

# HIST 9: WHAT WE ATE: A GLOBAL HISTORY OF FOOD

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## In Workflow

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## Approval Path

1. Wed, 07 Oct 2020 23:55:28 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Thu, 08 Oct 2020 00:21:33 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 21 Oct 2020 19:03:01 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
4. Wed, 21 Oct 2020 20:49:15 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Thu, 24 Sep 2020 04:25:41 GMT

**Viewing: HIST 9 : What We Ate: A Global History of Food**

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Changes proposed by: Jeffrey Wilson (212375398)

### Contact(s):

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### Catalog Title:

What We Ate: A Global History of Food

### Class Schedule Title:

A Global History of Food

### Academic Group: (College)

ALS - Arts & Letters

### Academic Organization: (Department)

History

### Will this course be offered through the College of Continuing Education (CCE)?

No

### Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

### Subject Area: (prefix)

HIST - History

### Catalog Number: (course number)

9

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Given the demise of the old world civilizations requirement, it is incumbent on the university to provide as many students as possible with some exposure to world history in ways that they find more palatable than the standard civilizational narratives. We hope that a course in food history will be an appetizing way of introducing students to major themes of world history: cross-cultural encounters, global commodity chains, imperialism, and decolonization.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

A historical examination of the political, economic, and cultural transformations involved in food production and consumption since 1500. Emphasis on important food networks between South Asia and the Middle East, the role of addictive products in the rise of European trade empires, the emergence of national cuisines across the Atlantic and Pacific rims, and the varied responses to modern scientific and industrial farming.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

1. Organize and interpret historical sources to describe how global cultural diversity and economic changes influenced ingredients, taste descriptions, and serving patterns of food.
2. Draw connections between varied readings to assess multiple perspectives on food history that relate large-scale developments to local variations in cuisine.
3. Explain the basic challenges of decoding the historical record on food, particularly how political upheavals and cultural differences in the past complicate our examination of it.

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

- 1) A midterm short-response exam (20%): (ELO 2; ELO 3)
- 2) A final short-response and essay exam (20%): (ELO 2; ELO 3)
- 3) Daily attendance and discussion participation (15%): (ELO 2; ELO 3)
- 4) Three recipe analysis assignments (15% each x 3 = 45%): (ELO 1)

**For whom is this course being developed?**

General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

Yes

**Indicate which department(s) will be affected by the proposed course:****Department(s)**

Family and Consumer Sciences

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals****Undergraduate Learning Goals:**

Competence in the disciplines  
 Knowledge of human cultures and the physical and natural world  
 Integrative learning  
 Personal and social responsibility  
 Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST 9 What We Ate.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

## General Education Details - Area C2: Humanities

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

The catalog description, the course content, and the course schedule in the syllabus indicates the course is a survey of world food history between 1500 and the present. The breadth of the course is also evident in its assessment of political, economic and cultural changes over that period of time.

**Develops an understanding of and appreciation for the diversity of the human community.**

The catalog description, the course content, and the course schedule in the syllabus address how cultural diversity shapes food production and consumption. Most of the graded components in the syllabus ask students to evaluate the impact of cultural difference on food history.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

The course-specific education learning outcomes and the graded components in the syllabus require students organize and interpret historical sources, draw connections between varied readings, and explain how political and cultural changes complicate food history. Each of these is a basic method of historical inquiry and addresses conventions established in the Core Competencies of the American Historical Association.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

The lectures, exams, and written assignments described in the course content and the graded components list investigate, describe, and analyze how human culture has shaped food production and consumption in the development of human societies over the span of five centuries. Transnational developments play a strong role throughout the course.

**Compare and analyze various conceptions of humankind.**

The course content and the graded components prompt students to draw international comparisons and contrasts in approaches to common food concerns over the surveyed span of time. Culturally specific conceptions of humankind influence food habits in the lectures, the readings, and the assignments.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

The geographic scope of this course is global, so the lectures, discussions, and assigned readings featured in the course schedule, as well as the themes in the catalog description and course content, reflect contact between cultures and civilizations. The animating

ideas and values of societies in East Asia, South Asia, Africa, Latin America, Europe, and North America are featured throughout. Special emphasis is occasionally placed on the religious values that shape food habits, as well as on how scientific values have increasingly intervened in food production and consumption.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

- Women

The course schedule on the syllabus lists assigned readings. Seven of the readings feature gender as one of the central categories of analysis. Three of the prompt options on the midterm and final exam will include questions on the gendering of food production and consumption.

- Ethnicity

The course schedule on the syllabus lists assigned readings. Nineteen of the readings feature ethnicity as one of the central categories of analysis. Seven of the prompt options on the midterm and final exam will include questions on the role of ethnicity in food production and consumption.

- Socio-economic status

The course schedule on the syllabus lists assigned readings. Fourteen of the readings feature socio-economic status as one of the central categories of analysis. Five of the prompt options on the midterm and final exam will include questions on the role of socio-economic status in food production and consumption.

- Religious affiliation

The course schedule on the syllabus lists assigned readings. Six of the readings feature religion as a central category of analysis, usually in tandem with another category. Three of the prompt options on the midterm and final exam will include questions on the role of religion in food production and consumption.

## **Includes a writing component described on course syllabus**

**1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**

**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

The periodic formal writing assignments and the short answer exams encourage students to think through course concepts. These graded components listed in the syllabus will be evaluated for clarity, subject-specific content regarding historical food trends, and basic methods of historical inquiry.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

n/a

**Please attach any additional files not requested above:**

FACS Consultation.pdf

Key: 14331