

Request for Curriculum Council Action

To: Dean of Curricular & Faculty Development, Thorpe Center

Date Submitted: Oct 24, 2025

(Please submit 1 double-sided copy of your proposal.)

From: (Name) Carolyn Nadeau

(Department) **WLLC**

Email Address: cnadeau@iwu.edu

1. **Written Rationales:** Attach a written rationale, following the guidelines in the *Curriculum Council Handbook*, which is posted on <https://www.iwu.edu/thorpe-center/cc.html>. Please note that the CC will not evaluate incomplete proposals. To expedite consideration of your submission, you must read and follow the guidelines carefully.
2. Proposed Action (Please check all that apply):

	Title	Number	Units
☒ New Course	Food, Culture and Society	HUM 271	1
☐ Reinstatement of Previously Approved Course			
☐ Deletion of Major/Minor/Concentration			
☐ Shared Curriculum for Existing Course			
☐ Change title from to			
☐ Change number from to			
☐ Change prerequisites from to			
☐ Summer Term Course			
☐ New Major/Minor			
☐ Revised Major/Minor/Concentration			
☐ Other (please specify)			

- 3.a. If you are requesting Shared Curriculum credit, please check the category:**

- | | | |
|--|---|--|
| ☐ Analysis of Values | ☐ Gateway Colloquium (see 9b. below) | ☐ Life Science Lab |
| ☐ The Arts | ☐ Intellectual Traditions | ☐ Physical Science Issues |
| ☐ Contemporary Social Institutions | ☐ Literature | ☐ Physical Science Lab |
| ☒ Cultural and Historical Change | ☐ Second Language | ☐ Physical Education - |
| ☐ Formal Reasoning | ☐ Life Science Issues | ☐ Fitness |

3. b. Please check the flag(s), if any, you are seeking

- ☐ Writing Intensive ☒ Global Diversity ☐ U.S. Diversity

3. c. Does this course already carry Shared Curriculum credit? ☐ Yes ☐ No

If yes, which category/flag?

Will the existing category/flag remain? ☐ Yes ☐ No

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3. d. In what way will you assess how this course has met the goals of the Shared Curriculum category and/or flag(s) for which you are applying?

I will select one of the goals for the shared curriculum category/flag and use a student assignment to directly measure the goal (as I have done with other shared curriculum classes in the past).

4. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words. The description must include (a) title; (b) prerequisites; (c) Shared Curriculum category and/or flag; and (d) when offered, although those four items do not count against the 50-word limit.

This course explores food through interdisciplinary lenses. We will examine cultural systems, identity, and globalization. Using humanistic frameworks, we will analyze social meanings of food beyond nutrition. Students will engage with course content in the Petrick Idea food lab, preparing, tasting and analyzing food in its relation to culture and society.

5. Please list any prerequisites: None

6. When will this course first be offered? (cannot be current or past term) AY 2026-27

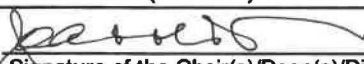
7. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead. Courses that cannot be offered at least every four years should not be proposed.

- | | | |
|---|--|--|
| ☐ Offered each semester | ☒ Offered in alternate years | ☐ Offered in alternate years, Summer Term |
| ☐ Offered each fall semester | ☐ Offered in alternate years, fall semester | ☐ Offered annually |
| ☐ Offered each spring semester | ☐ Offered in alternate years, spring semester | ☐ Offered every third semester |
| ☐ Offered each Summer Term | | ☐ Offered by arrangement |
| ☐ Offered occasionally | | ☐ Offered as needed |

8. If your proposal is approved, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Curriculum Council Handbook? ☒ Yes ☐ No

9. a. Is/are any other department/program(s) affected in any way by this request (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)?

☐ No ☒ Yes – In what way? Humanities (J. Diaz) minor elective

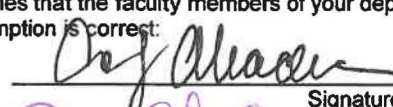

Signature of the Chair(s)/Dean(s)/Director(s) of the Affected Department(s)/School(s)/Program(s)

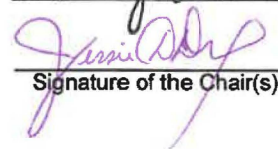
9. b. If this proposal is for a Gateway course, does it overlap with any existing courses at IWU?

