

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the Sustainability new GE to the course

What is the rationale for the proposed change(s)?

Human history, then, can be told as a history of how food has been produced, distributed and consumed. This course offers a synoptic, global history of food, beginning with pre-agricultural societies and ending with today's global food crisis. The course particularly focuses on food systems and their ecological and biological effects. A considerable amount of time in class will be devoted to the question of the sustainability of such systems, from a historical as well as a contemporary perspective. For example, in the lecture on wheat, students are introduced to the late nineteenth-century "wheat crisis" where commentators expressed grave concerns about the impending collapse of the world wheat system (something alleviated by the invention of synthetic fertilizer)

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2702
Course Title	Food in World History
Transcript Abbreviation	Food World History
Course Description	Survey of the history of food, drink, diet and nutrition in a global context. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Sustainability

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- An understanding of how food systems have developed in human history

Previous Value

Content Topic List

- Feeding the ancient world
 - Food taboos
 - History of food systems
 - Food and empire
 - Tea
 - Sugar
 - Coffee
 - Bananas
 - Famine
 - Alcohol in history
 - Beef and cattle complex
 - Chicken and industrialization of food
 - Milk and dairying
 - History of dieting
 - Vegetarianism
- No

Sought Concurrence

Attachments

- History 2702 Sustainability Theme Form.pdf: New GE form
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2702 NewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- REVISED 2702 syllabus.docx: Revised Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- cover letter for 2702 sustainability GE corrections otter.doc: Cover Letter
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

- Uploaded revised syllabus and cover letter, to address requested revisions. *(by Getson, Jennifer L. on 03/15/2022 05:19 PM)*
- Please see Panel feedback email sent 03/07/2022. *(by Hilty, Michael on 03/07/2022 12:11 PM)*

COURSE CHANGE REQUEST
2702 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/19/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/23/2021 01:37 PM	Submitted for Approval
Approved	Soland, Birgitte	11/27/2021 02:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/07/2021 04:08 PM	College Approval
Revision Requested	Hilty, Michael	03/07/2022 12:11 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/15/2022 05:20 PM	Submitted for Approval
Approved	Soland, Birgitte	03/15/2022 10:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/19/2022 01:47 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/19/2022 01:47 PM	ASCCAO Approval



3/14/2022

Dear Reviewing Faculty for the Sustainability GE Theme,

I received your feedback on my course, History 2702, and have integrated the following suggestions and feedback on the syllabus:

1. Additional emphasis on sustainability has been added throughout the syllabus, from the course description through to individual lectures. The first module now explicitly addresses ways in which early food systems were more sustainable than modern ones, and the second module explains ways in which food systems became potentially unsustainable over the past 2 centuries. The third module, again, is more explicitly centred on unsustainable food systems, particularly in the lecture on monocultures. This culminates in two lectures on contemporary unsustainability in week 11. Week 13 is now focused on the potential unsustainability of two food systems: those providing meat and sugar. The result is that the course is more tightly connected to the overall GE theme of sustainability.
2. A summary of the theme justification narratives has been added – it is incorporated into a quite detailed chart (see point 3), so the students can see how their ELOs will be met through course exercises.
3. A statement explaining how the GE ELOs are fulfilled has been added – the chart now placed on pages 2-5 of the syllabus. Here, I have provided quite detailed descriptions of how the various ELOs are satisfied through concrete activities. This should make the purpose of the course, in terms of the GE goals, clear to the students.
4. The explanation of the final paper now includes references to sustainability.
5. I have removed the D- grade from the grading scale.

Many thanks for your help with the process. Please let me know if there is anything else I can do from here.

Yours sincerely,

Chris Otter
Professor
Dept. of History

HISTORY 2702: FOOD IN WORLD HISTORY

Semester/Year

Room/Building

Date/Time

Instructor: Chris Otter

Office: Dulles Hall 263

Email: otter.4@osu.edu

Office Hours: XXXX

Course Description and Goals

Food is implicated in all dimensions of human existence. It is a biological necessity, without which human beings die. Control over food supplies is a basic function of all organized states and societies. Shared food traditions and tastes shape cultural identities. Human history, then, can be told as a history of how food has been produced, distributed and consumed. This course offers a synoptic, global history of food, beginning with pre-agricultural societies and ending with today's global food crisis. The course pays particular attention to the sustainability and unsustainability of particular food systems. The course particularly focuses on food systems and their ecological and biological effects.

