning. This is posed in terms of students’ engagement in discovery, initially in small group conversation, and eventually in individually composed writing assignments. In both nutrition and humanities courses, instructors have designed assignments that require students to write about their experiences dining at locally-owned restaurants in our community.

We would like to highlight one of the assignments currently being used in a course in the upper-division Theme V: Consuming Interests: Food and Society that exemplifies the active inquiry SLO that will also be achieved in the food pathway. In Dr. Keiko Goto’s NFSC 310 Ecology of Human Nutrition course, she asks students to “describe the path of a multi-ingredient food product [or dish] from field to fork. The primary objective of this project is to illuminate where a food item has been, how it has traveled, and who has handled it before it reaches you, the consumer. The secondary objective of the project is to examine how the food or ingredient that comes from the weekly region of focus is being consumed by people in that region.” The assignment culminates in an oral presentation and “cultural feast” held in the food lab. Dr. Goto’s “From Field to Fork” assignment encourages students to actively seek out knowledge about food through a discovery process which asks them to develop a spirit of curiosity and undertake investigative research outside the traditional setting of the university.

- Personal and Social Responsibility – Food studies can teach students that their food choices have an impact on the economies of their local regions. Students can come to understand better a local region like ours which has a heavy agricultural base. Food also teaches us something about our society and our numerous identities, whether familial, gender, religious, or other.

Specifically, in some of the agriculture courses, like ABUS 390, students

frequently ask the question “so what?” in order to support the relevance of economic knowledge for personal and social responsibility. In the proposed foundation courses from agriculture (ANSC 101 and ABUS 101), discussions in the lecture and lab may range from animal rights, to vegetarianism, to the use of chemicals in agriculture and the use of genetically modified organisms. Also, in 390, students calculate an estimate of their ecological footprint and discuss with classmates about what aspects of their personal lifestyles contribute to its size. They also consider, in terms of food choices and other decisions, how they could reduce its size. Additionally, in PSSC 392, students examine how the success of a society is assessed, and they consider alternative measurements that provide a holistic perspective in regards to quality of life. They are asked to also consider their activities and roles in their own community in regards to contributing to that quality of life.

- Sustainability – The study of food helps students to understand better the ecosystems they are a part of and how food production and consumption can contribute either to the waste of precious resources or to developing more sustainable practices. Regulation of foods (such as the qualifications for organic foods) and the struggle between large corporations and small businesses for food markets also underscore issues of sustainability through food safety and security.

Specifically, in Agriculture courses of all levels in the proposed pathway, students contemplate the “business” side of agricultural production and the need for producers to be economically viable while also being socially/environmentally responsible. Students learn how to optimize profit, but ask questions to help establish an understanding of the factors which may influence environmental conditions. 390 addresses the relationships between world population and the ability to provide a sustainable food supply. In the courses (ANSC 101 and ABUS 101), the nature of agriculture, both plant and animal, is increasingly focused on long term economic, environmental and social sustainability. Also, PSSC 390, students examine farm-scale production systems around the world. They are studied with regard to various efficiency measurements and in terms of how the production systems have adapted to and accommodated local environmental constraints, local resources, and human demands. The intensification process, as producers have used more machinery, fertilizers, and pesticides in an effort to boost yields, is also investigated in regards to social, environmental and economic ramifications. Additionally, in PSSC 392, students look at more global consequences of climate, human migrations, government policies, and differing availability of resources in regards to human food production, transport, and supply. Moreover, in the Biology courses, sustainability is a central focus of Science and Human Values, especially organic, low-impact, and sustainable agricultural practices.
- Diversity – Students are exposed to studies involving the food practices of a number of diverse populations both in the United States and abroad. Specifically, in many Agriculture courses, is encouraged by the very nature of the student body in this course, where students with strong agricultural backgrounds interact with those from more urban areas. In addition, the diversity of U.S. agriculture