☐ No ☐ Yes – In what way? _____

Signature of Existing Course Instructor

10. The Curriculum Council assumes that the faculty members of your department/program have seen and approved of this request. Please sign below if this assumption is correct:


Signature of Faculty Member Primarily Responsible for This Proposal


Signature of the Chair(s)/Dean(s)/Director(s) of the Affected Department(s)/School(s)/Program(s)

New courses (stacked and cross listed)

HLTH 271 Food, Culture and Society (CHC, G)
HLTH 371 Food, Culture and Society (CHC, G, W)
HUM 271 Food, Culture and Society (CHC, G,)
HUM 371 Food, Culture and Society (CHC, G, W)

Proposed catalog description

This course explores food through interdisciplinary lenses. We will examine cultural systems, identity, and globalization. Using humanistic frameworks, we will analyze social meanings of food beyond nutrition. Students will engage with course content in the Petrick Idea food lab, preparing, tasting and analyzing food in its relation to culture and society.

Written rationale to request Curriculum Council Action

Submitted by Carolyn A. Nadeau

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1. Provide a general overview of the major topics/themes/skills covered in this course. This overview should elaborate upon the basic catalog description.

HLTH 271/371 is one of the nine required courses for the new Nutrition major, and the only core course outside the natural and health sciences. The course is cross listed with HUM 271/371. These latter two stacked courses align with the goals of the Humanities minor and the course will serve as one of the options for filling the requirements of the Humanities minor.¹ I have taught several courses that focus on food and identity, including in Gateway, in the Humanities (for the London program), and two courses for the Hispanic Studies major and minors. Food Studies is also an area of research in which I have extensively published.

Briefly, this course introduces students to Food Studies, an interdisciplinary field that examines food through biological, cultural, ecological, economic, and other perspectives. After being introduced to the field of food studies (Unit 1), students will explore topics of 2. Cultural Food Systems and Change, 3. Sacred and Social Foods, 4. Food, Identity and the Body, and 5. Contemporary Food Culture. By the end of the course, my goal is for students to be able to:

analyze the cultural, social, and symbolic meanings of food beyond its nutritional value, applying humanistic and sociological frameworks such as Wendy Griswold's cultural diamond approach;²

evaluate how historical processes of migration, colonization, and trade have shaped contemporary food systems and dietary practices across cultures; and

compare and contrast traditional food systems with globalized food networks, identifying patterns of cultural adaptation and resistance.

In the process, I aim to teach academic research and communication skills as well as some guiding principles of cultural competency particularly as it relates to cross-cultural, food-related situations. The course will carry CHC and G designations at both the 200 and 300 level and carry a W

¹ Goals for the Humanities minor include the following: "Students who minor in the Humanities will develop their critical and creative thinking skills, learn how to communicate in a variety of contexts and for a variety of purposes, and gain a deeper understanding of the traditions and innovations that shape human thought and achievement in all fields."

² Found in Wendy Griswold, *Cultures and Societies in a Changing World*, 4th ed., SAGE, 2013.

designation at the 300 level (see details below in Shared curriculum section). For each assignment, I will articulate clearly the different expectations for those at the 200 and 300 level.³

The 5 major units and the anticipated course content is outlined below. Additionally, I have included references in each week to the student learning outcomes (SLOs, see below) that accompany the course content:

Unit I: Foundations

- Week 1: Course introduction and defining “food culture” - What makes food more than nutrition? Read Wendy Griswold’s cultural diamond approach (that analyzes relationships between creators, cultural objects, recipients, and the social world) to apply to the **first assignment (writing, essay): a cafeteria study. (SLO 1, 7)**
- Week 2: The biological basis of human diet - evolutionary perspectives, taste preferences, nutritional needs across cultures (**SLO 3, 9**)

