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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Human Food Consumption Patterns
Suggested 20 Character Course Title: Hum Food Consump Pat
Department: Food and Nutrition
Contact Person: Mia M. Moore-Armitage

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Jeanne B. Steiner Jeanne B. Steiner
Department Curriculum Committee Department Chairperson
Mia M. Moore-Armitage David E. Wingard
College Curriculum Committee College Dean *

Director of Liberal Studies Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

V. Timetable

Date Submitted Semester to be Date to be
to LSC: _____ implemented: _____ published
to UWUCC: _____ in Catalog: _____

Part II. Description of Curriculum Change

1. Catalog description with course title, number of credits, prerequisites and an appropriately written course description.

FN 470 Human Food Consumption Patterns. 3 credits. Prerequisites: must have at least one social science course and have completed 73 hours.

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be discussed.

A SEPARATE CATALOG DESCRIPTION APPEARS ON PAGE 7 OF THIS PROPOSAL.

2. a summary of the proposed revisions.

Delete FN 451 from the current course offerings and replace it with FN 470.

3. the old course syllabus and the new course syllabus.

The old course syllabus is attached and the new course syllabus is pages 4-12 of the course proposal.

4. Justification/rationale for the revision.

The new course FN 470 The Evolution of Human Food Behavior represents a thorough up-dating of information in the area of food consumption. The current thinking in the area of food consumption behavior represents an interdisciplinary approach with more emphasis on the interrelationships of various schools of research (agriculture, sociology, psychology, economics, etc.).

The old course, FN 451 Man and Food, will be deleted from the curriculum. Although some of the material will be retained in the new course, FN 470 Human Food Consumption Patterns represents more extensive changes and teaching format changes than can be considered a course revision.

5. Liberal Studies course approval form and checklist (if appropriate)

All Liberal Studies course approval forms and checklists are not attached, but are available upon request.

Part III. Letters of Support

No other department will be affected by this revision.

Part IV. Curricular Offering/Change Authorization Form

Attached with previous materials from the department.

OLD SYLLABUS

FN 451

Man and Food

3 s.h.

I. Catalog Description

Exploration of the economic, biological, psychological, social and aesthetic significance of food for individuals, families and society taught as a research and seminar class. Prerequisites: PC 101 or SO 151 or AN 110.

II. Competencies

- A. Explore the historical, cultural and economic factors which contribute to world hunger and to malnutrition.
- B. Analyze the impact of malnutrition on the economy.
- C. Analyze the adequacy of programs aimed at improving nutritional status.
- D. Explore common beliefs and practices related to food and nutrition.
- E. Evaluate current consumer issues, such as use of dietary sucrose, food additives, fiber, etc.
- F. Create an awareness of the interrelated factors which influence eating patterns: ethnic background, economics, current literature, folklore, etc.

III. Course Outline

- A. Ecological model of the food system.
- B. Review of basic nutrition
- C. Early childhood malnutrition
- D. Population control
- E. Distribution systems
- F. Agribusiness
- G. Quality of the food supply
- H. Consumer issues
- I. Future foods

IV. Evaluation

- A. Two exams
- B. Participation in study group
- C. Seminar presentation of reading selection
- D. Class participation

V. Text

Tobias & Thompson. 1980s. Nutrition Issues for the 1980s.

VI. Supplementary Materials

Popular nutrition literature
Professional journals

VII. Special Provisions

Students will lead group discussion on one food-related issue.
Students will be assigned to a study group to research an area of the unit.

VIII. Susan Shank Dahlheimer

November, 1983

Catalog Description

FN 470 Human Food Consumption Patterns. 3 credits. Prerequisites: must have at least one social science course and have completed 73 semester hours.

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographic, sociologic, nutritional, political, and psychological factors. The ethics and morality of food distribution will be discussed.

FN 470 Human Food Consumption Patterns

I. Catalog Description

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographic, sociologic, nutritional, political, and psychological factors. The ethics and morality of food distribution will be discussed.

