

**California State University, Long Beach  
General Education Action Request**

Instructions: Complete and submit all pages

**RESET FORM**

**I. Course Identification**

Dept. Prefix and Course Number: HFHM 370 Official Course Title: Exploring a sustainable food system  
 Course Cross Listed:  Yes  No College: CHHS Dept. Prefix & Course Number: HFHM 370

**II. Course Coordinator**

Faculty member(s) responsible for this course and this report: Libby Gustin  
 Phone: 415/846-2968 Email: Libby.Gustin@csulb.edu

**III. Course History**

Frequency of offering during past three years:  
 Every semester  Once a year Other (describe) \_\_\_\_\_  
 Number of sections per offering 02 Number of instructors teaching the course 2

**IV. Catalog Description** (including prerequisites) If existing course, provide photocopy from catalog. If changes have occurred since catalog publication, attach signed Course Change Form.

GE Foundation, upper division standing. GWAR Placement Examination (11 or higher) or GWAR Writing Intensive Capstone prerequisite portfolio course.  
 Considerations of a sustainable food industry through the study of environmental science and sociology and engagement in the local food community.

**V. Requested GE Categories**

Check "Add" if new to category; "Delete" if removing from category; "Continue" if PREVIOUSLY APPROVED BY GEGC, and there are no substantial changes.

<u>Add</u>	<u>Delete</u>	<u>Continue</u>	<u>First Year Experience GE:</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Written Communication (A.1)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Oral Communication (A.2)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Critical Thinking (A.3)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Mathematics/Quant. Reasoning (B.2)</u>
			<u>Explorations:</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Life Sciences (B.1.a)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Life Sciences No Lab (B.1.a.NL)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Physical Sciences (B.1.b)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Physical Sciences No Lab (B.1.b.NL)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>The Arts (C.1)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Humanities: Literature (C.2.a)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Humanities: Philosophy (C.2.b)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Humanities: Foreign Lang. (C.2.c)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>U.S. History (D.1.a)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Const. &amp; American Ideals (D.1.b)</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Social Sciences &amp; Citizenship (D.2)</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Lifelong Learning &amp; Self-Dev. (E)</u>

**Upper Division Requirements:**

<u>Add</u>	<u>Delete</u>	<u>Cont.</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Category B
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Category C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Category D

**Capstones (F):**

<u>Add</u>	<u>Delete</u>	<u>Cont.</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Interdisciplinary</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Advanced Skills</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Service Learning</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Writing Intensive</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Integrative Learning*</u>

\*For majors only

**Additional Requirements:**

<u>Add</u>	<u>Delete</u>	<u>Cont.</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Human Diversity:</u> Consider for HD Status
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Global Issues:</u> Consider for Global Status

➤ Course may be Human Diversity or Global Issues, not both

## VI. Essential GE Skills

Regardless of GE Category, each course must address GE Essential Skills. These are the GE Skills used for assessment in departmental progress reports. For more clarification on each skill, please see the description of the Essential GE Skills and their associated learning outcomes.

### Level of emphasis in this course:

Using the list below, check the box indicating the extent to which each skill is addressed in this course. For the primary level of emphasis, your proposal must include a minimum of two (2) skills, but no more than three (3) identified. These primary skills should be reflected in your **Student Learning Outcomes (SLO)**. Depending on the GE approval requested, some GE Essential Skills will be pre-determined for the primary level of emphasis, please consult the Essential GE Skills table for assistance. Please list any essential skills that are a secondary level of emphasis (these skills are addressed in the course, but are not the primary emphasis). Secondary skills do not have to be reflected in your SLOs. **Please leave blank any skills that are not a primary or secondary emphasis.** Please keep in mind that the ratings below determine the assessment in your departmental annual report on assessment and program self-study.