Unit II: Cultural Food Systems and Change

- Week 3: Traditional food systems - indigenous diets, local food environments, seasonal eating patterns (**SLO 3, 9**)
- Week 4: Cultural interaction and dietary change - migration, colonization, trade routes (consider historical perspectives of the Colombian exchange to modern diaspora foods, fusion cuisines) **Assignment two: (digital) mapping the globalization of a foodstuff (SLO 2, 7, 8)**
- Week 5: Globalization and food – food fusion: ideas may include Tex-Mex; how McDonald’s adapts to local tastes, the spread of sushi, coffee culture (**SLO 2, 3**)

Unit III: Sacred and Social Food

- Week 6: Religious uses of food - kosher/halal laws, communion, fasting practices, Hindu vegetarianism (**SLO 4, 9, 10**)
- Week 7: Food taboos and prohibitions - cultural logic behind restrictions, consequences of breaking taboos (**SLO 10**)
- Week 8: Celebrations and ceremonial food - wedding foods, holiday traditions, rites of passage (**Assignment three: (oral) round table discussions/oral presentation in the food lab (SLO 4, 8, 9)**)

Unit IV: Food, Identity, and the Body

- Week 9: Gender and food roles - who cooks, who eats what, masculine/feminine foods (**SLO 4, 9**)
- Week 10: Body image and food culture - beauty standards, eating disorders across cultures, “clean eating” movements (**assignment four: [poster: visual and written] on food, gender and the body). (SLO 6, 7, 8)**)

Unit V: Contemporary Food Culture

- Week 11: Food activism and social justice - food deserts, farm workers’ rights, environmental activism (**SLO 5**)
- Week 12: Food and media - cooking shows, food photography, restaurant culture, food influencers (**SLO 6, 9**)
- Week 13: Fast food culture—convenience, standardization, resistance movements (slow food, farm-to-table) (**assignment five: research project on a contemporary food culture element; this will have weekly stages of gathering data, one on one consultation, peer review and feedback on drafts) (SLO 3, 6)**)

³ Last summer term, I taught a stacked Span 203 and Span 305 class and provided expectations for both levels for the course assignments. I plan to do the same for this course.

- Week 14: Student presentations of cultural food research projects (**SLO 8, possibly 9**)
- Week 15: Synthesis - applying cultural competency to nutrition practice (**SLO 11, 12**)

I've separated out the SLOs into three areas of course content, research skills and cultural competency awareness.

Knowledge and Understanding (each tied to formal assignments):

1. analyze the cultural, social, and symbolic meanings of food beyond its nutritional value, applying humanistic and sociological frameworks such as the cultural diamond approach
2. evaluate how historical processes (migration, colonization, trade) have shaped contemporary food systems and dietary practices across cultures
3. compare and contrast traditional food systems with globalized food networks, identifying patterns of cultural adaptation and resistance
4. recognize the role of food in constructing and maintaining cultural identity, examining intersections with gender, religion, class, and ethnicity
5. critically examine food-related inequalities and justice issues, including food access, labor practices, and environmental impacts
6. analyze how media representations and contemporary food movements both reflect and shape cultural attitudes toward food and the body

Research and Communication Skills:

7. research cultural adaptations of specific foods or food practices
8. effectively communicate complex cultural concepts through multiple formats (written analysis, oral presentation, visual displays, digital mapping)
9. experiment and practice with the tools of the food lab and explain sensory experiences of preparing, eating and building community through food

Cultural Competency and Application:

10. demonstrate cultural sensitivity when discussing food practices that differ from one's own, recognizing the logic and meaning within different cultural systems
11. apply humanistic perspectives on food culture to contemporary issues in nutrition, public health, and food policy
12. synthesize course concepts to develop informed approaches to cross-cultural food-related situations in professional and personal contexts

2. How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?

This course falls outside the parameters of Hispanic Studies so in terms of my department, it does not play a significant role. However, as stated above, regarding HLTH 271/371, it is one of the nine required courses for the new Nutrition major, and the only core course outside the natural and health sciences. Regarding HUM 271/371, it will serve as one of the options for filling the requirements of the Humanities minor.