The class is organized into 5 modules:

1. The deep history of food systems
2. The industrialization and globalization of food systems
3. Food systems, stress, and sustainability
4. Corn, wheat, meat, sugar: the history of four food systems and their sustainability
5. Food, diet, and the body

This course fulfills the general requirements and expected learning outcomes for the GE themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course fulfills the specific requirements for the Sustainability GE theme:

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

ELO1.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

ELO 1.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 1.3: Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Themes: General		
Goals	Expected Learning Outcomes	Notes
<p>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students are able to ...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>All assignments encourage critical thinking: the two response papers invite students to critically assess certain key transitional moments in world food history (like the Neolithic Revolution and the Columbian Exchange). The paper on the EAT-Lancet Commission Report introduces students to the idea that we are currently experiencing a world food crisis and problems of unsustainability, and the lectures and discussions link our present to critical decisions and choices made in the past (like the switch to fossil fuels or the rising consumption of meat). In their final paper, students make critical historical connections between a particular food, planetary ecology, and bodily health.</p>

	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>This ELO is satisfied by the final paper for the class, in which students are expected to write an advanced, in-depth and scholarly exploration of a particular food and how the systems providing it have affected the human body and the planet in positive and negative ways over time.</p>
<p>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>The course's final paper invites students to write about a particular food, its history, and its bodily and planetary effects. They should explore this particular food through the concept of sustainability. The material for this paper will be discussed throughout the course, but particularly in modules 4 (on specific foods) and 5 (on the bodily effects of food and food systems). In the final module, students are encouraged to think about how dietary change has impacted bodily experience.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will demonstrate their developing sense of self as a learner in several ways. First, through regular class discussion, the central themes of the class will be debated and developed. Second, the written exercises encourage self-reflection, particularly the final project, which asks students to critically interrogate a particular foodstuff. The body-planet connection is repeatedly emphasized. Third, in week 8, students</p>

that they anticipate doing in future.

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will complete a short questionnaire asking them to reflect on the key things that they have learned so far in the class.

Theme: Sustainability

Expected Learning Outcomes	Related Course Content ELOs
<p>Successful students are able to ...</p> <p>1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>	<p>In this course, students will ...</p> <p>This ELO is covered particularly in modules 2 and 3. There are two exercises through which this ELO is satisfied. The first is a response paper on module 2 (on globalization and industrialization) and the second is a written exercise and discussion on the historical context of today's World Food Crisis (module 3). This latter issue is discussed by introducing students to a series of twentieth-century food crises (1930s, late 1940s, 1970s) in which financial, ecological, climatic and geostrategic issues became complexly interwoven. Students here explore whether or not modern food systems have become unsustainable</p>
<p>1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>	<p>This ELO is satisfied in particular by the first module and response paper, in which students are introduced to the deep history of human foodways (i.e. from prehistory onwards) and the planetarily consequential process of the complicated shift to sedentism and the rise of agriculture. They are invited to discuss whether, and in what ways, early food systems were sustainable</p>
<p>1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>Module 4 is devoted to the specific study of the history of four food systems, those for corn, wheat, meat, and sugar. A considerable amount of time in class will be devoted to the question of the sustainability of such systems, from a historical as well as a contemporary perspective.</p> <p>In terms of written work, this ELO is again satisfied by the EAT-Lancet exercise at the end of module 3. Here, students explicitly confront the current problems of our world food system and how these problems historically emerged.</p>

Course Readings

There is no required textbook for this course. All readings will be posted on Carmen.

Course Papers and Assignments

- 1. Attendance and Class Participation (10%).** Students are expected to attend every class. Each lecture will include periods where the material is opened up to discussion and there will be some classes which are discussion-only. The best learning takes place when students participate, so students will receive credit for comments, observations, answers and questions.

