



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	English
Course Designation/Prefix:	Eng
*Course Number:	7100
Course Title:	English 7100, Exploring Food Studies: Literature & Rhetoric
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course explores food as a broad historical category through literary and rhetorical/journalistic texts, applying methodologies of Food Studies, the academic discipline analyzing systems through which food is produced, distributed, purchased, and consumed, the history of food, food as a critical aspect of cultural and individual identities, and food systems and structures. Literary and rhetorical texts will focus on themes of Health, Ethics, and Politics. Students will learn to recognize significant aspects of literary and rhetorical forms including the novel, short stories, poetry, creative non-fiction, journalism, essays, and visual media.

Prerequisite(s):	English 12
Corequisite(s):	--
Pre-/Co-requisite(s):	--
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	XX Fall <input type="checkbox"/> Winter XX Spring <input type="checkbox"/> Summer
Suggested Class Limit:	25 (Writing Intensive)
Indicate if a special space, such as a lab, and/or special equipment will be required:	No, but each section of this course would likely have a class bed on the KCC Community Garden and Farm

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	XX 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field
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- 1 hour lecture, 6 hours lab/field
- 8 hours lab/field

More than 4-credits: Number of credits: ____ (explain mix lecture/lab below)

____ Lecture ____ Lab

Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	<p>List Degree Program(s)/Certificate(s):</p> <p>1. An elective in English concentration in the L.A. Major and/or a literature elective for non-majors</p>
<input checked="" type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input checked="" type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <p>1. 2.</p> <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

Revised/July.2021/AK3

- Include an updated **Curricular Map** (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1) Explain food as a systemic and political construct, as a key human health variable, and as a materially significant aspect of culture.
2) Conduct and synthesize independent research in Food Studies and demonstrate the knowledge gained in the form of a college essay assessing one major aspect of Food Studies.
3) Recognize significant aspects of literary and rhetorical forms including the novel, short stories, poetry, creative non-fiction, journalism, essays, and visual media.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)

1) <i>Reading</i> : students read for every class: readings in Food Studies, from a literary work and selections from a course packet.	10%	This will satisfy course learning outcome #1.
2) <i>Forums</i> : students write weekly forum posts as responses to the course materials.	10%	This will satisfy course learning outcome #1.
3) <i>Activities</i> : Students are involved in various activities outside the classroom—field trips, visits to Green Markets on their own, interview projects—as a way of producing some primary research as well as giving students some hands on, active learning opportunities. They will also make an in-class presentation.	10%	This will satisfy course learning outcomes #1 and #2.
4) <i>Individual Instruction</i> : students attend a minimum of one required one-on-one meeting with the professor, at the mid-point of the term; they are encouraged to meet with the instructor as often as possible during office hours.	--	This will satisfy course learning outcomes #1 and #2.
5) <i>Writing</i> : students write a short paper (3 pages), a midterm and final exam, as well as a final term project (10 pages). Final papers require the use of outside research along with use of materials studied in class.	70%	This will satisfy course learning outcome #2.
Generally the grading scale would be something like this: First Essay: 15% -- Midterm Essay Exam 15% -- Final Essay Exam: 15% -- Research Paper: 25% -- Activities: 10% -- Reading / Forums: 20%		

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students majoring in Liberal Arts and concentrating in English as well as students in any major who take the course as an elective.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course is designed to teach students about food systems at an introductory level. The course is designed to be interdisciplinary by integrating course material from literary studies and the humanities along with materials from the social and natural sciences, business, agriculture, etc. In this way, it is structured like many English 12 and 24 classes, as a themed course in which students synthesize and work with texts and other materials from a range of disciplinary perspectives and styles. This class answers key questions, such as: What is the history of food production, distribution and consumption? What are the issues faced today with regard to those processes? And in what areas of social life do those issues fall (public health, nutrition, climate change, etc.)? How do we think about food within cultural frames and how is food important to the meaning of culture? Why is it important likewise to study food, the systems in which it takes place and how those systems impact us as individuals and communities? What are the ethical dilemmas that come into play when we look at food production, distribution and consumption? And, how do we draw conclusions about those queries, for ourselves, our families? This course gives students grounding in the lexicon of terms and concepts they will continuously encounter after transferring to senior college or on the job, should they decide to pursue a Food Studies, Public Policy, Agriculture or other related degree or career.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