II. Course Objectives

- A. To explore factors which have shaped human food consumption behaviors and patterns. To include:
 - 1. The evolution of agriculture from 5,000 BC to modern times and relate it to food - production, delivery systems and consumption patterns.
 - 2. Biological and geographical factors as they relate to food production, food delivery systems, and food consumption.
 - 3. Economic factors as they relate to food production, food delivery systems, and food consumption.
 - 4. The impact of poor nutritional status on food production systems and subsequent international economic status of nations.
 - 5. Political factors as they relate to food production systems and international and national policies for the distribution of food, to include food and nutrition program analysis.
 - 6. Sociological (cultural) factors as they relate to food production or acquisition and consumption.
 - 7. Psychological factors which influence individuals and how they affect food consumption behaviors.
- B. To recognize the interrelationship of the influencing factors on food consumption patterns and the impact of those patterns on the nutritional status of individuals and societies.
- C. Enable the student to orally and in written format promulgate position papers on topics related to food consumption behaviors and/or nutritional issues and those factors which influence them.
- D. Analyze, from a historical, economic, or political perspective, the adequacy of national and international programs aimed at the improvement of food delivery systems and/or the nutritional status of individuals.

- E. To assist the student in deriving theoretical models for world food distribution, based on the influencing factors with the moral and ethical issues addressed.

III. Course Outline

The first group of topics will be covered from an historical and international perspective. The information will be delivered in lecture format as well as through the use of video and non-traditional readings. The activities will require the student to extract commonalities from among culturally diverse groups and societies. Each of the topics will cover approximately one week and one class period (four hours of lecture time for four topics and three hours for the other four; starred topics have three hours of lecture *).

1. The evolution of food production - farming to agribusiness.
2. Food production and the relationship to consumption practices and subsequent nutritional status.*
3. Biological and geographical factors as they affect food production and nutritional status.*
4. Economic factors as they affect food production and nutritional status. *
5. Regulations and programs (national and international) as they relate to nutritional status of individuals and societies.
6. Political influences and food regulations and programs (national and international) as they relate to food production and delivery.
7. Sociological factors as they affect food production and nutritional status.
8. Psychological factors as they affect food production and nutritional status.*

The last 14 hours of class time will be spent:

9. Understanding models of food consumption patterns and the development of theoretical models;
10. Proposing solutions to food consumption and nutritional sufficiency problems using current models of food behavior as well as theoretical models;
11. Discussing the ethics and morality of food distribution systems from an economic, political, or sociological perspective; and

12. Projecting future directions for food production, food distribution systems and, food consumption patterns.

IV. Evaluation Methods

- A. Two examinations will be given throughout the semester, a midterm and a final. The examinations will cover the lecture material and the assigned readings. The format for the tests will include a significant amount (approximately 85% of the points) of material in short answer and essay format (the other 15% of the points will be in objective format).
- B. For each major section (as listed in the Course Outline), the student can select a paper or oral assignment that will compare and contrast one culture with either the student's culture or a second cultural group of the student's selection. There will be a total of 4 assignments (one of the projects must be one of the group assignments from the second group of topics 9 - 12) that will carry the weight of two exams. A student must select 1 oral and 3 written or 1 written and three oral or 2 written and 2 oral presentation formats for the projects. From the remaining topics not selected, the student will prepare a synopsis. They may prepare an evaluation of any 3 speakers or one student generated written assignment. The length of this synopsis will not exceed 250 words for the oral presentations or 1 single spaced typed page for the written assignment.
- C. Grading scale

Tests	Percentage
Midterm	20 %
Final	20
Projects	
3 independent projects	30
1 group project	15
3 project synopses	15

	100 %

- D. Sample Assignments by Topic: There are examples of topics that could be used to help the student relate the influencing factors to food consumption behaviors of individuals and groups attached to the course materials. Most of the topics require the student to extract information from various sources, organize the information in such a manner that the major comparisons and commonalities are delineated, and to communicate that information to the class

(Appendix A).

V. Text

Several texts can be used to provide some basic information. Additional readings and video material are listed on the attached bibliography.

Bryant, M. 1985. The Cultural Feast. West Publishing Company. New York.

Kittler, P.G. and Sucher, K. 1989. Food and Culture in America. Van Nostrand Reinhold, New York.

Lyman, B. 1989. A Psychology of Food: More Than A Matter of Taste. Van Nostrand Reinhold, New York.

VI. Supplemental Materials

Examples of supplemental materials are included in the Bibliographic listing that is attached. The materials will include, current journal articles related to the topics, popular press materials, selected literature - fiction and non-fiction (where appropriate), films, video tapes and television episodes. Much of the literature will be placed on reserve in the library or utilized in the classroom.