2. **Two Response Papers (20% each).** In week 3 and week 6 students are given response papers, one for module one and one for module 2. For each response paper, they are given a series of questions relating to the module, from which they pick one and answer it. The paper must refer to lectures and class readings. It will be 4-5 pages long and correctly formatted. Students will pay particular attention to the question of sustainability in these papers.
3. **World Food Crisis Paper (20%).** In week 12, students write a paper which invites them to respond to the Eat-Lancet Commission on Healthy Diets from Sustainable Food Systems Summary Report (2019), in which they situate the Commission's findings within the longer history of food systems and their sustainability.
4. **Final Paper (30%).** At the end of the course, students present a final paper in which they explore the history of one particular food (or recipe) and its sustainable or unsustainable relationship to the planet and to the human body. The final 2 modules discuss these particular issues, surrounding sustainability and the body, in greater detail.

Attendance Policy

Students are expected to attend every lecture. If you can't make a lecture, please contact me in advance with a valid excuse. More than 2 unexcused absences will result in a grade of 0 for attendance and class participation.

Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (82-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (61-66), E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can

privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Class Schedule and Readings

MODULE 1 EARLY FOOD SYSTEMS

Week 1

Foraging, Hunting, and Fire: Food in Deep Human History

Kristen J. Gremillion, “Beginnings,” and “Foraging,” in *Ancestral Appetites: Food in Prehistory* (Cambridge: Cambridge University Press, 2011), 12-47.

The Neolithic Revolution and the Emergence of Agriculture

Jared Diamond, “The Worst Mistake in the History of the Human Race,” *Discover Magazine*, 1987. Access online at:

<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

David Graeber and David Wengrow, “The Ecology of Freedom,” in *The Dawn of Everything: A New History of Humanity* (New York: Farrar, Straus, and Giroux, 2021), 249-275.

Week 2

The Emergence of East and South Asian Food Systems: What Lessons in Sustainability Can We Learn from them?

E.N. Anderson, “The Crucial Millennium,” in *The Food of China* (New Haven: Yale University Press, 1988), 29-56.

The Emergence of American Food Systems: What Lessons in Sustainability Can We Learn from them?

Sophie D. Coe and Michael D. Coe, “The Aztecs: People of the Fifth Sun,” in *The True History of Chocolate*, 2nd ed. (London: Thames and Hudson, 2007), 65-105.

Week 3

Food in Ancient Greece and Rome: What Lessons in Sustainability Can We Learn from them?

Linda Civitello, “Grain, Grape, Olive: Ancient Greece and Imperial Rome,” in *Cuisine and Culture: A History of Food and People* (Hoboken: John Wiley and Sons, 2008), 25-52.

Food in Medieval and Renaissance Europe: What Lessons in Sustainability Can We Learn from them?

Massimo Montanari, "To Each His Own," in *The Culture of Food*, trans. Carl Ipsen (Oxford: Blackwell, 1994), 68-97.

RESPONSE PAPER ONE HANDED OUT

Week 4

No Class: Work on First Response Paper

MODULE 2

THE INDUSTRIALIZATION AND GLOBALIZATION OF FOOD SYSTEMS

The New World and the Columbian Exchange

Alfred Crosby, "New World Foods and Old World Demography," in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Praeger, 2003), 165-207.

RESPONSE PAPER ONE HANDED IN

Week 5

The Transformation of Food Systems and Cultures, 1700-1945

Carol Helstolsky, "Introduction," and "The Cooking of Consent, Italy 1922-1935," in *Garlic and Oil: Politics and Food in Italy* (New York: Berg, 2004), 1-10, 63-90.

Harvey Levenstein, "The Golden Age of Food Processing: Miracle Whip *über Alles*," "The Best-Fed People the World Has Ever Seen?" and "Fast Food and Quick Bucks," in *Paradox of Plenty: A Social History of Eating in Modern America* (Berkeley: University of California Press, 2003), 101-130, 227-236.

