

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

<i>Department &amp; Course Number</i>	Inst. of the Environment and Sustainability: <b>Environment 25</b>
<i>Course Title</i>	Good Food for Everyone: Health, Sustainability and Culture
<i>Indicate if Seminar and/or Writing II course</i>	n/a

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis           X

**Foundations of Scientific Inquiry**

- Physical Science           X            
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science           X            
*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course was developed specifically to support the new minor in Food Studies. “Good Food” is defined as being healthy, sustainably produced and culturally meaningful. Food has become a powerful lens through which students examine their world and it helps them to understand how intricately connected, complex and diverse our world and culture really are. This course introduces students to the scientific method through examination of physiology, nutrition and health as well as by exploring the principles of sustainability including an emphasis on Earth’s physical, chemical and biological processes as they relate to food. The social, cultural, political and economic aspects of food are addressed and a comparative approach is used to emphasize how diversity affects food choices, access to food, and local vs global influences.

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3. "List faculty member(s) who will serve as instructor (give academic rank):

Dr. James Bassett, UCLA Lecturer and Professor, Cal Poly Pomona

Do you intend to use graduate student instructors (TAs) in this course?    Yes   X   No         
 If yes, please indicate the number of TAs   1-2  

4. Indicate when do you anticipate teaching this course over the next three years:

	2015-16	Fall	_____	Winter	_____	Spring	<u>  X  </u>
		Enrollment	_____	Enrollment	_____	Enrollment	<u>  40+  </u>
	2016-17	Fall	_____	Winter	_____	Spring	<u>  X  </u>
		Enrollment	_____	Enrollment	_____		<u>  60+  </u>
	2017-18	Fall	_____	Winter	_____	Spring	<u>  X  </u>
		Enrollment	_____	Enrollment	_____	Enrollment	<u>  60-80  </u>

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes \_\_\_ No X  
 If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

Provides general introduction to the scientific method, to the principles of sustainability and to Earth’s major systems including the atmosphere, biosphere and hydrosphere. Introduces students to basic social, cultural, political and economic aspects of food.
- Integrative Learning

Food is an incredibly integrative subject that includes most of the life and physical sciences, many social sciences (economics, policy and regulation), and cultural, diversity, and equity issues as well. Course culminates with addressing the question of how the world will feed 9-10 billion people in the near future – which will require a full integration of all related fields of inquiry.
- Ethical Implications

Ethical implications and social/environmental justice aspects of food are discussed, particularly regarding access to healthy, nutritious food for all people as well as by addressing the contribution of food production and consumption patterns on climate change, air pollution, loss of biodiversity, and overuse of water resources.
- Cultural Diversity

Cultural and societal dimensions of food include questions about how class, race, ethnicity, gender and orientation shapes food access and food’s meanings to different groups. The social equity aspect of food specifically addresses how human society must choose to embrace all peoples and cultures to ultimately be successful and thrive.
- Critical Thinking

Students are asked to use critical thinking skills throughout the course, for example by answering open-ended questions during class and on exams. The project assignment is designed to require independent critical thinking by having students examining their own experiences and relationship to food.
- Rhetorical Effectiveness

Students submit a project that may be an essay, research proposal, personal experience that is placed in a broader context, or they may create their own project (e.g., a film). The class project culminates with a presentation of their final work.
- Problem-solving

Students are required to solve problems throughout the class, in formal homework assignments and exam questions. Students must use creative methods to get the information they need for their projects.
- Library & Information Literacy

As part of their final project, students are challenged to find information in the primary scientific literature, gray literature, newspapers and online. They are mentored through the process by the faculty and teaching assistant.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- 1. Lecture: 3 (hours)
- 2. Discussion Section: 1 (hours)
- 3. Labs: n/a (hours)
- 4. Experiential (service learning, internships, other): n/a (hours)
- 5. Field Trips: n/a (hours)