VII. Special Provisions

Where appropriate outside speakers will be invited to lecture. An attempt will be made to obtain speakers from academic departments and/or units which house the "influencing factors" disciplines (e.g., psychology, sociology, geography, etc.).

APPENDIX A

Sample Assignments By Topic

Topic One: Evolution of food production-farming to agribusiness.

The student will select a time period and culture, geographic region within the culturally defined area or country and prepare a summary of the agricultural practices. The description should include equipment and labor practices, as well as the foods produced both for local consumption and export. This will include a comparison with modern times. It should also include the relationship of agricultural products to the gross national product of the defined area or country.

Topic Two: Food production and the relationship to consumption practices and nutritional status.

Using a major work of literature (The Bible, the works of Shakespeare, Tom Jones, 1984, Canterbury Tales, mythology, etc.) describe and analyze the nutrient content of the diet of the culture, geographic region or culture of a group central to the work. The analysis of the diet will be conducted using current nutritional analysis programs (Food Processor II or Nutritionist III). The implications of nutritional adequacy or inadequacy should be discussed.

Topic Three: Biological and geographical factors as they effect food production and nutritional status.

Select a major natural disaster as documented in the national or international press and trace the impact on the food production, food distribution systems or consumption practices of the culture, geographic region and/or country. If the disaster was at least five years ago, the nutritional implications of at-risk populations should be addressed.

Topic Four: Economic factors as they effect food production and nutritional status.

Select a recent piece of state or federal legislation that has an impact on food production and/or the nutritional status of a group of individuals. Contact a person in charge of an agency who would be responsible for the enforcement or enactment of the legislation and interview that person. The interview should cover an analysis of the legislation and its impact on the target population. The student should also include an opinion section, agree or disagree with the legislation.

Topic Five: Regulations and programs as they relate to nutritional status of individuals or groups (national or international).

Select a national or international governmental or private nutrition program and assess the impact on its target population. Include a description of the program, its goals, and how it is administered. It should be a program that is targeted for an at-risk group within the culture, geographic region or nation selected. If the program has a corollary within the student's country, a comparative analysis should be included.

Topic Six: Political influences and food regulations and programs as they relate to food production and delivery (national and international).

Select a set of food regulations and/or a regulatory agency for one food commodity or a commodity group (e.g., milk or dairy products) respectively. Identify a culture, group or nation (subunits within a country are acceptable, e.g., states in the US, provinces in Canada) and compare the regulation of that commodity with the students' own culture or a culture on the opposite end of the socioeconomic continuum.

Topic Seven: Sociological factors as they effect food production, delivery systems, and consumption.

Define the foods consumed by a group within a cultural area, geographic region and/or country. Relate the consumption patterns of the food to the major influencers of food behavior patterns. Identify any problems that this has generated if nutritional deficiencies have been documented for the group.

Topic Eight: Psychological factors as they effect food consumption and nutritional status of an individual.

Eating disorders and other topics of "fashionable concern" (i.e., those that appear in the current popular press) will be studied based on a selected article in the current popular press magazines. Also included under this topic would be the impact of advertising on the food behavior of individuals and populations. The student could also investigate the food taboos and cultural rules of consumption for "primitive" cultures. The relationship of the psychological factor and the nutritional status is central to the proposed solution or resolution of the disorder.

Topic Nine: Understanding models of food consumption patterns and the development of theoretical models.

Parameters for six theoretical cultures will be developed. The students in the class will be divided into groups; they will select one of the theoretical cultures. The students will set up and develop the food patterns and behaviors practiced by the group as well as individuals within the group.

Topic Ten: Proposing solutions to food consumption and nutritional sufficiency problems using current models of food behavior as well as theoretical models;

The student may select a current culture with documented nutritional problems or one of the derived cultures defined under Topic Nine and conduct a problem resolution exercise. The problem will be proposed by the instructor for the theoretical cultures. The students will have to develop a resolution position and an implementation plan. Group members for this topic will not be the same as for Topic Nine.

Topic Eleven: Discussing the ethics and morality of food distribution systems from an economic, political, or sociological perspective.

Students may elect to form two debate teams and under standard rules of debating, argue the pros and cons, of a current moral or ethical issue impacting on the food production, delivery system or consumption patterns of a culture.

Topic Twelve: Projecting future directions for food production, food distribution systems and, food consumption patterns.