<u>Primary</u>	<u>Secondary</u>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Written Communication
<input type="checkbox"/>	<input type="checkbox"/>	Oral Communication
<input type="checkbox"/>	<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	<input type="checkbox"/>	Quantitative Reasoning
<input type="checkbox"/>	<input type="checkbox"/>	Information Literacy
<input type="checkbox"/>	<input type="checkbox"/>	Teamwork
<input type="checkbox"/>	<input type="checkbox"/>	Inquiry and Analysis
<input type="checkbox"/>	<input type="checkbox"/>	Intercultural Knowledge
<input type="checkbox"/>	<input type="checkbox"/>	Ethical Reasoning
<input type="checkbox"/>	<input type="checkbox"/>	Creativity and Discovery
<input type="checkbox"/>	<input type="checkbox"/>	Foundation & Skills for Lifelong Learning
<input type="checkbox"/>	<input type="checkbox"/>	Interdisciplinary Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Social Responsibility and Civic Engagement
<input type="checkbox"/>	<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	<input type="checkbox"/>	Global Learning

**VII. All General Education Action Request (GEAR) forms must include the Standard Course Outline.**

**VIII. Department and College Review of GE Courses**

The GEGC recommends that Department and College Curriculum Committees review proposed GE courses in the context of the Department's and College's GE Course Inventory. New GE courses should fill a demonstrated curricular need, be viable and sustainable, as well as meet the GE Essential Skills and Student Learning Outcomes. Courses not meeting these expectations should be reconsidered.

**IX. Required Signatures**

By signing below, the department chair, college curriculum committee chair, and the college dean/associate dean verify that they have reviewed this action request and its supplemental materials for completeness, and attest to the appropriateness of the requested action.

Chair, Department of <u>FAMILY AND CONSUMER SCIENCES</u> Date: <u>02-03-18</u>
PRINT NAME: <u>Wenay Reiboldt</u> SIGN NAME: <u>W. Reiboldt</u>

Chair, Curriculum Committee: College of <u>CHHS</u> Date: <u>2/26/18</u>
PRINT NAME: <u>Jennifer Ostergren</u> SIGN NAME: <u>J. Ostergren</u>

(Assoc.) Dean, College of <u>CHHS</u> Date: <u>2/26/18</u>
PRINT NAME: <u>Jennifer Ostergren</u> SIGN NAME: <u>J. Ostergren</u>

Submit Electronically

## **STANDARD COURSE OUTLINE**

**College: Health and Human Services**  
**Department: Family Consumer Sciences**  
**Area: Hospitality Management**

### **I. General Information**

- A. Course Number: 370
- B. Course Title: Exploring a sustainable food system
- C. Units: 3
- D. Prerequisites: Completion of the GE Foundation, GVAR Placement Examination (11 or higher) or GVAR Writing Intensive Capstone prerequisite portfolio course, and upper division standing.
- E. Responsible Faculty: Libby Gustin
- F. SCO Prepared by: Libby Gustin
- G. Date Prepared: August 2013 and updated January 2018
- H. Modality: Traditional, Hybrid, Local Online, Distance Education Online.

### **II. Catalog Description**

GE Foundation, upper division standing. GVAR Placement Examination (11 or higher) or GVAR Writing Intensive Capstone prerequisite portfolio course.

Considerations of a sustainable food industry through the study of environmental science, sociology and engagement in the local food community.

### **III. Curriculum Justification:**

HFHM 370 is an upper-division GE course. It is currently a Writing Intensive, Service Learning Capstone course. I am adding the social science and citizenship category (D2) to the course. The course will examine the historical perspective of the global food system, diet, agriculture and food policy. The evolution of food in each of these areas will be compared to today's industrial agriculture system and how the food distribution process and consumption habits impact the behavior of social, economic and environmental institutions. Based on a global perspective of past lessons, and current Western and non-Western sustainable food systems, sustainable solutions will be examined for the food industry in the United States (US). The content will be delivered with an emphasis on the following essential GE skills: social responsibility and civic engagement, and written communication.

Food production globally requires attention to food as public good, which means individual consumption does not reduce its availability to others and no one can be effectively excluded from its use. Principles rooted in food security are used to hold a system accountable to producing food equitably while sustainability assures the continuance of the system. The food industry is a major constituent of the production and dissemination of food and thereby provides opportunities to impact food security and resilience by examining solutions toward a sustainable food system. Sustainably producing food is a critical focus globally. As the shift evolves, it is important that students are given essential learning tools that can evolve with the shifts. To gain the confidence to evolve with the shifts, students will deepen self-understanding by exploring the connection of intuition in humans to the natural environment. The intuitive decision-making skill will be useful as students decipher through contrasting and/or incomplete information to

develop viable solutions. As an essential skill students will be guided to develop their own civic identity, apply analytical skills to access the current environment, evaluate historical and current processes of change applied to local food systems and recommend viable solutions. This will be accomplished through the study of the evolution of food, experiential learning in the local community, and writing exercises utilizing various styles of writing and audiences of intent.