**(A) TOTAL Student Contact Per Week** **4** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- 1. General Review & Preparation: 1 (hours)
- 2. Reading: 4 (hours)
- 3. Group Projects: n/a (hours)
- 4. Preparation for Quizzes & Exams: 3 (hours)
- 5. Information Literacy Exercises: Combined w/below (hours)
- 6. Written Assignments: 3 (hours)
- 7. Research Activity: Combined w/above (hours)

**(B) TOTAL Out-of-class time per week** **11** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**

Tentative Syllabus  
**ENVIRONMENT 25 – Spring 2016**  
**5 units**

## **Good Food for Everyone: Health, Sustainability and Culture**

**Location and Time** Tues/Thrs. 12:30-1:45pm, plus 1 hr. discussion section/week  
**Instructors:** Dr. James Bassett, UCLA Lecturer and Professor, Cal Poly Pomona  
**Office Hours:** TBD

### **Course Description**

This course is a broad introduction to issues relating to food with an emphasis on health, sustainability and culture. Health issues the class will explore include the science of nutrition, hunger, famine, obesity, food safety, and eating behavior and psychology. Sustainability topics encompass the interaction of food systems (both cultivated and wild) with key environmental challenges such as water quantity and quality, energy, biodiversity and climate change, as well as fair food production practices. Cultural and societal dimensions of food include questions about how class, race and gender shapes food access and food's meanings to different groups historically, nutrition and agriculture policy and law, economics of food systems, and artistic engagements with food. Readings will be assigned from the course text and from supplemental articles and other material. Weekly discussion sections will be used to follow up topics addressed in lectures and readings and to engage in additional individual and group exercises.

### **Required Texts**

Guptill, A.E., D.A. Copelton, and B. Lucal, *Food and Society: Principles and Paradoxes*, Polity, 2012.

Murano P., *Understanding Food Science and Technology*, Wadsworth-Thomson Learning, 2003.

### **Recommended Supplemental Materials**

Many excellent resources on food systems exist including manuscripts, websites, and case studies:

#### **Books**

Alkon, A.H. and J. Agyerman, *Cultivating Food Justice: Race, Class, and Sustainability*, MIT Press, 2011.

Counihan, C. and P. Van Esterik, *Food and Culture: A Reader*, Routledge, 2012.

Gotlieb, R. and A. Joshi, *Food Justice*, MIT Press, 2010.

Koc, M., J. Sumner and T. Winson, *Critical Perspectives in Food Studies*, Oxford University Press, 2012.

Menzel, P and F. D'Alusio, *Hungry Planet: What the World Eats*, Material World, 2007.

Patel, Raj., *Stuffed and Starved*, Melville House Publishing, 2007.

Pollan, Michael., *The Omnivore's Dilemma: A Natural History of the Earth's Four Meals*, The Penguin Press, 2006.

Kittler, P.G, K.P. Sucher and M. Nelms, *Food and Culture*, Cengage Learning, 2011.

### **Web Sites**

<http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/index.html>

<http://food.nationalgeographic.com/>

## **Grading Criteria**

Grades will be determined as follows:

Discussion and participation	10%
Project	30%
Midterm exam	20%
Final exam	40%

### **Discussion and Participation**

The participation grade will be based upon participation in lecture and in discussion section activities.

### **Project**

All students will submit an individual project that may take one of the following forms:

*Essay.* A short essay (6-8 pages if double-spaced, 12 point, 1-inch margins). This is not a research paper. Rather, it is meant to express your own thoughts, while at the same time demonstrating an understanding of the course material. Your essay should make explicit reference to the subject matter of at least six of the course readings, as well as other course concepts and facts as appropriate; but it should not summarize. It should instead use reference to the readings and course material to make one or more broader points.

*Research Proposal.* The student identifies an interesting and important research question, undertakes a review of pertinent literature, and describes a study that would address the question. Examples might be at what age does food advertising begin to affect children, would food taxes affect consumption, are genetically modified foods safe, will people overeat "healthier" versions of products like chips and French fries feeling they are lower in calories, and how do public perceptions of the food industry affect public policy?