English 7100 will transfer as a literature elective.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No. This course combines the content focus on the growing field of Food Studies, with the skills of an English class and there is nothing similar in our curriculum at this time.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

All reading materials are to be linked on Blackboard, available to students as either URL links on the internet or as PDF files linked into the Bb page. In teaching the course, students would not need to purchase any books (unless they simply preferred to have the printed book). They will read a variety of types of material from various disciplines, and all of this material is linked on Blackboard and does not need to be purchased. Plus the books are available to them as audiobooks, this way they can listen to the book while on the subway or bus, or anywhere they are, through their phones.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.
12. Selected Bibliography and Source materials:

Items 11 and 12 follow below:

ADDENDUM A: Sample Syllabus, English 7100

English 71: *Exploring Food Studies: Literature & Rhetoric*

Teacher: Dr. -----

Days: TBD

Office/Phone: C-219, 718.368.5236

Times: TBD

E-mail: m-----@kbcc.cuny.edu

Room: TBD

Office Hours: Days/Times

Course Syllabus: English 7100 -- Exploring Food Studies: Literature &

TEXTS & MATERIALS:

REQUIRED MAIN TEXTS:

THESE YOU MUST PURCHASE FROM THE KCC BOOKSTORE OR ONLINE – you need to get the books *immediately*:

- x CREATIVE NON-FICTION: Jonathan Safran Foer, *Eating Animals* (2009)
- x THE NOVEL (LONG FICTION): Ruth Ozeki, *My Year of Meats* (1999)

THESE YOU DO NOT NEED TO PURCHASE:

- x JOURNALISM: Michael Pollan, *In Defense of Food: An Eater's Manifesto* (2008)
- x POEMS: Emily Dickinson, Walt Whitman, Wendell Berry, Amanda Gorman, Erica McMath Sheppard.
- x THE ESSAY: Wendell Berry, from *The Art of the Commonplace: The Agrarian Essays of Wendell Berry* (2003) and from Marion Nestle, *Food Politics* (2013), among others.
- x SHORT FICTION: Alice Walker, "Am I Blue?" (1986), Colum McCann, "Everything in this Country Must" (2000)

REQUIRED FILM VIEWING provided for you – these films are available as web links on our Blackboard site:

- x FILM: *Temple Grandin*. Dir. Mick Jackson. Claire Danes, Julia Ormond, David Strathairn. HBO Films, 2010. (Based on Grandin's book, *Emergence*.) <https://kingsborough.yuja.com/V/Video?v=1815427&a=1104289669>
- x DOCUMENTARY: *In Defense of Food*. Dir. Michael Schwartz. Michael Pollan, Stephen Ritz. PBS, 2015. (Based on the book starring the author.) <https://kingsborough.yuja.com/V/Video?v=2605013&a=920054285>
- x DOCUMENTARY: *Eating Animals*. Dir. Christopher Quinn. Natalie Portman, Bruce Friedrich, Bob Martin. Big Star Pictures, 2018. (Based on the book, featuring people in it, and narrated by Natalie Portman.) <https://kingsborough.yuja.com/V/Video?v=2605013&a=920054285>
- x In addition to these, a few other food documentaries will be assigned as we go along.

REQUIRED READING provided for you:

- A Course Packet, background and research materials, is provided to you. All material in the packet is required reading; each item is matched up with one or more of the primary texts. The poems, essays and short fiction listed above will all be included in the packet for you.

