Term Information

Effective Term: Spring 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change grading from S/U to letter graded.

What is the rationale for the proposed change(s)?
This course was letter graded under quarters and change to S/U was a error.

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)?
none

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: Family & Consumer Science Educ
Fiscal Unit/Academic Org: Department of Human Sciences - D1254
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5691
Course Title: Toward Just, Healthy, Secure Choices
Transcript Abbreviation: Just Secur Choice
Course Description: Applying ethical and value principles to consider nutrition, safe and ecological food knowledge to healthy, environmentally sustainable food practice.
Semester Credit Hours/Units: Fixed: 2

Offering Information

Length Of Course: 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Previous Value: Satisfactory/Unsatisfactory
Repeatable: No
Course Components: Laboratory, Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions
Prerequisites/Corequisites
Prereq: HumnNtr 2210 (210) or 2310 (310).

Exclusions

Cross-Listings

Subject/CIP Code
Subject/CIP Code 13.1308
Subsidy Level Doctoral Course
Intended Rank Sophomore, Junior, Senior, Masters

Quarters to Semesters
Quarters to Semesters New course
Give a rationale statement explaining the purpose of the new course This course content is required of FCS teachers in Ohio
Sought concurrence from the following Fiscal Units or College

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

Course Details
Course goals or learning objectives/outcomes
• Analyze the contextual factors of the industrial and sustainable food system considering many perspectives and valued outcomes.
• Analyze the agricultural, manufacturing and consumer practices that maintain nutrient dense, secure, and safe food supply.
• Experience the benefits of a relationship with food from seed to table to sustain a high quality of life for families now and in the future.

Previous Value
Content Topic List
• Ethical and value claims related to food and food industry practice
• Industrial and sustainable farming
• Processing chains to consumer
• Our Relationship with Food

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• Ethical and value claims related to food and food industry practice
• Industrial and sustainable farming
• Processing chains to consumer

Attachments
FCSED 5691 - Toward Just Healthy Secure Choices.docx: syllabus for FCSED 5691
(Syllabus. Owner: Odum, Sarah A.)
## Comments

### Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
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<td>Odum, Sarah A.</td>
<td>09/13/2013 11:27 AM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Snyder, Anastasia Rebecca</td>
<td>09/13/2013 11:50 AM</td>
<td>Unit Approval</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>09/13/2013 11:50 AM</td>
<td>College Approval</td>
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Course title: Toward Just, Healthy, Secure Choices (FCSED 5691)

Course Description: Applying ethical and value principles to consider nutrition, safe and ecological food knowledge to healthy, sustainable food practice.

Offering: May Session; UG, 2 cr. (MW 8-11AM + 11AM-2PM Plant-Based Food laboratory May13, 20, 29 ); pre-req HUMN NUTR 2210.

Objectives:
Analyze the contextual factors of the industrial and sustainable food system considering many perspectives and valued outcomes.
Analyze the agricultural, manufacturing and consumer practices that maintain nutrient dense, secure, and safe food supply.
Experience the benefits of a relationship with food from seed to table to sustain a high quality of life for families now and in the future.

Agenda

First Monday
Question to answer:
In addition to environment and our health, what is the impact and of the American food system on the economy, employment, health care, communities, farmers, consumers, food producers, food processors, and the rest of the world? What are the different points of view about food for each of these food participants? What are value positions related to these points of view. How do we handle conflicting values?
Assignment:
In class view Food Inc. and take listening notes. With a partner complete a series of activities related to the food chain.

First Wednesday
Question to answer:
What are the foods recommended to Americans by the US government, corporations, and non-government? What are the motives and conflicts related to these recommendations? What are the limits of our knowledge and experience related to food recommendations?
Assignment:
Read and be ready to discuss Salt Sugar Fat by Michael Moss. Be sure you have reviewed the basic science noted on Carmen with special attention to the Sustainable Table website so that you can add attributes to the Monday food chain activity. Bring your documents regarding American food recommendations to class. In class, working with a partner, analyze American food recommendations (quality and amounts), and record motives for the decisions. Quiz on Salt Sugar Fat completed on Carmen.

Second Monday
Question to answer:
What do whole grains have to offer the environment and our bodies? What are common misconceptions and assumptions about consuming whole grains? What does it take to plan, prepare, and consume whole grains as a regular part of our diet?
Assignment:
Using the 2010 Dietary Guidelines for Americans and Harvard School of Public Health documents review and understand the whole grains, nutrition, purchasing, cooking and related disease information. Submit a power point to Carmen on whole grains and include pair share questions. In class conduct a close reading on at least one recipe. Plan, cook, and eat whole grain recipes (not bread). Analyze recipes using established criteria and what we know about the food chain. Practice safe knife skill needed to prepare fresh, whole foods.
Second Wednesday  
**Question:**  
What does a sustainable farm look, sound, and feel like? What is it like to walk in the sustainable farmers’ shoes?  
**Assignment:**  
Car pool to the Stratford Ecological Farm. Participate on a working environmentally sustainable farm. Analyze the food system and show what you learned on the farm and connect to the readings that informed what you saw and experienced while on the farm. Submit to Carmen: You may choose the medium (photos plus narrative, written paper only, other as you would choose) to show what you experienced and your knowledge (documented using APA) of sustainable food systems attending to environment, economic, social, and political influences on this farm food system.