*Placing Experience in the Broad Context.* Students may choose to volunteer or work in a setting pertinent to the topics of the class, and then write how the local experience relates to broader knowledge on the topic. For instance, a student working in a soup kitchen might interview its directors, then write about choices kitchens must make between feeding more people cheaper (unhealthier) foods and serving healthier foods to fewer individuals,

reviewing what has been written on the topic from other settings. A student working with the UCLA Healthy Campus Initiative – Food Pod could integrate that experience with what is known globally. Please discuss how the knowledge you acquire from the broader context might be used to improve local programs. Please obtain permission of the instructor to insure the proposed topic fits with the aim of the assignment.

*Independent Project.* Students may choose to create a project of their own, say a film, a video of children's food ads documenting themes used to sell food, a presentation that might be used in schools, an analysis of legal cases on a particular topic, etc. Students may work with a partner or as a team, but the amount of work should reflect the number of people involved, and the same grade will be assigned to those participating in a team or group. This option affords students the opportunity to be creative and to pursue work in a medium of interest to them. Please obtain permission from the instructor.

### **Exams**

There will be one midterm exam and one final exam. Both exams will be closed book and will consist of a mixture of short, intermediate and long questions.

### **Prerequisites**

There are no required prerequisites.

### **Course Outcomes**

At the end of the course a student should:

1. Have an increased knowledge of historical and current issues regarding sustainability and human health aspects of food.
2. Understand the interrelationships between different disciplines, historical time frames, cultures and geographical settings on food-related issues.
3. Gain an appreciation for the broader role of food in shaping human cultures and social systems and for the importance of food in literature and the arts.

**Environment 25**  
**Good Food for Everyone: Health, Sustainability and Culture**

<b><u>Date</u></b>	<b><u>Session Description</u></b>
<b>Week 1</b>	<b>Course Introduction and Overview:</b> good food is healthy, sustainably produced and culturally meaningful; basic concepts in food systems; history of food systems
<b>Week 2</b>	<b>Science and Nutrition:</b> molecular basis of food; macronutrients and micronutrients; origins of food texture and flavor; nutrition and physiology; physical and mental development
<b>Week 3</b>	<b>Human Health:</b> psychology and appetite triggers; eating behaviors and body image; sports nutrition; cardiovascular disease; obesity; food and aging; public health and education systems; diet debates
<b>Week 4</b>	<b>Production:</b> agriculture and aquaculture; food processing and transport; food economics; food law and policy; food safety
<b>Week 5</b>	<b>Natural Resources and Environment:</b> water; energy; elemental cycles; air quality; climate change
<b>Week 6</b>	<b>Natural Resources and Environment:</b> biodiversity; genetically modified foods; food waste, composting and waste-to-energy
<b>Week 7</b>	<b>Distribution and Access:</b> marketing and advertising; hunger, famine and obesity; food conflicts; food justice; food politics
<b>Week 8</b>	<b>Cultural and Social Perspectives:</b> food and cultural identity; food and gender, race, ethnicity and orientation; aversions and taboos; food and social media
<b>Week 9</b>	<b>Arts and Humanities:</b> food literature, representations in art, food art
<b>Week 10</b>	<b>Future of Food:</b> food security; innovations; good food for 10 billion people?

**Discussion Sections:** Students attend one hour of discussion section per week. Discussion sessions will include review of material presented in lecture, discussion of readings, preparation and discussion of projects, review of library resources, and student presentations of final projects.