REQUIRED WEBSITES for this class:

- x MLA Guidelines: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- x Our Research Guide (provided by KCC Library): <https://kbcc.cuny.libguides.com/c.php?g=1128936>

COURSE GUIDELINES:

SEMINAR FORMAT & PARTICIPATION: As an active class participant, you should be prepared to share your responses to and reflections on each film, reading and other work for the class to participate in class discussions online in constructive, active, helpful ways. Students are to take part in all activities and assignments, sharing thoughtful comments, taking notes and taking the work seriously. Participation is important but to participate and complete your work, you must be *prepared* by having done the readings and other activities for each unit. In addition, showing respect for the opinions and backgrounds of everyone is essential; even when we disagree, we remain courteous and respectful, always. (Such

as in responding to other students' postings on Blackboard.) Finally, you do have one required meeting with Prof ----- on zoom; these will be scheduled in a few weeks.

READING & REFLECTION: A fundamental requirement of this and any composition class is that you do the required reading. For every reading we do "informal" writing—on Blackboard—through which you show that you did the reading or saw the film or did whatever the assignments were, and what your initial thoughts are in response. Each week, you will post thoughts or ask questions about the readings, films, and other work. These all count in your final grade and are essential to your ultimate success in this class.

WRITING & RESEARCH: In the first segment of the class, students will complete one typed essay followed by a midterm exam. In the second segment, students will complete and edit a longer paper. In both cases, you will use your reflection pieces to help with writing and figuring out the topics for your formal essays. And, there will be a final exam. See due dates on the class schedule below. *Points to keep in mind:*

- All assignments are due on assigned dates, emailed to your professor. If an essay is late, penalties apply: one class period late, the essay loses one letter grade; two class periods late, the essay loses two letter grades; three class periods, three letter grades; four or more class periods, the grade is an F. Even if the paper will receive an F, in order to pass this class, *it must still be turned in*. Uncompleted assignments mean not passing.
- All written work must follow MLA guidelines and must have been written for this class.

HONESTY REQUIREMENT: Academic dishonesty, called plagiarism, is a *serious* offense. Plagiarism means: 1) presenting writing you did not write as if you did; 2) presenting ideas that are not yours as if they are; 3) using outside information without indicating that; or 4) turning in work written for a different class. You must always make clear which sentences or ideas you are the author of, which are borrowed and from whom and where. Academic honesty is required 100% of the time, on graded papers, exams, quizzes, Blackboard posts, in class discussion. Getting "credit" for a class means you did "original" work for it and gained relevant skills/knowledge. The credits must be meaningful; they appear on your transcript and they are "portable," that is, they transfer to senior college.

PLEASE NOTE: *if you plagiarize, you will FAIL this class.*

FINAL GRADE: You will be eligible to pass and earn credit for this course if you: 1) attend class; 2) convey your knowledge of and consistent engagement with the readings/films; 3) participate respectfully and constructively; and 4) complete all assignments on time demonstrating careful thought, proficiency and adherence to guidelines. Individual improvement and dedication are also considerations. Your grade will be calculated as follows: First Essay: 15% -- Midterm Essay Exam 15% -- Final Essay Exam: 15% -- Research Paper: 25% -- Activities: 10% -- Reading / Forums: 20%.

STUDENT SUPPORT: ALL THESE SERVICES ARE AVAILABLE

ACCESS RESOURCE CENTER (ARC): KCC provides support for students—legal, financial, food, other types of help—through this office. To contact them, they're in Room E-115 and their phone: 718.368.5411.

CENTER FOR ACADEMIC WRITING SUCCESS (CAWS): KCC also provides support for students in their writing. CAWS is located in the library in room L-219 and their telephone is 718.368.5405.

STUDENTS WITH DISABILITIES: KCC provides accommodations for students with disabilities. Any student needing support should contact Access-Ability Services, Room D-205 and their phone: 718.368.5175.