Regarding the Nutrition major, the goals are to provide students:

with a comprehensive understanding of the science of nutrition and its application to human health, wellness, and disease prevention. Through an interdisciplinary curriculum, students will explore the role of nutrients in the body, the composition, processing and transportation of food, the relationship between diet and chronic conditions and the importance of education in community based nutrition. ("[Nutrition](#)", SoNHS)

This course contributes to the major through its focus on cultural and social aspects of food globally, its interdisciplinary approach to the subject matter, and its historical aspects of the composition, processing and transportation of food.

Regarding the Humanities, as stated above, the goals for the Humanities minor include the following: “Students who minor in the Humanities will develop their critical and creative thinking skills, learn how to communicate in a variety of contexts and for a variety of purposes, and gain a deeper understanding of the traditions and innovations that shape human thought and achievement in all fields.” I believe each of the five course units address each of these goals. If I may go a bit further, I would state that food is the future of the humanities! (though I may have to convince my humanities colleagues on this front). Foodways, which Meriam Dictionary defines as “the eating habits and culinary practices of a people, region, or historical period”, address issues of culture and identity; sustainability and ethical approaches; technological advances (think about food and the invention of fire, the tractor, refrigeration, Spam [haha], etc.); human connection and community; topics of global justice and more. I think this course could turn into a signature Humanities course and entice students to explore more courses within the humanities. Finally, beyond programming in specific departments, at an institutional level, I believe this course will be a model for the type of learning and research that takes place at the Petrick Idea center.

For each unit, I plan to provide academic contexts and intellectual frameworks via assigned readings. Students will then engage in hands-on, in-class activities to connect knowledge to their everyday lives. To this end, the new food lab at the Petrick Idea Center provides the perfect space for experiential education. My goal is to streamline lectures and class activities, much like we do in the language classroom, so that, in this case and through the actions of preparation, cooking, and eating together, students begin to understand and then learn the subject matter, enriched by senses of smell, taste, and touch often unused in a college-classroom environment. For example, in unit 2, when learning about spice routes, students could read a selection from Andrew Dalby’s *Dangerous Tastes: the Story of Spices*, and smell and taste the flavor profiles and experience what happens with heat as spices are roasted and ground.

As another example, in unit three on sacred and social food, we may create a celebratory meal and after preparing it engage in a “Taste Profiling” exercise to compartmentalize and categorize what we are tasting. I will provide a taste descriptor handout, and students will learn about the five traditional basic tastes—sweet, sour, salty, bitter, and savory—while using poetic license to describe what they taste. The senses of smell and taste inevitably sharpen their critical thinking skills. This exercise ends with a “It reminds me of...” section because, as scholars have noted, by describing what the taste/mouth-feel reminds them of, this act of remembering allows students to connect to future learning.⁴

Using the food lab will require learning new teaching approaches for this course. I’m excited to take on this journey of pedagogical discoveries, as I blend global and experiential learning, with research excellence, and community engagement in order to communicate to students how food makes culture and culture makes food.

As noted earlier, food studies align with many previous scholarly publications and current and future projects that form part of my research agenda. I cannot speak to student interest in this specific course except to say that my course on food culture for the required Span 307: Reading and Writing Culture, has been very well received by Hispanic Studies majors and minors.

⁴ This activity is from Amy Trubek, Cynthia Belliveau, and Teresa Mares, “Emergence and Repetition: Teaching Food and Culture Using a Foods Lab,” *Journal of Pedagogic Development*, vol. 6, no. 1, p. 26.

3. *Who will teach the course? How will this course affect departmental course offerings and staffing? Please articulate a plan for long-term staffing that is not reliant on contingent faculty for all new course proposals. (Courses without permanent staffing should be submitted as Special Topics).*

I have discussed this course as part of my six-course rotation with WLLC chair, Jessie Dixon, and we both agree that we will not need to hire additional adjuncts as this course can seamlessly enter our rotation of courses. In recent years Hispanic Studies has seen a loss of majors and minors so teaching outside of WLLC is more feasible than in the past. Additionally, for Nutrition, this course is mandatory and for the Humanities, a welcome elective, that we hope bolsters interest in the Humanities minor.