### **Category D2: Social and Behavioral Sciences and History Criteria**

The course will examine and compare the history of diet, agriculture, the global system (250 AD), and food policy to today's industrial system while considering the interwoven impact on human social, political, and economic institutions. Lessons from the past will be applied to the food system to build resilience and food security into the process. Non-western cultures across the globe, such as Sikkim India and Cuba, will be considered to understand the process of change, possibilities and differences. Cultures outside of the United States that have successfully shifted to a sustainable food system will provide guidance for consideration of a shift in the western food system. Through the study of the history of the global food system, to today's industrial food system, this course will consider the importance of creating a sustainable food system to uphold the pillars of food security and assure a resilient food system. The analysis of a sustainable food system will consider the impact human social, political and economic institutions.

### **Category F: Service Learning**

Students will be required to complete 20 hours of service learning at various local food organizations such as but not limited to food production, food policy, food distribution, food security and food resilience. Student's active participation in these organizations will deepen their: knowledge of growing sustainable food; and understanding food policy, social issues around distribution, access and use of food. During their service learning experience students will transfer course knowledge through actionable steps in the community. The impact of the actionable steps will be built on the understanding of the interconnectedness of the economic, social and political structures. This course engages students in a process of analysis that requires them to apply previous learning in an innovative (new and creative) way that demonstrate comprehension and growth toward a viable solution. Intuition will be taught through the science of Behavioral Kinesiology to assist students contextual and evolving perspective of self, community and the environment. Through community engagement, course content, class discussions and reflection journals, the students will develop their civic identity.

### **Category F: Writing Intensive**

To successfully instigate change, students need to develop the skills to communicate what they have learned to a variety of audiences. In this course the content focus and civic engagement will be used as the platform to teach the various styles of writing and to different audiences. Throughout the course students will engage in at least 3 styles of writing to 3 different audience targets. Such as but not limited to scientific writing, blog assignments, personal reflection journals, and community presentations. At least one process of writing will include the use of credible references and critical thinking writing. The process of writing will evolve overtime through multiple drafts, feedback and revisions opportunities to meet a minimum of 5,000 words (see details under SLO-5).

## **IV. Measurable Student Learning Outcomes (SLO), Evaluation Instruments, and**

**Instructional:** The essential skills for this course are **Writing Communication and Social Responsibility and Civic Engagement**. The content of the writing assignments is focused on the **Criteria for Category D.2 (compare the history of diet, agriculture, the global system (250 AD), and food policy to today's industrial system while considering the interwoven impact on human social, political, and economic institutions).**

### **Strategies for Skill Development**

The following outcomes relevant to the course are listed below and should appear on all course syllabi.

#### **1. Social and Behavioral Sciences and History Criteria (Content-Based Outcomes)**

**SLO-1.** Demonstrate skillful use of sources and evidence to develop opportunities for change in the food industry over issues of public and personal concern between the environment, human society, and the economy.

**SLO-2.** Analyze the process of change from the 1st global food system (non-Western) to today's industrial food system (Western) while considering the interconnected impact on human social, environmental and economic institutions.

#### **2. Service-Learning Outcomes**

**SLO-3.** Develop a clear sense of civic identity and commitment through your experience around food justice in the Long Beach community.

**SLO-4.** Analyze course knowledge on food justice and engage in actionable steps in your life and the Long Beach Community.

#### **3. Writing Intensive Outcomes**

**SLO-5.** Develop ideas pertaining to a sustainable food industry that demonstrate context of and purpose for writing.

**SLO-1.** (See above)

#### **1. Social and Behavioral Sciences and History Criteria (Content-Based**

**Outcomes):** This course will examine and compare the evolution of food (the first global food system, diet, agriculture and food policy) to today' industrial agriculture system. The food production, distribution and consumption impact on the behavior of social, economic and environmental institutions will be considered. Based on the global perspective of lessons from the past, and current sustainable food systems across the world (western and non-Western), sustainable solutions will be examined for the food industry in the United States.