(different crops and production techniques in different regions, etc.) is specifically addressed. In ABUS 390, students study the cultures of different people from around the world. Lectures, videos, and student projects cover over 30 different third world countries while examining their natural, cultural, religious, and political perspectives. In English and Humanities courses included in this curriculum, the criteria for diversity are met both through the close, critical reading we do from established authors and from the nature of workshop and peer review and public reading of student-authored food memoirs, where a wide range of viewpoints and cultural backgrounds are in evidence communally. In HUMN 380: Food and Film, the set of films studied is deliberately varied to reflect diversity of world cultures, gender, and social class. The intent is to pose students with something they are unlikely to have seen on their own, and even when so, to engage in study beyond what they would have done on their own. Vital in this approach is to create encounters with cultures other than their own or aspects of their own culture that will not be familiar. Many courses in Anthropology and even Nutrition help students access the lives of other people from diverse socio-economic, ethnic, and racial backgrounds in their own communities and around the world. Social science courses proposed for the pathway, like the ANTH 340: Anthropology of Food, take cross-cultural perspectives on food issues such as famine and food security.

- Creativity – In many of the humanities classes, students are asked to reflect on their personal lives and write creatively about their own food traditions and experiences. Humanities courses can provide engagement in intellectual creativity in the careful study of literary, philosophical or visual texts. In HUMN 380: Food and Film, for instance, the structured small group discussions and writing assignments are keyed to questions that suggest open-ended lines of interpretation in order to launch this engagement. In these classes, students study artistic and literary models, discuss contemporary aesthetic questions, and work both creatively and innovatively as they produce their own works of literary and visual arts and analyze and reflect on the creativity of others who have produced such works. In Keiko Goto's NFSC 310: Ecology of Human Nutrition, students give oral presentations on the cuisine of certain regions and countries and bring in food products or dishes from that cuisine (as well as someone from the community who can speak about their experiences in that region or country). The assignment evolves into a potluck where students are creative through cooking. A similar assignment is required in Lynn Houston's ENGL 365: Food and Literature course where students read food memoirs written by authors and then write their own. Students then make the particular recipe around which their stories center and bring them in to share with fellow classmates and the campus community.
- Global Engagement – Students learn about how food travels all around the world, connecting various different economies through the circulation of global food items. In understanding how food circulates in global capitalism, students will also discover the various global connections that the study of food brings to the foreground. In the Plant and Soil Science classes, case studies are employed in each class and involve communities in transition in other parts of the

world. Students must try to perceive the concerns of the decision makers and evaluate consequences of alternatives in terms of the local people. This requires careful analysis in order to determine what is of value to those people, which usually comprises social as well as environmental and economic factors. Also, ABUS 390 exposes students to world hunger issues broadens their horizons and helps give them a new perspective that will help them become more responsible global citizens. Increases insight into the cultures of different people from around the world. Lectures, videos, and student projects cover over 30 different third world countries while examining their natural, cultural, religious, and political perspectives. Social science courses proposed for the pathway, like the ANTH 340: Anthropology of Food, take cross-cultural perspectives on food issues such as famine and food security.

- Critical Thinking – Food is a great tool through which to teach critical thinking as it demands such a skill to analyze all of the (often conflicting) rhetoric students are exposed to on a daily basis about food, especially given that nutritionally information is changing so rapidly to respond to crises such as obesity. In the pathway, students learn to discern rhetorical differences in arguments advanced about food, to assess the credibility of sources, and to understand the crucial importance of clear reasoning in deciphering debates about food, diet, and food pathways. In agriculture and many other courses, students will be expected to assess the inter-relationships between food production methods, food quality and the impact food choices have on human health and disease patterns. In ABUS 101, students are frequently given problems and asked to analyze the economic consequences associated with potential solutions. In ABUS390, student are exposed to the lifestyle of people in poorer countries changes their perceptions about the world, life, and thinking. They gain a better understanding of how to think critically about how economic systems contribute to well being. In both PSSC 390 and PSSC 392, case studies are used to challenge the students with a complex problem. The students must identify and investigate the core issues and pertinent facts, the key decision makers, and evaluate possible alternatives with regard to the concerns and goals of the decision makers. In a second project, the students must research and analyze an issue with social, environmental, and economic ramifications. In HUMN 380: Food and Film, students produce close readings of a set of films, opinions and arguments about issues that matter as presented by characterizations in fiction film or interviewees in documentary are open for examination and scrutiny, which the study and discussion exercises explore. Similarly for reading assignments, which are collected from scholarly work in literary criticism, film studies, as well as popular writings about food. All of these course assignments in the pathway help students hone their critical thinking skills in better understanding how evidence and data work to support different arguments so that they can distinguish credible sources and successful versus non-successful arguments.
- Oral Communication – In many of the pathway courses, students prepare and give group presentations and participate in group discussions. Many classes, like Science and Human Values specifically, require students to oral presentations on