A FINAL NOTE: If you are having difficulty with *any* aspect of the course, let me know. See me during office hours (no need for an appointment) or make an appointment for another time: m-----@kbcc.cuny.edu

From Prof -----'s Introductory Letter to Students: English 71 (this is just a long course description, unfinished):

Food is one of those aspects of life that for many seems like a given thing, something about which we don't need to ask lots of questions: food is just food, right? We get it at grocery stores, we know it has met established standards in order to be sold in the store, and we feel safe in that knowledge, right? But have you ever questioned these things—wondered, for example, how the food—the meat, the fresh produce, all the dry “foods” that come in boxes—we buy got to the grocery, from how far away, who produced them and under what conditions? Are we sure we know what is in the food we consume, the fast food hamburgers and fries or the macaroni and cheese that starts as powder? Have you wondered, since March 2020, what caused the pandemic? Convincing new research shows us that one of the causes is what we call “factory farms,” the places from which almost all of the meat we purchase and consume comes.

In this course, we explore food as a large, broad, historical category. The readings and other materials we will study are all either *literary* (creative writing about food) or *rhetorical* (essays or journalistic writing about food) pieces, all belong to a research field called *Food Studies*. That is, a field in which we study the systems through which food is produced, distributed, purchased, and consumed as well as the history of food and its systematic structure. Food Studies is a large field that includes many and various issues; in this course, our work falls under three of its major themes: Health, Ethics, and Politics.

We begin with *health*: literally everything about food is in some way also about health. When we speak of health in this course we mean three things: individual health, public or community health (that is, the healthfulness of large geographically located groups), and we mean planetary health (that is, climate change, global warming, and other matters concerning earth survival). In the first part, we will learn much about nutrition and food history by looking at the rise of the Western diet and the industrialization of food. In the second part of the course we'll focus in on industrialized corporate farming specifically, as a way to continue thinking through the food-health issues we started exploring in the first unit and adding to them *ethical* questions about animal cruelty, or, say, the ethical responsibility to inform consumers about what's in our food and how it was produced. This unit will offer a beginning look at climate change and the connections to it from meat production particularly. Having looked at many of the food issues facing the contemporary world, we now turn in the third module of our class to *politics*. We'll learn about the Food Movement, the rise of urban agriculture, micro-farming, the re-rise of the family farm, and the farm-to-table movement among other recent changes. That is, we'll review the contemporary response to the Western diet and industrialization of food, the ways food is being revolutionized today in defense of our *health*!

Along with learning much about food, we will be thinking about *literature* and *rhetoric*. By reading genres of literature important in the field, we will learn about those genres: *creative non-fiction, journalism and the essay, long stories, which we call novels, short stories and poetry, as well as film and especially the documentary*. Our 3 major texts are each a different type: Pollan's book, *In Defense of Food*, is straight ahead journalism, this means it is rhetorical writing, it is a series of essays (chapters) like the ones we will be writing, and it therefore teaches much about how to write good essays. Foer's book, *Eating Animals*, is also a collection of essays, essays that are very strong rhetorically and likewise serve as essay examples for our purposes. It is about his life, it is about food, and it is what we call “creative non-fiction,” essays that use the tools and styles of creative writing. Both teach us rhetoric, how to present and develop evidence, how to build a persuasive argument, essential skills for the (college student and) essayist! Finally, we will read a novel, again a long story, by the brilliant Ruth Ozeki. *My Year of Meats* is our culminating text in that it brings together all three main themes—health, ethics, politics—and will be the focus of your final research paper.

I hope you enjoy the class!