Using either science fiction literature (books or short stories), futuristic writings of the early twentieth century, early futuristic/science fiction television episodes, or early science fiction films which projected some concept of current times compare the authors' concept with the actuality of today's consumption practices. It is also possible to use current science fiction television programs and/or films which project into the future and discuss what must happen for us to reach the projected consumption practices.

APPENDIX B

BIBLIOGRAPHYRESEARCH JOURNALS AND GOVERNMENT PUBLICATIONS

I. Journals in food and nutrition field-

Journal of the American Dietetic Association
Journal of the American Medical Association
Food Technology
The American Journal of Clinical Nutrition
Journal of Nutrition Education
Appetite
Canadian Home Economics Journal
Ecology of Food and Nutrition
Journal of Food Science
Nutrition Reviews
Science

II. All appropriate U.S. government publications.

III. Other referred journals whose articles pertain to food and nutrition and or food habits as they relate to people and their food habits. These would include journal published by the professional societies in sociology, anthropology, biology, psychology, archeology, agriculture, etc.

NONSCIENTIFIC POPULAR PRESS MAGAZINES

I. Popular press magazines with food and nutrition related articles

Ladies Home Journal
Harper's Bazaar
Cooking Light
Prevention
Running
Living Fit
Woman's Day
Time
Life
U.S. News and World Report
Family Circle
Fifty Plus
Parent's

II. All regional, national and international newspapers will be accepted as reputable sources of material.

LITERATURE - EXAMPLES ONLY - NOT MEANT TO BE LIMITING

The Bible.

Bauschatz, P.C. 1982. *The Well and The Tree: World and Time in early Germanic Culture*. University of Massachusetts Press, Amherst, MA.

Bulfinch, T. 1947. *Mythology*. T.Y. Crowell Co., New York.

Burland, C.A. 1985. *North American Indian Mythology*. P. Bedrick Books, New York.

Chaucer, G. 1985. *The Canterbury Tales*. Oxford University Press, London.

Eliot, C.W. 1917. *Tom Jones*. P.F. Collier & Sons, New York.

Orwell, G. 1982. 1984, 2nd ed., Harcourt Brace Jovanovich, New York.

Sanders, Tao Liu. 1983. *Dragons, Gods and Spirits from Chinese Mythology*. Schocken Books, New York.

Shakespeare, W. 1984. *The Contemporary Shakespeare Series*, ed. by A.L. Rowse. University Press of America, Lanham, MD.

Speck, F.G. 1980. *Oklahoma Delaware Ceremonies*. AMS Press, New York.

AUDIO-VISUAL MATERIALS

The Amish: A People of Preservation (Penn State Rental)

Bangladesh Plowman (Mennonite Central Committee)

Bottle Babies (University of Michigan Film and Video Library)

Consuming Hunger (Maryknoll World Video Library)

The Waistland (M.T.I. Telegrams)

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1. This course is designed as a Liberal Studies synthesis course and is a required course in the Food and Nutrition Science Option in the Department of Food and Nutrition. Although the material is both elective and required, the material is interdisciplinary in nature and therefore appropriate for students as a Liberal Studies elective. The format is designed to meet the Liberal Studies requirements and the department is proposing that it be so included.
- A2. This course is an extensive restructuring of the current FN 451 Man and Food with significant change in both the extent to which the material is covered as well as the focus, promotion of synthetic thinking skills rather than an information based course. It is anticipated that the current course, FN 451, will be deleted from the departmental offerings.
- A3. The format for the course is lecture, student driven discussion, debate, panel discussions, guest lectures, and audiovisual presentations. It is not anticipated that the class size would exceed 25 students unless separate discussion sections could be added.
- A4. The current course is a restructuring and significant updating of the materials that are currently being offered in the department as FN 451.
- A5. This course is not being offered as a dual level course.
- A6. The course is not being offered for variable credit.
- A7. Many other universities offering programs in food and nutrition offer course material similar to the proposed course. All the courses listed below are taught in departments of food science, food science and technology, nutrition, or food and nutrition.

Florida State University

HUN 2125 Food and Society (3) Impact of society on human food ways, role of food and nutrition in national development and global politics. For non-majors.

Iowa State University

251 Food in History (2) Survey of our food heritage from pre-historic times to the present. Historical perspective and nutritional implications of the development of our food supply; origins and evolution of family food patterns. Major course.

Rutgers, State University of New Jersey

103 Man and His Food (3) Overview of major food components (carbohydrates, fats, proteins, vitamins, and minerals), process of digestion, major related diseases in the U.S., the bases for food preservation, including processing, food legislation, and current food issues such as food additives. Intended for all students; no science requirements.