Regarding long-term planning in WLLC, Hispanic Studies faculty has decreased offerings at the upper levels. Where we previously taught three or four 200-level courses/year and six to nine 300-level courses, we are now offering two 200-level and four 300-level courses. The timing then for offering this new course in alternate years works well as we adjust programming for the Hispanic Studies major and minors.

WLLC 200 and 300 level courses by term					
	200 level (fall)	200 level (spring)	300 level (fall)	300 level (spring)	Total per year
2022-23	2	1	5	4	12
2023-24	2	2	3	3	10
2024-25	2	1	2	2	7
2025-26	1	1	2	2	6

4. *Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)*

We do not have to delete courses to make space for this new course. See answer above. Also, note that faculty in WLLC regularly teach in other units, including HUM, Gateway, and IGS courses. This course will be offered in alternate years.

5. *Why are you offering the course at this level?*

Like a previous class with stacked courses that I have offered, this course is designed to address students both at the 200 level, with “intensive study in a general area of knowledge,” and at the 300 level with “advanced study in a general area of knowledge.” In discussion with the Associate Dean of Health Sciences, Lindsey Kellar, we agree that a stacked class would attract students with diverse learning needs (both 200 and 300 level), help to manage our limited teaching resources, while it would also continue to maintain excellent quality and enriched discussions in the classroom. While students at both levels may share readings and in-class activities, the expectations for how they engage with course materials and assignments will vary. For example, on a given assignment, while objectives might be aligned for both groups, the requirements of the assignment and evaluative rubrics will differ with higher expectations for those enrolled at the 300 level. This may include more complex assignments and a more demanding grading rubric. In this way, students at both levels will know what the expectations are for them. In discussion with the director of the humanities program, Joanne Diaz, about these decisions, she too agreed that it will offer benefits for students who enroll.

6. N/A

7. *Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)*

IWU's library, computer, and media resources are currently adequate for this course. However, as I develop the course, I will work with Abby Mann, the WLLC library liaison, to ensure that, if needed, we address any gaps in our collection and that all online resources will be available via Canvas. Additionally, I hope to work with those in charge of the Petrick Center construction to ensure we have the necessary supplies in the food lab before the course is underway. I plan to reach out to the President's Office to move forward with these details.

8. *For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories.*

Cultural and Historical Change:

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

1. *Courses focus on both the events of change and the repercussion of these events on individuals and society.*

As we study cultural food systems throughout the semester, we will examine both the events themselves and their effects. An excellent example of this focus on event and repercussions is the Columbian Exchange, that is the transfer of plants, animals and microorganisms between the Old and New Worlds since 1492 (the event) and the dietary changes, for example, the potato as a new source of calories and energy in the Old World, or forced migrations (as seen through New World sugar plantations and transatlantic slave trade) that followed (the repercussions).

2. *Courses include reflection on the causes and directions of change over time;*

In all units we consider changes of foodways over time and across spaces. As an example of this type of reflection, in the unit on cultural food systems and change, students will create a (digital) map of the globalization of a foodstuff. For example, in considering a foodstuff like the tomato, they would identify its origins (Mexico) and significance for different populations across time and space; articulate the conditions, influences and events that caused its global distribution and the controversies that surrounded it; and explain why it achieved the success that it has.

3. *Courses include evidence of change as seen through the eyes of the participants;*

Undoubtedly source material for the course will include many types of primary sources including cookbooks, menus, letters and other testimonials, government and non-government documents, manifestos, advertisements, social media posts, to name but a few.

4. Courses include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.

One of the key components of this course is to reflect on food, culture and society as seen through one's own lived experiences. In-class critical thinking activities may include students writing about their own experiences with, for example, celebrations and ceremonial foods or gender and food roles, and then comparing them to the case studies we will examine in class. Additionally, the experiential component of learning in the food lab (practicing with tools and equipment, applying culinary skills to explore themes of social hierarchy or questions of purity and pollution, for example) provide hands on experience with the topics of the course.

In addition, course proposed for credit at the 300 or 400 level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.