The Emergence of Unsustainability I: Nutrition Transition and the Industrialization of World Food Systems

Rachel Laudan, "Modern Cuisines: The Expansion of Middling Cuisines, 1820-1910," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 248-307.

Week 6

The Emergence of Unsustainability 2: Synthetic Fertilizers, Fossil Fuels and Population Growth

Vaclav Smil, “Nitrogen in Agriculture,” “Creating an Industry,” and “Consequences of the Dependence,” in *Enriching the Earth: Fritz Haber, Carl Bosch, and the Transformation of World Food Production* (Cambridge, Mass.: MIT Press, 2004), 1-20, 83-108, and 177-198.

The Emergence of Unsustainability 3: The Globalization of Food

Rachel Laudan, “Modern Cuisines: The Globalization of Middling Cuisines, 1920-2000,” *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 308-359.

RESPONSE PAPER 2 HANDED OUT

Week 7

No Class: Work on Final Projects

In-Class Discussion and Explanation of Final Project

RESPONSE PAPER 2 HANDED IN

Week 8

Where Have We Come So Far? A Discussion of the History of Food Systems, Plus Short Questionnaire

MODULE 3 FOOD SYSTEMS, STRESS, AND SUSTAINABILITY

Food and War

Lizzie Collingham, “Introduction – War and Food,” “Germany’s Quest for Empire,” and “The Soviet Union – Fighting on Empty,” in *The Taste of War: World War II and the Battle for Food* (New York: Penguin, 2012), 1-14, 18-48, 317-346.

Week 9

Famine (1): Ireland and India

Alex de Waal, “A Short History of Modern Famines,” in *Mass Starvation: The History and Future of Famine* (Cambridge: Polity Press, 2018), 53-82.

Famine (2): Ukraine, Kazakhstan, and China

Frank Dikötter, “Preface,” “‘Dear Chairman Mao’,” “The Gulag,” “The Final Tally,” and “Epilogue,” in *Mao’s Great Famine* (London: Bloomsbury, 2010), xi-xvii, 215-223, 287-292, and 324-338.

Week 10

No Class: Individual Meetings, Work on Outlines for Final Paper

Unsustainable Agrarian Systems: Monoculture and Contemporary Agroecosystems

John Soluri, “Going Bananas,” and “Altered Landscapes,” in *Banana Cultures: Agriculture, Consumption, & Environmental Change in Honduras and the United States* (Austin: University of Texas Press, 2005), 18-40 and 75-103.

FINAL PAPER OUTLINE HANDED IN

Week 11

The World Food Problem, Unsustainability, and the Green Revolution

Nick Cullather, “The World Food Problem,” and “A Parable of Seeds,” in *The Hungry World: America’s Cold War Battle against Poverty in Asia* (Cambridge, Mass: Harvard University Press, 2010), 1-10, 159-179.

The World Food Crisis and Unsustainability Today

The Eat-Lancet Commission, “Healthy Diets from Sustainable Food Systems,” 2019. Available online at: https://eatforum.org/content/uploads/2019/07/EAT-Lancet_Commission_Summary_Report.pdf

Week 12

Class Discussion and Debate on the History of World Food Crises

EAT-LANCET RESPONSE PAPER HANDED OUT

MODULE 4

THE HISTORY OF FOOD SYSTEMS AND THEIR SUSTAINABILITY

Corn

Helen Anne Curry, “Introduction,” “Copy,” and “Grow,” in *Endangered Maize: Industrial Agriculture and the Crisis of Extinction* (Oakland, CA: University of California Press, 2022), 1-14, 97-124, and 191-226.

Week 13

Wheat

Aaron Bobrow-Strain, “The Invention of Sliced Bread: Dreams of Control and Abundance,” and “The Staff of Death: Dreams of Health and Discipline,” in *White Bread: A Social History of the Store-Bought Loaf* (Boston: Beacon Press, 2012), 51-104.

EAT-LANCET RESPONSE PAPER HANDED IN

Meat: Is Our Meat System Sustainable?