*Upon successful completion of the course, students should be able to:*

**SLO-1. Demonstrate skillful use of sources and evidence to develop opportunities for change in the food industry over issues of public and personal concern between the environment, human society, and the economy.**

##### **A. Measureable Student Performance Benchmarks for SLO 1:**

- a. Analyze the food industry's relationship to the environment, human society and the economy.
- b. Demonstrate critical thinking writing by developing original ideas from the application of course concepts to the analysis of industry's relationship to the environment, human society and the economy.
- c. Use of relevant credible sources and synthesize source materials and original contributions as appropriate to support arguments.

**B. Evaluation Instruments:** Specific evaluation strategies will vary by instructor, but typical strategies include a content rubric evaluating the following criteria: demonstrates a thorough understanding and application of course content; applies critical thinking to develop viable solutions appropriate to course content and experiences; conducts persuasive arguments toward possible processes of change for sustainable food system; appropriate use of credible, high quality evidence; and compare and contrast different opportunities for change over sustainable food issues of public and personal concern between the environment, human society, and the economy.

**C. Instructional Strategies for Skill Development** – Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class and take -home writing assignments.

**SLO-2. Analyze the process of change from the 1st global food system (non-Western) to today's industrial food system (Western) while considering the interconnected impact on human social, environmental and economic institutions.**

**A. Measureable Student Performance Benchmarks for SLO 2:**

- a) Compare the ancient global food systems to today's industrial system by identifying differences and outcomes in food sources, production and distribution.
- b) Reflect on the interconnectedness of the impact of present day food practices on human social, environmental and economic institutions.

**B. Evaluation Instruments:** Specific evaluation strategies will vary by instructor, but typical strategies include completion of an evolution essay assessed on standardized rubrics for evaluating resilience in the food system from the historical to present day food systems. Resilience will consider the interconnected impact on social, environmental and economic conditions. The final culminating result will be to identify potential areas of change to shift to a sustainable food system. Three to four low-stakes written drafts will be given before the final evolution essays is due.

**C. Instructional Strategies for Skill Development:** Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, class lectures, in-

class discussions/activities, community reflections and numerous drafts of writing based on readings, lectures and discussion.

**2. Service Learning Based Outcomes:** Students will develop their civic identity by deepening their knowledge and understanding of food issues in society through service engagement in local food community.

*Upon successful completion of the course, students should be able to:*

**SLO-3. Develop a clear sense of civic identity and commitment through your experience around food justice in the Long Beach community.**

**A. Measureable Student Performance Benchmarks for SLO-3:**

As evidenced by their ability to acquire, compare and contrast different opportunities for change over issues of public and personal concern between the environment, human society, and the economy.

- a.) Complete 15-20 hours of service in the Long Beach community demonstrating social responsibility and civic engagement by transferring course knowledge into actionable steps.
- b.) Describe what you learned about yourself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
- c.) Deepen self-understanding by exploring the connection of intuition in humans to the natural environment.

**B. Evaluation Instruments:** Specific strategies will vary by instructor, but typical strategies include completion of twenty hours of service learning in five-hour increments, three reflection journal entries based on service learning experience with the 2<sup>nd</sup> and 3<sup>rd</sup> entry demonstrating actionable steps within the community and a final culminating paper reflecting student's civic identity. The three service learning journal entries will be low stakes assignments providing feedback and guidance in developing actionable steps, social responsibility and a civic identity. A civic identity rubric will be used to evaluate the final paper on the following criteria: use of critical thinking to define individual's role in society, values and beliefs; examples describing transference of course knowledge to the community; description of potential actionable steps to support civic identity; and credible evidence to support assertions.

**C. Instructional Strategies for Skill Development:** In-class lectures, guest speakers from the local community, documentaries, experiential learning and current articles. Feedback on service learning activity discussions; community and in class presentations; and guided reflection journals with structured prompts/questions.