Like a previous class with stacked courses that I have offered, this course is designed to address students both at the 200 level, with "intensive study in a general area of knowledge," and at the 300 level with "advanced study in a general area of knowledge." While students at both levels may share readings and in-class activities, the expectations for *how they engage* with course materials and assignments will vary. For example, on a given assignment, while objectives might be aligned for both groups, the requirements of the assignment and evaluative rubrics will differ with higher expectations for those enrolled at the 300 level. These differences may include more complex assignments and a more demanding grading rubric. For example, in assignment five, the research project on a contemporary food culture element, students at the 300-level will submit an 8-10 pp research paper with at least eight sources cited while those at the 200-level will submit a 4-6 pp research paper with at least five sources cited.

Because each Shared Curriculum course must address faculty-approved goals for the Shared Curriculum program, each proposal for the Shared Curriculum category unit or flag credit must include methods for assessing the extent to which goals appropriate to the proposal have been met by the course (for example, additional questions to be added to the course evaluation form).

The goals for CHC will be included in the syllabus and discussed with the class throughout the semester. I am very open to including additional questions to the course evaluation form as per the Council's suggestion, for example, simply asking to what extent the course fulfilled each of the CHC goals set forth in the syllabus. In addition, I am also very willing to use any of the student assignments as direct measures of the CHC goals. For example, I could apply goal 1: *Courses focus on both the events of change and the repercussion of these events on individuals and society* to their assignment on (digital) mapping the globalization of a foodstuff in which they identify the origins of a product and its significance for different populations across time and space. I would assess how effectively they articulate the conditions, influences and events that caused the foodstuff's global distribution, the controversies that surrounded it, and why it achieved the success that it has. For this type of assessment, I would create a simple rubric and directly measure to what extent the assignment met this goal.

Global Diversity

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

1. *Courses compare the U.S. and another contemporary society or societies, or examine the encounters between non-U.S. societies, or extensively investigate one non-U.S. society.*

In this course on food, culture and society, the focus is on examining encounters between non-U.S. societies and on comparing U.S. and another contemporary societies. For example, in the unit on cultural food systems and change, the class will explore concepts of globalization and how food industries like McDonald's can meet with success in one country by modifying its menu and marketing practices in one country and utter failure in another, as was the case in Bolivia by not understanding local culture, food preferences and economic conditions of the host country.

2. *Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. society(ies).*

As noted above in the CHC section, source material for the course will include many types of primary sources including cookbooks, menus, letters and other testimonials, government and non-government documents, manifestos, advertisements, social media posts. Examples from non-US societies may include *The Banquet of Noble Gentleman*, one of the first European dietary treatises replete with gastronomic references and written by King Charles I of Spain's medical advisor, Luis Lobera de Avila (1530), or the Japanese-language film, "Jiro Dreams of Sushi" (David Gelb, 2011) that takes a deep dive into Japanese culinary traditions and the perfectionism of sushi preparation.

Because each Shared Curriculum course must address faculty-approved goals for the Shared Curriculum program, each proposal for the Shared Curriculum category unit or flag credit must include methods for assessing the extent to which goals appropriate to the proposal have been met by the course (for example, additional questions to be added to the course evaluation form).

The goals for Global Diversity will be included in the syllabus and discussed with the class throughout the semester. I am very open to including additional questions to the course evaluation form as per the Council's suggestion, for example, simply asking to what extent the course fulfilled the two G goals as set forth in the syllabus. In addition, I am also very willing to use any of the student assignments as direct measures of the either of these goals. For example, I could apply goal 1: *Develop students' ability to analyze and understand contemporary societies outside the US in the context of individual courses* to an assignment (yet to be designed) on religious uses of food. in which they consider how religious laws affect eating habits within a specific community. For this type of assessment, I would create a simple rubric and directly measure to what extent the assignment met this goal.

Writing Intensive

Courses given this designation offer students instruction and practice in writing. Writing Intensive courses encourage students to use writing as a tool for discovery and learning and to become aware that writing is a process. Writing Intensive courses teach disciplinary conventions of writing or teach students how to write for specific audiences and for specific purposes. Writing Intensive

courses also provide opportunities for students to enrich their writing with research and/or imagination. Enrollment caps should be consistent with the goal of providing opportunities for intensive work with student writing.