Vaclav Smil, “Meat in Modern Societies,” in *Should We Eat Meat? Evolution and Consequences of Modern Carnivory* (Chichester, UK: Wiley-Blackwell, 2013), 71-111.

Sugar: An Unsustainable Luxury?

Sidney Mintz, “Food, Sociality, and Sugar,” and “Power,” in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin Books, 1985), 3-18, 151-186.

Week 14

FOOD, DIET AND THE BODY

Food, Evolution, and the Body

Daniel Lieberman, “The Vicious Circle of Too Much,” in *The Story of the Human Body: Evolution, Health and Disease* (New York: Allen Lane, 2013), 251-292.

The History of Diabetes

Arleen Marcia Tuchman, “Misunderstanding the African-American Experience,” in *Diabetes: A History of Race and Disease* (New Haven: Yale University Press, 2020), 69-101.

Week 15

Gender, Diet, Fat-phobia: The History of Dieting

Hillel Schwartz, "Prologue: Ritual and Romance," and "Hearts of Darkness, Bodies of Woe," in *Never Satisfied: A Cultural History of Diets, Fantasies and Fat* (New York: Anchor Press, 1986), 1-20, and 189-236.

Class Discussion on Food, Diet and the Body

FINAL PAPER HANDED IN

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

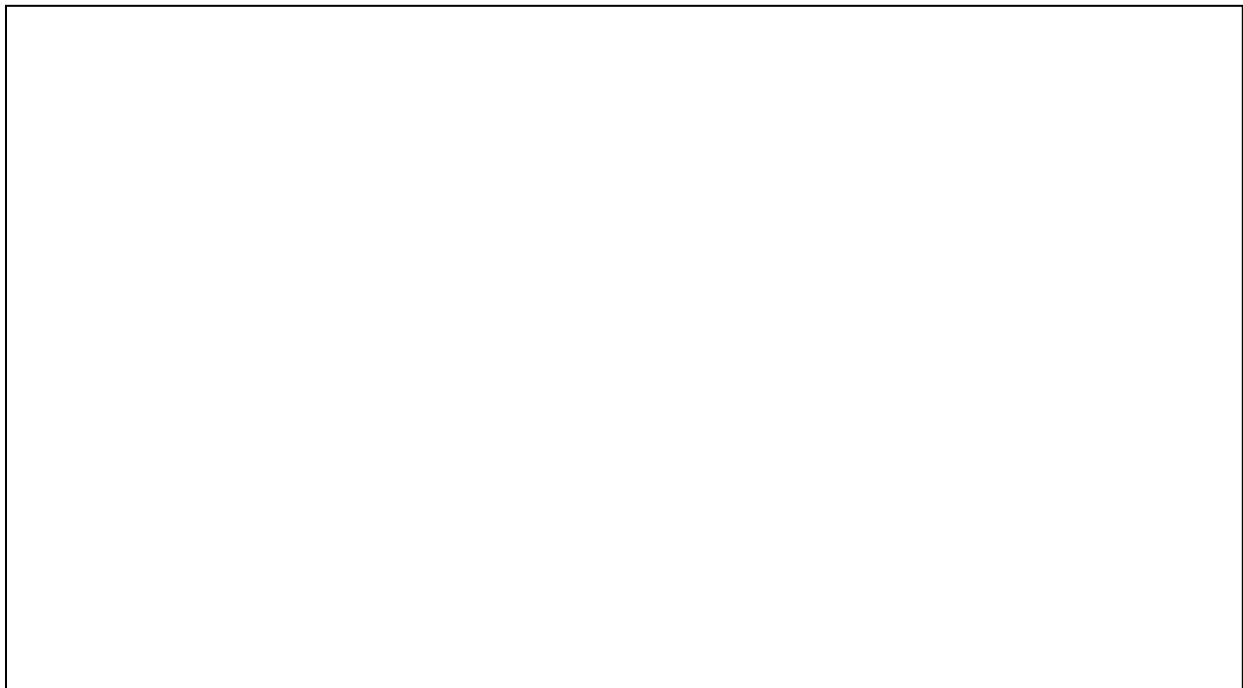
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)