Third Monday  
**Question:**  
What do fresh, whole vegetables have to offer the environment and our bodies? What are common misconceptions and assumptions about consuming vegetables and about local/seasonal vegetables? What does it take to plan, prepare, and consume vegetables as a regular part of our diet?  
**Assignment:**  
Plan, cook, and eat whole grain recipes (not bread). Analyze recipes using established criteria and what we know about the food chain. Practice safe knife skill needed to prepare fresh, whole foods. Using the 21010 Dietary Guidelines for Americans and Harvard School of Public Health documents review and understand the vegetable nutrition and related disease information. Will prepare and present a vegetable or fruit demonstration (vegetable or fruit will be assigned). Submit the plan sheet on Carmen.  
Outline the TAKE ACTION assignment. Review TAKE ACTION suggestions from Story of Stuff and Sustainable Table websites. Due Friday end of May Session

Third Wednesday  
**Question:** What is the relationship between food and disease?  
**Assignment:** TBA

Fourth Monday: No Class

Fourth Wednesday  
**Question:**  
What legumes have to offer the environment and our bodies? What are common misconceptions and assumptions about consuming legumes and animal and animal products? What does it take to plan, prepare, and consume legumes as a regular part of our diet?  
**Assignment:**  
Plan, cook, and eat legumes recipes. Analyze recipes using established criteria and what we know about the food chain. Practice safe knife skill needed to prepare fresh, whole foods. Using the 2010 Dietary Guidelines for Americans and Harvard School of Public Health documents review and understand the legumes, nutrition, purchasing, cooking and related disease information. Submit a power point to Carmen on legumes and include pair share questions.

Topics:  
I. Consider ethical and value food claims  
A. Healthful food production, consumption, supply, workers, consumers  
B. Nurturing the well-being of all creation, natural and human  
C. Cultural and social nourishment  
D. Valuing fairness, communities, environment, farmers, consumers  
E. Participating in the food system as a producer, processor and consumer  
F. Relationship with the land, farmers, consumers, and processors  
G. Good Nutritional Practice (GNP) to manage food safety  
H. Politics of food: government, corporate interest, consumer demand, religious roots, feminism
II. Industry/factory farming and sustainable farming - processing chains to consumer
A. Chemical Pesticides, herbicides, and fertilizers; habitat management and biological control
B. Hormones and antibiotics
D. Genetic diversity – plant varieties and animal breeds
E. Use of fossil fuels producing greenhouse gases and water
F. Economic development – near and far
G. Safe working environments
H. Handling and storing food to maintain nutrition and pathogen free including plastics
I. Handling animal, plant, processing, and packaging waste
J. Sustainable and organic agriculture

III. Our Relationship with Food
A. Planning and preparing plant-based food recipes
B. Food as a social experience: Growing, selecting, preparing and eating
C. Food and the impact on health as well as respect for environment.
D. Food safety and sanitation (plastics, food borne illness, traceability of food).
E. Basic food preparation skills.
F. Transforming whole, real food to enjoy with family and friends

Textbooks and documents:

Assignments:
1. Participate on a working, environmentally sustainable farm. Analyze the food system you saw and experienced while on the farm. Decide how you can best show what you experienced and your knowledge (documented using APA) of sustainable and food systems attending to environmentally sustainable, economic, social, and political influences.

2. Participate in three sustainable, seasonal, nutrient dense and local food laboratory experiences (8AM-2PM May 13, 20, 29). Work in a group to plan, and evaluate the steps used to choose, prepare, serve, and bring people together in a food experience. In writing (individually), interpret this experience from the individual/family/friend, farmer, industrial food system and home cook perspective. Individually complete planning and metacognitive assignments for each of the three sessions. (Lab #1) with a partner prepare a power point set of slides with pair share questions/directions for whole grains, drop in Carmen; (Lab #2) individually plan and demonstrate a fruit or vegetable as assigned, drop plan sheet in Carmen; (Lab #3) with a partner prepare a power point set of slides with pair share questions/directions for legumes, drop in Carmen.

3. Write an action letter or other plan that advocates for a sustainable food system. This includes at least four related industrial and sustainable food system concerns that you reference.

5. Many activities/learning opportunities and checks for understanding occur in class, cannot be made up, and require your attendance.

Graduate student assignment: Select a 5 day unit identified from unpacking the related Ohio FCS standards and develop a UbD unit with two fully developed lesson plans highlighting key concepts from this course.
Bibliography:


Young Readers Editions:


ADD: Chew on this (2006) and Fast Food Nation

Basic Science and food chain knowledge (Need to review) Here is a start:

Greenhouse gases (how the ecosystem works): http://www.youtube.com/watch?v=LFNKfWyGxHw

Plastics and Endocrine Gland: http://www.motherearthnews.com/Natural-Health/Safe-Plastics-Endocrine-Disruptors-BPA.aspx#axzz2S4TnCQRq and http://www.youtube.com/watch?v=WVrlHH14q3o

Story of stuff: http://www.storyofstuff.org/movies-all/story-of-stuff/ - see other movies at this website; also go to Take Action and Learn More (extraction, production, distribution, consumption, disposal)