

HIST 162B: FOOD AND IDENTITY IN U.S. HISTORY

In Workflow

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Approval Path

1. Mon, 25 Sep 2023 22:46:52 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 25 Sep 2023 22:48:02 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Thu, 05 Oct 2023 21:30:33 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Fri, 13 Oct 2023 22:53:16 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Mon, 16 Oct 2023 14:32:29 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Mon, 16 Oct 2023 14:42:03 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Mon, 16 Oct 2023 19:06:40 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
8. Mon, 30 Oct 2023 20:22:23 GMT
Katie Hawke (katedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Fri, 13 Oct 2023 20:31:39 GMT

Viewing: HIST 162B : Food and Identity in U.S. History

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Changes proposed by: Jeffrey Wilson (212375398)

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Catalog Title:

Food and Identity in U.S. History

Class Schedule Title:

Food and Identity in U.S. Hist

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 2024 (2024/2025 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

162B

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

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:

Public interest in food studies has risen in recent decades, and the rebranding of regions such as Sacramento as "farm-to-fork" capitals has increased awareness about the importance of food choices. This course proposal adds a thematic offering on the United States history of food to the courses in the Department of History at CSU Sacramento. It was designed in consultation with food history specialists and with the Nutrition, Food, and Dietetics Program in the Department of Family and Consumer Sciences. This history course will fulfill General Education Area C2 and Race & Ethnicity Graduation Requirements.

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

A historical examination of how ethnic, racial, class, and gender identities have influenced the production and consumption of food in American society from 1607 to the present. Special emphasis placed on how changes in mass migration, nutritional science, and technology in the past have influenced the foodways of common people, and how foods have played a range of roles in cultural oppression and resistance.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Develop a basic understanding of diverse food cultures across American history from the colonial era to the present.	Quizzes, short-answer assignments, and discussion activities.
2	Describe how diverse food identities in American history have been shaped by migration patterns, technological changes, shifts in government food policies, and protest movements.	Quizzes, short-answer assignments, and discussion activities.
3	Analyze how aspects of gender and class have helped to define food cultures across American history, particularly in ways that have intersected racial and ethnic identities.	Essays, short-answer assignments, discussion activities, and final exam.
4	Contextualize the primary sources in each writing assignment with particular emphasis on culturally specific patterns of food production and consumption.	Essays and final exam.

Attach a list of the required/recommended course readings and activities:

HIST 162B History of US Food Identities Revised.docx

For whom is this course being developed?

Majors in the Dept
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?

No

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

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
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
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.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST 162B History of US Food Identities Revised.docx

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 it is a survey of U.S. food history from the colonial era to 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 social and cultural diversity in the U.S. has shaped food production and consumption. Most of the graded components in the syllabus ask students to evaluate the impact of social and cultural differences 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 graded components in the syllabus require students organize and interpret historical sources, draw connections between varied readings, and explain how social 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 and written assignments described in the course content and the graded components investigate, describe, and analyze how U.S. cultures have shaped food production and consumption in the development of American society over the span of four centuries.

Compare and analyze various conceptions of humankind.

The course content and the graded components prompt students to draw comparisons and contrasts in approaches to common food concerns over the surveyed span of time, particularly among immigrants and racial minorities. Culturally specific conceptions of humankind influenced the food habits found 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 lectures, discussions, and assigned readings featured in the course schedule, as well as the themes in the catalog description and proposal background, reflect ongoing contact between cultures. The animating ideas and values of African American, Latinx, Asian American, and indigenous cultures are featured throughout. Special emphasis is occasionally placed on how scientific developments and government policies attempted to influence the food habits of these groups, as well as on how technological innovation has 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. Thirteen of the readings feature gender as one of the central categories of analysis, with a particular focus on women's social experiences. At least one of the prompt options on each of the essays include questions on the gendering of food production and consumption.

- Ethnicity

The course schedule on the syllabus lists assigned readings. Twenty-one of the readings feature ethnicity as a central category of analysis. At least one of the prompt options on each of the essays include questions on the role of ethnicity 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.]

This course has three significant writing assignments, and each of them will require students to write between 750 and 1000 words. There is also a final exam that features a short-answer component. Each of the three writing assignments involves evaluation of historical primary sources, so there is a common rubric for those assignments that maintains clarity and consistency in expectations, allowing the students to improve on specific skills common to all three. Those expectations include improvement in basic methods of historical inquiry. Emphasis in the prompts is placed on change over time, specifically between subject matter relevant in each prior assignment and the information in the current assignment.

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.