**SLO-4. Analyze course knowledge on food justice and engage in actionable steps in your life and the Long Beach community.**

**A. Measureable Student Performance Benchmarks for SLO-4:**

- a.) Deepen self-understanding by exploring the connection of intuition in humans to the natural environment and how it connects food, nature and the community.
- b.) Connects knowledge concerning the four pillars of food security, and behavioral kinesiology to civic engagement and to one's own participation in civic life, and community.

**B. Evaluation Instruments:** Specific evaluation strategies will vary by instructor, but typical strategies include completing a low-stakes written response statement based on the reading or song of the day, and completion of 2 intuition reflection exercises assessed on a standardized rubric demonstrating an understanding of the connection of intuition to nature, use of muscle testing to identify healthy food and the use of intuition in the decision-making process.

**C. Instructional Strategies for Skill Development:** Specific assignments will vary by instructor, but typical assignments include both in-class and take-home exercises, lectures, muscle testing demonstrations and intuitive readings/songs.

**3. Writing Based Outcomes:** Students will engage in different styles of writing targeted to various audiences that demonstrate the use of credible references and critical thinking writing.

*Upon successful completion of the course, students should be able to:*

**SLO-5. Develop ideas pertaining to a sustainable food industry that demonstrate context of and purpose for writing.**

*The course materials analyzed refer to SLO 1 and SLO 2, which uphold the criteria for Category D.2 (Based on the global perspective of lessons from the past, and current sustainable food systems across the world (western and non-Western), sustainable solutions will be examined for the food industry in the United States.)*

**A. Measureable Student Performance Benchmarks for SLO-5:**

- a) Includes considerations of different audiences (social, academic and personal)
- b) Develop ideas appropriate to course content, the assigned purpose and the circumstances surrounding the writing task.

c) Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

d) Complete 5,000 words of writing

**B. Evaluation Instruments:** Specific evaluation strategies will vary by instructor, but typical strategies include completion of evolution essays, reflection journals, and blog responses, assessed on standardized rubrics. Rubrics will evaluate understanding of context (social, environmental and economic) audience (society or academic) and purpose of writing. A final paper assessed on a standardized rubric for content development; credible sources and evidence; and critical writing. Students will be given several low stakes assignments in the form of drafts with feedback and revision opportunities to help develop the final paper.

**C. Instructional Strategies for Skill Development:** Specific assignments will vary by instructor, but typical assignments include lectures (introduction to writing, credible references and critical thinking writing), low stakes writing each class meeting, at-home written assignments and essays, and multiple in-class and take-home drafts/revisions in response to instructor and/or peer feedback. A writing rubric will evaluate the following criteria: introduction and thesis statement, quality of ideas and argument, use of evidence, organization and clarity, editing and manuscript form. In addition, feedback on writing will be given no later than week 4 of classes and will meet a minimum of 5,000 words total.

**Writing Criteria 5,000 words**

**Intuition:** 1500 words

12/14 in class reflections: 500\*

2 Guided journal entries: 1000

**Content:** 2000 words

In-class practice writing exercises: 600\*

Blog Response 200

Final paper: 1200

**Service Learning reflections:** 1500 words

3 In-class reflections: 900\*

1 Graded reflection: 600

**V. Outline of Subject Matter** This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor. To assure the scope of writing covers different styles and audiences the following codes will be used to clearly identify those assignments:

(P) Personal

(A) Academic

(S) Society

A. Module 1: Introduction to GE Course: Service Learning, Writing Intensive and Social and Behavioral Sciences

- B. Module 2: Weekly Response Writing (P); Critical Thinking Writing, ARE Method and Credible References Lecture and Exercise (A); and Behavioral Kinesiology/ Intuition Overview
- C. Module 3: Weekly Response Writing (P); Feedback on 1st Writing Draft (ARE Method, problem question and credible reference exercise); History and Evolution of the Food System: An In-Depth Examination and Analysis of the 1st Global Food System (Non-Western pre-Columbian lowland Mayan cities in Mesoamerica and the medieval Constantinople in the eastern Mediterranean to today's industrial food system in United States)
- D. Module 4: Weekly Response Writing (P); Analytical Tools: Triple bottom line, Life Cycle Analysis, Benchmarking, and Systems Approach Analysis; Apply Analytical Tools: Compare the Historical (non-Western) Food System Examination to Today's Industrial System; Feedback on 2<sup>nd</sup> draft revisions (A)
- E. Module 5: Weekly Response Writing (P); Service Learning: First 5 hours of Community Engagement Due, Discussion of Service Learning Experience, and Written Reflections to Guided Prompts (P)
- F. Module 6: Weekly Response Writing (P); Food Waste and Food Security; Written Essay Comparing Today's Resilience to the First Global Food System, Modern Day non-Western Countries (Cuba and Sikkim India) and the United States Industrial Food System (A); and Guest Lecture: Food Justice Community Representative
- G. Module 7: Weekly Response Writing (P); Historical Perspective of the Evolution of Diet (non-Western and western diets), Peer Feedback on Writing Draft from Previous Week; and Intuition Lecture: Recognizing Intuition and Using Muscle Testing
- H. Module 8: Weekly Response Writing (P); Sustainable Food and Diet; Discussion of Feedback on Intuition Journal Exercise 1 (P); Service Learning: Second set of five hours of Community Engagement Due and Actionable Steps Presentations (S)
- I. Module 9: Weekly Response Writing (P); Feedback on Written Communication used in Last Week's Presentation (focus on audience of intent)
- J. Module 10: Weekly Response Writing (P): Agriculture: Yesterday, Today and Tomorrow; guest lecture: Local Meat Farmer
- K. Module 11: Weekly Response Writing (P): Agriculture: Yesterday, Today and Tomorrow (continued); Blog Response (or other form of writing with society as audience of intent) to a Current Agriculture Issue Impacting Society, the Environment and the Economy (S). Peer Feedback and Revision Opportunities to Blog Response
- L. Module 12: Weekly Response Writing (P); Food Policy; Written Analysis of Policy Then and Now: Demonstrating Critical Thinking Analysis of the Impact on Society, the Environment and the Economy (A)
- M. Module 13: Weekly Response Writing (P); Revisions to Feedback on Policy Writing; Entrepreneurship; and Guest Lecture: Local Food Entrepreneur.
- N. Module 14: Weekly Response Writing (P); Intuition Lecture: Enhancing your Intuitive Connection; Guest Lecture: National Sustainable Food Business
- O. Module 15: Weekly Response Writing (P); Purchasing Power Lecture, Shopping Activity, and In-Class Presentation (S); Feedback and Revision opportunities to Presentations; Discussion of Feedback on Intuition Journal Exercise 2

- P. Final Resolution Paper (A) and Civic Identity paper (S & P) will be the culminating measurement of the student outcomes for the course and serve as the final exam

## **VI. Methods of Instruction** (at discretion of instructor)

Because this is an upper division service learning course with an emphasis on civic identity, social responsibility and written communication, it is expected that formal lectures will be minimized and that students will be regularly engaged in activities, discussions and exercises of self- exploration, community understanding and involvement. A flipped classroom format is encouraged. This allows students to acquire the course content through at home video lectures and use class time to apply the material.

- A. Lecture (guest included)
- B. Discussion
- C. Documentaries
- D. Hands-on learning (20 hours of Service Learning)
- F. Individual or group classroom activities
- G. At home activities such as sample shopping exercises

## **VII. Information about Textbooks/Readings** (at discretion of instructor)

The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings. Instructors may be asked to justify the use of old textbooks, if updated texts are available.

### **Suggested Textbooks:**

Sloan, P., Legrand, W., Chen, J.S. (2009). *Sustainability in the Hospitality Industry*. Burlington, MA: Elsevier publishing.

Morawicki, R.O. (2011). *Handbook of Sustainability for the Food Sciences*. Hoboken, NJ: Wiley. ISBN: 978-0-470-96311-1

Duncan, J., and Bailey, M. (2017). *Sustainable Food Futures: Multidisciplinary Solutions*. Abingdon, United Kingdom: Routledge. ISBN 9781315463117

### **Suggested Documentaries:**

*Food Beware: The French Organic Revolution* (2009). Director: Jean-Paul Jaud. Studio: First Run Features. Released (USA): October 16, 2009. Source: Netflix instant play.