a class topic done individually or in teams.

- Written Communication – In Agriculture courses, like many others, exams include open ended essay responses to demonstrate effective written communication of agricultural economic principles using vocabulary essential to professional work in the field. Specifically, in ABUS 390, students are required to complete 4 paper assignments and 1 group project that includes a report, presentation, and group discussion. In Plant and Soil Science courses, are required to write two reports of a minimum of five pages each. Each report is developed in stages over several weeks. Students answer some initial questions about the topics, do research, write a rough draft, peer review drafts, take a short quiz about their reports, do a self-evaluation of their own reports, and then turn in the final draft. In Biology, students must submit written work in the form of term papers, and essay questions on exams. In addition, students are expected to develop ideas in response to assigned study questions. In the foundational agriculture courses, students are taught to utilize the library to do literature reviews and are expected to write a scientific paper. In English and Humanities courses, students write papers analyzing the work of established authors as well as write their own creative works. They also respond to the work of other students, offering constructive criticism through workshop and peer review feedback (usually written). HUMN 380: Food and Film offers students writing as a repeated, culminating learning activity in the course through a series of short writing assignments (and essay portion of the final exam) in which each student formulates as thematic discussion of a topic touching upon several films, and associated reading assignments.
- Math – Courses from the sciences, such as agriculture and nutrition, teach students to utilize basic statistics to analyze and interpret data. In agriculture, students use a variety of mathematical applications: they calculate percentage changes in price and output, inflation rates, Consumer Price Index values, elasticities, and learn how to apply basic mathematical optimization techniques to identify maximum profits and revenues. Specifically, in PSSC 390, students calculate and interpret indices of biodiversity from data that they collect near where they live. They also calculate several measures of resource-use efficiency pertaining to different production systems in different parts of the world. Additionally, we've mentioned previously that a couple courses offer assignments where students cook and share foods. Cooking requires certain mathematical skills. In ENGL 365: Food and Literature, numerous conversations are held around the standard time and volume measurements of recipes and how they translate (or not) into cooking practices. Through this, many students at the first- and second-year level learn cooking techniques that require math (such as how to read a candy or meat thermometer or how to convert various measurements – how many cups in 4 tablespoons, etc.).

6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges.

To put together Theme V, the latest theme added in the GE program, we held multiple meetings in person and electronically with faculty across disciplines and colleges through the circulation and discussion of relevant documents. Since the new GE pathway criteria have come out, all of the theme faculty have met to discuss putting together a proposal for the pathway. Over summer 2010, aided by a FLC grant, faculty met multiple times to discuss the pathway. Through the “mixer” process, we have also identified more faculty in other disciplines who would like to work on the pathway concept, some of whom have just sought us out in the last few weeks after our presentation at the GE pathway forum. We have had concrete input (mainly via email exchanges) on this current proposal from a wide range of faculty across disciplines and colleges.

7. Describe planned or actual student outreach efforts to gauge student interest in proposed Pathway.

See Appendix A at the end of this proposal. In September 2010, we informally surveyed 2 sections of English 130 Academic writing (64 students), comprised mainly of first-year and second-year students. Students were shown an abstract for the proposed food pathway (see below “Conclusion”) and were asked to write about their interest in such a possible general education curriculum. Out of 64 students enrolled in the classes, 56 responded (responses were voluntary). 53 said a general education pathway organized around food would interest them. 3 said it wouldn’t personally interest them to take the courses, but they had friends (or knew of other students) who would like to and/or the general concept sounded interesting. The results of this survey, further explained in Appendix A, helped us to revise a “student abstract” we were working on. We would like to continue our efforts to gauge student interest, possibly by inviting first- and second-year students to meet-and-greets where we would discuss food and where we could eat together and listen to what they would like to get out of such a program. If the food pathway is accepted, we would like to structure and market the foundation courses in such a way as to reach students just as they get to the university so that they can learn about the pathway.