## New Course Proposal

### Environment 25

### Good Food for Everyone: Health, Sustainability, and Culture

**Course Number** Environment 25

**Title** Good Food for Everyone: Health, Sustainability, and Culture

**Short Title** GOOD FOOD

**Units** Fixed: 5

**Grading Basis** Letter grade or Passed/Not Passed

**Instructional Format** Lecture - 3 hours per week  
Discussion - 1 hours per week

**TIE Code** LECS - Lecture (Plus Supplementary Activity) [T]

**GE Requirement** Yes

**Major or Minor Requirement** Yes

**Requisites** none

**Course Description** Lecture, three hours; discussion, one hour. Good food is healthy, sustainably produced and culturally meaningful. Introduction to basic concepts and history of food systems; food science and nutrition; fair and sustainable food production; natural resources and environmental issues including climate change and biodiversity; agriculture and food policy and law; food distribution and access; cultural identity and artistic engagements with food. P/NP or letter grading.

**Justification** This course was developed to be part of the proposed undergraduate minor in Food Studies that was developed with support from UCLA's Healthy Campus Initiative and the UC President's Global Food Initiative. This course will fulfill a lower division course requirement in the minor as well as GE requirements for students.

The syllabus has been reviewed by Prof. Joseph Nagy, chair of the Food Minor faculty committee, as well as additional faculty including Profs. Allison Carruth, Jenny Jay, Amy Rowat and Keith Stolzenbach.

**Syllabus** File [Env-25-Food-GE-Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

#### Supplemental Information

**Grading Structure** Discussion and participation 10%  
Project 30%  
Midterm exam 20%  
Final exam 40%

**Effective Date** Fall 2015

**Instructor** Name Title  
Cully Nordby Lecturer

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Institute of the Environment

**Contact** Name E-mail  
CULLY NORDBY nordby@ucla.edu

**Routing Help**

## ROUTING STATUS



**Role:** Registrar's Publications Office

**Status:** Pending Action

**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

**Status:** Added to SRS on 3/16/2015 4:09:25 PM

**Changes:** Title

**Comments:** title edited from: Good Food for Everyone: Health, Sustainability and Culture

**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 3/16/2015 2:34:01 PM

**Changes:** No Changes Made

**Comments:** Routing to Doug Thomson in the Registrar's Office.

**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796

**Status:** Approved on 3/16/2015 1:31:26 PM

**Changes:** No Changes Made

**Comments:** looks like a great course!

**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 3/16/2015 10:48:02 AM

**Changes:** No Changes Made

**Comments:** Routing to Christina Palmer for FEC approval.

**Role:** Dean College/School or Designee - Bicad, Mercedi G (MERCYB@COLLEGE.UCLA.EDU) - 54453

**Status:** Approved on 3/16/2015 9:48:13 AM

**Changes:** No Changes Made

**Comments:** Acting as designee on behalf of Dean Joseph Rudnick, Physical Sciences, The UCLA College - Letters and Science.

**Role:** UG Coordinator - Nordby, Jennifer Cully (NORDBY@UCLA.EDU) - 75607

**Status:** Approved on 3/12/2015 9:25:41 PM

**Changes:** Instructor

**Comments:** Course was developed by Dr. Cully Nordby and Prof. Keith Stolzenbach and reviewed by others on the Food Studies Minor committee. Dr. Nordby will teach the course.

**Role:** Dean College/School or Designee - Bicad, Mercedi G (MERCYB@COLLEGE.UCLA.EDU) - 54453

**Status:** Returned for Additional Info on 3/10/2015 11:25:33 AM

**Changes:** No Changes Made

**Comments:** Request name of faculty who developed course and who anticipated instructor will be.

**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 3/10/2015 10:43:56 AM

**Changes:** No Changes Made

**Comments:** Routing to Mercy Bicad for Dean Rudnick's approval.

**Role:** Department Chair or Designee - Nordby, Jennifer Cully (NORDBY@UCLA.EDU) - 75607

**Status:** Approved on 3/5/2015 3:36:22 PM

**Changes:** No Changes Made

**Comments:** Approved on behalf of Mark Gold, Acting Director IoES.

**Role:** Initiator/Submitter - Nordby, Jennifer Cully (NORDBY@UCLA.EDU) - 75607

**Status:** Submitted on 3/5/2015 3:35:17 PM

**Comments:** Initiated a New Course Proposal

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[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045