The Pennsylvania State University

430 Global Food Strategies: Problems and Prospects for Reducing World Hunger (3) Technological, social, and political solutions to providing basic food needs; food resources, population, and the environment; current issues.

Drexel University

J 409 Perspectives in World Nutrition (3) World nutrition and food supply.

Syracuse University

HUN 325 Theory of Human Food Needs (3) Food and nutrition concerns of various population groups with emphasis on needs addressed by the foodservice industry. Regional and cultural food implications. Major course with nutrition prerequisite.

Due to the interdisciplinary nature of the material many other universities offer a course of this nature in other departments. Some of the courses are team taught and some are not. Examples of similar courses taught in departments other than nutrition are listed below.

Texas A & M University - Sociology Department

SO 330 Sociology of Human Nutrition (3) This course attempts to blend two sciences, sociology and nutrition, together in order to explain nutritional status and food behavior in human beings. The course will emphasize the social sciences over the nutritional because the instructor is trained in sociology rather than the nutritional science. Attention will be paid, however, to a basic description of human nutrition and to nutritional field studies.

Simon Fraser University - Burnaby, British Columbia, Canada - Geography

Geography 449-5 The Geography of Diet, Food, and Nutrition (Credits and course descriptions are very different from American universities and the following is a several sentence synopsis of the three page course description.)

Factors that will be studied with regard to food in a given society - crops, animals, husbandry, "wild" food, cooking techniques and utensils, daily and seasonal patterns of eating, food avoidances, feasts, "menus" - we can conceptualized the *genre de vie*. A more recent concept, Max Sorre's dietary regime, or the more usual foodway, has come to express the diverse range of uses and implications of food as an environmental/economic/cultural complex.

Millersville University - Millersville, PA - Anthropology Department

AN 326 Food and Culture (3) Through readings, lectures, and films this course examines food habits in the U.S. and other cultures. Food practices and beliefs are an integral part of every culture. Their examination enables understanding of how well or badly people live, how they define themselves, and how they think about and act towards others. The course will examine the differences in and meanings of food habits across cultures with particular attention to Wamira of Papua New Guinea; the global politics, economics and culture of food, with special attention to the case of sugar; the role of food in the United States; and the world food problem.

San Diego State University - San Diego, CA - Political Science Department

Political Science 496 (3) This is an experimental topics course concerned with the problems of feeding the world's population. The course will examine the prevalence of domestic and world food insecurity (the inability to obtain food on demand) and measures being taken to end hunger and malnutrition.

A8. This material is not material that is required by any accrediting agency.

B. INTERDISCIPLINARY IMPLICATIONS

B1. It is anticipated that the coordinating responsibilities will be done by the instructor of record. However, the course is designed so that invited speakers will share the instructional responsibilities. It is also anticipated that under the guidance of the primary instructor, student-led classes will take place.

B2. The multidisciplinary and synthetic nature of the course material is such that the student must have completed at least 73 semester hours which includes at least one of the social science courses.

B3. This course is currently being offered as a food and nutrition course and as such is not offered by other departments at the university. The changes in the course represent a significant updating of the material and a different focus but not a major alteration in the basic content concepts; the subject of human food behaviors and their influencing factors has always been multidisciplinary and synthetic in nature.

B4. There will be seats available for the School of Continuing Education.

C. IMPLEMENTATION

- C1. a. No new faculty will be needed to teach this course.
- b. Current space allocations are adequate. If the course becomes a popular Liberal Studies Course offering, then larger facilities must be found.
- c. No new equipment will need to be purchased.
- d. The departmental budget is adequate to purchase all consumable supplies.
- e. Library holding are adequate but it is important that additional new materials become available to the student as they are available on the market.
- f. No travel funds are needed.
- C2. No grant funds are being utilized in the preparation or presentation of this course.
- C3. This course will be offered once a year.
- C4. It is anticipated that one section will be offered a year.
- C5. Twenty-five students can be accommodated in each section.
- C6. No professional societies limit enrollment size.
- C7. This course will be required for the Food and Nutrition Science option and will be an elective in the Dietetics option. The changes in this course do not require any adjustment in the free electives of any departmental majors nor any increase in the 124-125 hours required in the FN programs.

D. MISCELLANEOUS

No additional information is needed in the review of this course proposal.