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

There are a wide range of assigned readings in the course syllabus that address all four of those groups – Asian Americans, Black Americans, Mexican Americans, and Native Americans. Fourteen out of the fifteen weeks of scheduled reading contain assigned texts either (a) substantially addressing aspects of food culture from at least one of those groups, or (b) entirely focuses on at least one of the four groups. Cultural and social experiences are elements found in each assigned reading. Moreover, the prompt choices in the essay assignments largely revolve around three of the four groups, while all four of them are addressed in the final exam.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

At least part of the lecture content and readings Weeks 1, 2, 5, and 13 focus on Native Americans, likewise with Black Americans in Weeks 3, 4, 8, 13, and 15, Mexican Americans in Weeks 6, 9, 10, and 13, and Asian Americans in Weeks 6, 7, 11, 14, and 15. There is a significant degree of cross-cultural evaluation of foodways between these groups in the assigned chapters of the books by Biltekoff and Wallach. The final exam will feature prompts that ask for comparisons and contrasts between more than one of the groups.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

The course introduces broad definitions of each of these concepts early in the semester, and then returns to re-evaluate them periodically throughout the term in the context of historical changes. As the syllabus proposal background explains, ethnocentrism and racism played a significant role in shaping access to food and the cultural meanings surrounding food production and consumption from the inception of cross-cultural contact in North America. The framework of each segment of the course involves assessing how foodways were a major factor in the enactment of forms of bigotry against minority populations, as well as how foodways served as a vehicle for cultural resistance and long-term resilience among minority ethnic and racial groups.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

The first three factors figure prominently in each segment of the course, as the weekly assigned readings and meeting topics clearly highlight those dimensions of identity, including how their intersections are pivotal in food experiences. Class and gender identities frequently intersect with race in the readings. For example, the week that we will discuss U.S. food production during the Great Depression, much of the class content and reading will focus on how many Mexican American laborers in U.S. food factories in that era were women, and how public perceptions and the self-perceptions of the workers were framed by their gender and racial identities. Class-based and race-based forms of food discrimination, particularly in the production, marketing, and consumption of foods, have played a very prominent role in explaining ethnic experiences in the U.S. This dynamic recurs frequently throughout the course content, particularly in the material addressing the nineteenth and twentieth centuries.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

The course content explores the cultural pressures and fissures that historical food problems created between ethnic groups, in addition to how food was a perennial vehicle for cultural survival for ethnic groups who have faced oppression. This begins with the very first colonial contact and remains relevant up to the present in the course readings and meetings. Food was a means for families and communities from a wide range of ethnicities to share values across different generations. The course content places particular emphasis on how that applied to Asian Americans, Black Americans, Mexican Americans, and Native Americans.

Please attach any additional files not requested above:

HIST 162B FACS Email Exchange.docx

Reviewer Comments:

Scott Perkins (scott.perkins) (Thu, 05 Oct 2023 18:27:25 GMT): Some comments & suggestions: 1. Course Name: It's really cumbersome and reads like the title of a journal article. Any reason for that? To attract students who might want to take it as a GE course? Otherwise, the class schedule title might be adequate. 2. Justification: If the first sentence begins with "public interest," why limit the scope to "student awareness" later on in the same sentence? Suggestion: "Public interest in food studies has risen in recent decades, and the rebranding of regions such as Sacramento as "farm-to-fork" capitals has increased awareness about the importance

of food choices." 3. Course Description: If the scope of study includes the present, perhaps the tense of the description could be present progressive rather than past. Suggestion: "A historical examination of how ethnic, racial, class, and gender identities have influenced the production and consumption of food in American society from 1607 to the present. Special emphasis placed on how changes in mass migration, nutritional science, and technology in the past have influenced the foodways of common people, and how foods have played a range of roles in cultural oppression and resistance." 4. ELOs: Again, with the inclusion of the present day in the scope of study, perhaps the ELOs should be written in present progressive tense (e.g., ELO 3: "Analyze how aspects of gender and class have helped to define food cultures...." Would it be better for ELO 2 not to have the word "such" just so it's independent and distinct from ELO 1? ELO 4 is a little confusing to us because of the distinction between primary sources and course readings. Would it be accurate, clearer, and more concise to say, "Contextualize primary sources in writing assignments with particular emphasis on culturally specific patterns of food production and consumption"? Either way ELO 4 doesn't need a hyphen after "culturally." If the proposal author decides to change this, it will need to be changed in the syllabus as well. Also, remove numbers from ELOs so they're not duplicated. 5. Assessment Strategies: These should be much more concise. For example, assessment strategies for ELOs 1 & 2: "Quizzes, short-answer assignments, discussion activities." ELO 3: "Essays, short-answer assignments, discussion activities, final exam." ELO 4: "Essays, final exam." Doing so will not only streamline the assessment strategies and remove language that has to do with grading rather than assessment, but it will also allow multiple instructors to determine their own grade-weighting preferences rather than being beholden to what's prescribed in this document. In the syllabus, make your assessment strategies begin with what's in the Form A, and then follow it with a new sentence that has the additional information you want to include about when the assignments are due, how they're weighted, &c. 6. Syllabus: There appears to be a course description, but right now its header is "Proposal Background." Change to "Course Description"? Finally, consider changing "Learning Objectives" and "LOs" to "Expected Learning Outcomes" and "ELOs" for consistency with University language. Also add "Expected Learning Outcomes" to the end of the line "General Education Race and Ethnicity Requirement." 7. Syllabus: Update "SSWD" to "DAC," and include University-approved language for Student Health & Counseling Services and CARES.

Jacqueline Irwin (irwin) (Thu, 05 Oct 2023 21:30:33 GMT): Rollback: Dear Michael, Please see suggestions for revision from Scott. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 15007