8. Additional information on Pathway.

Although a food studies pathway would have overlap with a sustainability pathway and with a health and wellness pathway, we feel that there is indeed an important niche for food studies that would not be covered by either of these other potential pathways. Food is its own field of study; universities in this country offer majors, minors, and even Ph.D.s in this field. Moreover, the food system is only one small part of what would be covered by an environmental sustainability pathway and it is important enough to be covered on its own. Additionally, a health and wellness pathway would cover some topics from a food consumer’s perspective but would not address the identity role and experiences of food producers, which could be done significantly in the food studies pathway and which strikes us as particularly important to the agricultural region our university serves. Also, artistic representations of the environment or of health seem far removed from artistic representations related to food consumption or production.

Certainly, artistic representations such as these are valuable in their own right especially in how they respond to some of the new GE SLOs such as personal and social Inquiry, Creativity, and Global Engagement.

For further reading, here is a good bibliography:

http://www.lib.unc.edu/coursepages/amst/S10_amst375/foodbibliography.html.

APPENDIX A: Informal Student Survey Results

In September 2010, Lynn Houston informally surveyed 2 sections of English 130 Academic writing (64 students), comprised mainly of first-year and second-year students. Students were shown an abstract for the proposed food pathway (see below “Conclusion”) and were asked to write about their interest in such a possible general education curriculum. Out of 64 students enrolled in the classes, 56 responded (responses were voluntary). 53 said a general education pathway organized around food would interest them. 3 said it wouldn’t interest them to take the courses, but they had friends (or knew of other students) who would like to and/or the general concept sounded interesting. The below categories of interest emerged (representative responses are included). 18 students wanted to learn about healthier eating practices and what our country could do to combat the obesity problem and what they could do as college students to combat the freshman 15. 17 students wanted to do some cooking or share food with one another in a class. 17 students mentioned that food was an interesting topic of study because we are all familiar with it on some level because we eat it regularly. 8 students thought that food would be a fun way to get to learn about other cultures. 5 students specifically mentioned their related interest in food media, such as the Food Network. 4 students were specifically interested in learning about how food is made. The abstract for the proposed food pathway was subsequently revised based on this data (see below “Conclusion”).

Nutrition & Healthy Eating Practices – 18 responses

- “I’m currently trying to make healthier choices such as working out, eating healthier foods, cooking, etc.”
- “I think it would be a very good ideas incorporating into our schools, and may turn America for the better (since our diet isn’t too healthy)”
- First- and second-year students “often don’t know very much about eating healthy, thus the dreaded freshmen 15”
- “It would be good to know what food does to our bodies”
- “It would be fun learning what type of ingredients are in everyday foods”
- “[I] would like to see a class on balance – mind, body, food”
- “[I would like] courses on how the food we eat affects us”

Everyday Life – 17 responses

- “Everyone likes food, so yes I think it would interest students”
- “It would interesting because food is in our everyday lives”
- “Everyone understands food [on a basic level] and being able to use a subject people understand [helps] easily link it to different classes”
- “Food is so important and influences so many aspects of our lives”

Learning to Cook, Share Recipes, & Taste Foods – 17 responses

- “To make [these courses] fun, food should be provided and students would have to try them. Get thoughts from the students and explain why the food tastes [the way it does]”
- “Incorporating culinary and nutrition into the curriculum would better prepare

- freshmen to move in to their own first home and learn about eating without assistance (having parents make meals, campus dining, or eating out)”
- “Working hands on with the subject [of food] in classes would be interesting to me [like] cooking”
 - “Studying food would be fun. You can have a pot luck and learn how to make other culture’s food”
 - “I would like courses in origins of foods, world food variety, sampling foods you’re studying”
 - “Bringing in food for the class would be a hit and I’m sure that many would take the class”
 - “What would make it fun as an assignment would be a dish and everyone gets a sample”
 - “It would make it fun and meaningful if you could cook something with or for the class”