*Food, Inc.* (2008). Director: Robert Kenner. Studio: Magnolia Home Entertainment. Released: September 7, 2008. Source: Netflix instant play

*Hunger for Change* (2012). Directors: James Colquhoun, Laurentine Ten Bosch, Carlo Ledesma. Released: March 21, 2012 (Australia).

*The Future of Food* (2004). Director: Deborah Koons. Released May 30, 2004 (USA).

## VIII. Bibliography

This is a highly selective bibliography to provide instructors with a primary set of resource materials. For brevity, important works may be missed from this list. The list is intended to show the range of materials available to our students. Relevant course materials may also be found in periodicals, both in print and electronic form.

- Adams, J., Goffe, L., Adamson, A. J., Halligan, J., O'Brien, N., Purves, R., ... White, M. (2015). Prevalence and socio-demographic correlates of cooking skills in UK adults: cross-sectional analysis of data from the UK National Diet and Nutrition Survey. *International Journal of Behavioral Nutrition and Physical Activity*, 12(1), 99.  
<http://doi.org/10.1186/s12966-015-0261-x>
- Barosh, L., Friel, S., Engelhardt, K., & Chan, L. (2014). The cost of a healthy and sustainable diet - who can afford it? *Australian and New Zealand Journal of Public Health*, 38(1), 7-12. <http://doi.org/10.1111/1753-6405.12158>
- Carlson, A., & Frazão, E. (2014). Food costs, diet quality and energy balance in the United States. *Physiology & Behavior*, 134, 20-31.  
<http://doi.org/10.1016/j.physbeh.2014.03.001>
- Evelyn, K. (2013). The Amazing Multimillion-Year History of Processed Food. *Scientific American*, 309(3), 50.
- Gaines, A., Knol, L. L., Robb, C. A., & Sickler, S. M. (2012). Food insecurity is related to cooking self-efficacy and perceived food preparation resources among college student. *Journal of the Academy of Nutrition and Dietetics*, 112(9), A11.  
<http://doi.org/10.1016/j.jand.2012.06.032>
- Herencia, J. F., García-Galavís, P. a., Dorado, J. A. R., & Maqueda, C. (2011). Comparison of nutritional quality of the crops grown in an organic and conventional fertilized soil. *Scientia Horticulturae*, 129(4), 882-888. <http://doi.org/10.1016/j.scienta.2011.04.008>
- Johnston, J. L., Fanzo, J. C., & Bogil, B. (2014). Understanding Sustainable Diets : A Descriptive Analysis of the Determinants and Processes That Influence Diets and Their Impact on Health , Food. *Adv. Nutr*, 5(4), 418-429.  
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### IX. Instructional Policies Requirements

Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as the policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance (PS01- 01), Course Syllabi and Standard Course Outlines (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 12-03), and Withdrawals (PS 02-02 rev).

All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabi will include a rubric for how oral communication is to be evaluated.

### X. Course Assessment

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. Appropriate assignments may include:

- A. Reflection Journals
- B. Low stakes in class writing
- C. Civic Identity paper
- D. Problem Resolution Paper
- E. Service Learning Hours

### GRADING STRUCTURE

Journals:	Points	Percentage
<b>Service Learning Journal</b>		
In class reflections (3@ 15pts)	45*	10.6 %
Service Learning 20 hours (5 hour intervals)	40	9.5%
Civic Identity Paper	60	14.2%
<b>Intuition Journal</b>		
In class responses/exercises (4 points each)	48*	11.3%
Intuition Exercises (40 points each)	60	14.2%
<b>Final Paper Journal</b>		
In-class writing/exercises (5 points each)	60*	14.2%
Blog Assignment	10	2.4%
Final project: Problem Resolution Paper	100	23.6%
=====		
<b>TOTAL POINTS.....</b>	<b>423 pts</b>	<b>100%</b>

*Final grades will be based on a percentages basis: 90% and above = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and less = F.*

**XI. Consistency of SCO Standards Across Sections:**

Present and future instructors of the course should follow the instructions given in the SCO to ensure consistency of pedagogical practices. The course coordinator will review the SCO and offer advice and/or materials to each faculty member new to teaching the course. All future syllabi will conform to the SCO. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

**XII. Distance Learning / Hybrid Courses**

Sections of the course may be taught using distance learning and must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.