- 1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence.*

From the first week of classes, we discuss what food culture is and begin building our writing skills to apply a cultural theory to a cultural object using the university cafeteria as our setting. Student use evidence they observe via the cultural practices in the university cafeteria (or common university eating space: Dug Out, Tommy's, sorority dining room, etc). In preparation for this first major writing assignment, I use a guided writing activity on how to summarize an academic article (one that Abby Mann generously shared with me and that I have adapted for other classes and will adapt for this class). Additionally, our first visit to the Ames library will be structured around this writing assignment. The objectives as we begin the semester are to get students comfortable finding articles for the assignment and provide them with techniques for searching for articles. The in-class preparatory assignment and the accompanying library visit served as a crucial building block for the first major writing assignment and for the entire semester.

- 2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives).*

As outlined in the CC request, students will engage in five different project-based assignments to reflect what they have learned in each unit. All of these assignments include various levels of written engagement with the material and I will provide opportunities for peer review feedback and instructor feedback for all of them. In addition, throughout the semester students will have in-class and out-of-class writing opportunities that may include in-class free writing exercises, journaled responses to readings, writing recipes and designing menus, and food critiques for a social media post. Also, the final project, will draw from the scaffolded series of writing assignments laid out through the course of the semester to culminate in an original research project on a contemporary food culture element. For this high-stakes assignment, students will have weekly stages of gathering data, one on one consultations with me and with Abby Mann, peer review feedback and instructor feedback on drafts before submitting their final work. I have no doubt that students will easily produce 6000 words or 20 pages of writing throughout the semester.

- 3. Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the conventions of a discipline.*

For each assignment I provide context for what the assignment is, who the audience is, the objectives and requirements and, of course, an evaluative rubric tailored to that assignment. In addition, I model for students what I expect for the assignment, either with my own test of the assignment or with comparable work from other students in a previous semester.

Because this is an interdisciplinary course, students will be assigned scholarly articles from sociologists, anthropologists, linguists, historians and literary critics. I will develop pre- and post-

reading activities that include attention to the discipline-specific conventions of the sources. These activities will draw students' attention to the ways scholars in different disciplines examine issues central to our course.

4. *Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.*

For the Span 307 W course that addresses food, identity and Hispanic culture, I created many low stakes writing assignments that varied throughout the semester. These included prompts for timed, in-class free writing exercises, journaled responses to readings, writing recipes and designing menus, and food critiques for a social media post. I plan to draw on my experience of designing engaging writing assignments from that course and apply them to this one.

5. *Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.*

With each unit, I will schedule library sessions with our liaison, Abby Mann, to discuss biases; writing conventions with the field of food studies; and finding, evaluating and ethically using sources. Abby and I have previously worked together for the Span 307 W course that addresses food, identity and Hispanic culture. In these sessions, she teaches students information literacy skills, building their skill set session by session so that by the end of the course students learn how to search for sources, how to read and summarize them, how to generate key words, how to filter and refine searches using limiters, and why forward and back chaining are effective techniques in developing research strategies. I am confident that together, Abby and I will tailor our four library sessions to the purposes of this course.

Because each Shared Curriculum course must address faculty-approved goals for the Shared Curriculum program, each proposal for the Shared Curriculum category unit or flag credit must include methods for assessing the extent to which goals appropriate to the proposal have been met by the course (for example, additional questions to be added to the course evaluation form).

The goals for the Writing Intensive course will be included in the syllabus and discussed with the class throughout the semester. I am very open to including additional questions to the course evaluation form as per the Council's suggestion, for example, simply asking to what extent the course fulfilled each of the five W goals set forth in the syllabus. In addition, I am also very willing to use any of the student assignments as direct measures of the W goals. For example, I could apply goal 1: *To write effectively, using evidence that supports the writer's purpose* to their final research project on a contemporary food culture element. I would look at their thesis, the arguments they craft to defend that and with what primary and secondary sources they use to flesh out their arguments. For this type of assessment, I would create a simple rubric and directly measure to what extent the assignment met this goal.

Thank you for considering this proposed course. I look forward to your feedback.