Other Cultures – 8 responses

- “[I think it would be] a cool way to learn about other countries and cultures”
- “It would be fun to have a potluck in the classes where people could make dishes from different cultures”
- “I would like courses in origins of foods, world food variety, sampling foods you’re studying”
- “Studying food would be fun. You can have a pot luck and learn how to make other culture’s food”
- “I think a class about food that emphasizes the historical and cultural aspects of food would be very interesting, especially about how the diets of cultures and the abundance of food influences different cultures”
-

Food & The Media – 5 responses

- “Foodies would be interested”
- “In my house at least, the food network is on 24/7”
- “I always watch the food network with my family”

Production Techniques – 4 responses

- “I think classes about different processes of which food is made, how things are grown and produced, and other things like that would be interesting”
- “It would be fun to go in depth on how food is made”

Specific Majors Interested: Recreation Administration, Nutrition and Food Science, Advertising and Engineering

- “Yes, this would interest me because I am a Recreation Admin major with an option in Resort/Lodging Management [...] Most of the other themes don’t relate to Recreation, whereas this food theme would be perfect”
- “I would be interested in a course mainly because food is obviously a huge industry and my major is advertising”

[This interest from diverse majors concurs with informal poll done by Dennis

Rothermel from Fall 2010 enrollment in his course HUMN 380: Food and Film, which has “multiple incidence of majors in Business, Recreation Administration, Communication Design, Anthropology, Art, Kinesiology, Nutrition and Food Science and also one each in Political Science, Psychology, Journalism, Linguistics, Agriculture, Social Science, Construction Management, Mathematics, and Chemistry. So, there is arguably very broad appeal for the Food Pathway, with probably special popularity among students in Nutrition, Agriculture, Recreation Administration, Business Administration, Communications Studies and Communication Design, and Anthropology.”]

Conclusion: Revised Student Abstract

Draft of Abstract Given to Students for the Survey:

Draft of Abstract: Contemporary American society is obsessed with food: food and cooking magazines spill over the racks at bookstores and grocery stores, and the Food Network runs shows 24/7, from “Emeril Live” to Rachael Ray; books on eating healthfully (and lavishly!) top the best-seller lists; organic food production is debated on local and national levels; and nutritionists are interviewed from CNN and to the Senate floor. Yet few of us reflect on the significance of food in our everyday lives and in the lives of others around the world. Food is not only fuel required to sustain humans biologically; it functions symbolically and metaphorically, defining who we are, how we view our bodies, and how we view plants and other animals. Through choices of what we eat (or through what the industry chooses for us to eat), we express our identities and cultural ties. Similarly, choices in how we produce, harvest, and distribute our food express historically and culturally specific value systems. In this course of study—through literature, film, the media, popular culture, folklore, archeology, history, nutrition, and agriculture—students explore the many roles that food plays in our lives—as sustenance, as expression of identity, as entertainment, as ritual, and as a means to bring people together in a community.

Based on input from the student survey, the abstract to gauge student interest was revised as follows for the pathway proposal:

Student abstract: Food is all around us. It’s in the vending machines at the end of the hall. It’s in the orchards and farmlands surrounding our campus. It’s on cooking shows on TV. Our bodies are even food for the countless micro-organisms that live in and on it. Because food is so important to our everyday lives, it’s no surprise that contemporary American society seems obsessed by it: cookbooks top the bestseller lists; the Food Network runs shows 24/7; and issues like genetically modified salmon are debated locally, nationally, and internationally. Food is not only what we eat, it’s who we are.

The food we eat is not only needed for physical survival, it is a symbol of our culture and an artifact of our historical era. In learning about food, you will learn about nutrition and healthy eating choices, you will investigate your own food habits and details about food production and distribution. In many classes, you can learn

about the cuisines of other cultures around the world. In some, you can even share your grandmother's favorite recipe, taste similar dishes made by classmates and hear why those foods are important to their families.