Revised/July.2021/AK10

Class Schedule: ENGLISH 71, *EXPLORING FOOD STUDIES: LITERATURE & RHETORIC*

MARCH	
<p>Introductory Week, March 8 - 14:</p> <p>Food Studies: Health, Ethics, Politics</p>	<p>Introductory Week, Week 1: This week we will...</p> <p>--Prof ----- will introduce you to the course and review the Syllabus with you</p> <p>--Read the Syllabus and Prof. -----'s Letter to Students</p> <p>--Read the Emily Dickinson poem, "Hope is the Thing with Wings" and write a diagnostic on it in class</p> <p>--Visit the PETA website -- browse around and see what you learn.</p> <p>--Read "Am I Blue?" by Alice Walker and write a Discussion Forum post on it on Blackboard</p>
<p>UNIT 1: Week 2, March 15 - 21:</p> <p>Food Industrialization and the Rise of the Western Diet</p>	<p>Unit 1, Week 2: This week we will:</p> <p>--Read "Everything in this Country Must" by Colum McCann and write a Discussion Forum post on it on Blackboard</p> <p>--Read two chapters from Michael Pollan's book, <i>In Defense of Food</i> and write Blackboard reflections on both chapters</p>
<p>UNIT 2: Week 3, March 22 - 28:</p> <p>Ugliest Face of Industrialized Food: The Factory Farm</p>	<p>Week 3, Unit 2: This week we will be busy -- we will:</p> <p>--Read the Walt Whitman poem "The World Below the Brine" and write a Discussion Forum post on it on Blackboard</p> <p>--Watch author Jonathan Safran Foer's introductory video for <i>Eating Animals</i></p> <p>--Read (listen to) three chapters from Foer's book, <i>Eating Animals</i></p> <p>--Write out some of your thoughts and reflections on all three chapters on Blackboard</p>
APRIL	
<p>Week 4: Spring Break, March 27 - April 4:</p> <p>2 Documentaries & 2 Short Articles</p>	<p>While you're on break, please find a few hours to watch two documentaries -- they are the documentary versions of our books, <i>In Defense of Food</i> and <i>Eating Animals</i>. They are not the same as the books -- both feature lots of updated information since those books were published as well as content that isn't in the books. I hope you enjoy them! Lastly, read two very short articles by Nicholas Kristof (as a review of some of what we've learned so far).</p> <p>And... happy spring break!</p> <p>~Prof -----</p>

<p>UNIT 3: Week 5, April 5 – 11:</p> <p>Earth Health, Public Health, Rejecting the "Intensive Livestock Operation"</p>	<p>Week 5, Unit 3: This week we will...</p> <ul style="list-style-type: none"> --Read one last chapter from <i>In Defense of Food</i> and Chapters 5 and 6 of <i>Eating Animals</i> --Write final reflections on <i>In Defense of Food</i> and <i>Eating Animals</i> --Read Amanda Gorman's poem, "Earthrise" and write a Discussion Forum post on it on Blackboard --Watch a video explaining the basics of climate change, read an EPA report on climate change and an article about the devastating impact of the "big corn" industry --Complete the Blackboard forum on climate change
<p>UNIT 4: Week 6, April 12 – 18:</p> <p>Drafting the First Essay</p>	<p>Week 6, Unit 4: This week we will...</p> <p>Read the Guidelines / Instructions for the first formal essay and:</p> <ul style="list-style-type: none"> --Watch Prof -----'s video about how to approach writing the First Essay --Watch Prof -----'s video introduction to writing college essays --Read a sample essay in MLA format --Read and use Prof -----'s handout summarizing the college essay, offering guidance on how to get your format right in Microsoft Word, and some thoughts about the writing process <p>More support materials:</p> <ul style="list-style-type: none"> --Video showing you how to set up the content of your essay in MLA format --Video showing you how to put in citations for your quotes, your paraphrases and any information you use from outside sources, MLA style --Another sample essay in MLA format, with explanatory notes <p>Following all of the above guidance, and using the discussion board posts and journals you have already written for our class, write and submit the draft of your first essay on to Blackboard. Be sure to read the guidelines for the assignment, included in the assignment link on Blackboard.</p>
<p>UNIT 5: Week 7, April 19 – 25:</p> <p>Finalizing the First Essay</p>	<p>Week 7, Unit 5: This week we will:</p> <p>Additional support materials</p> <ul style="list-style-type: none"> --Video on editing your draft and making the Works Cited page. --Video explaining how to complete the Works Cited page including sample Works Cited page <p>Edit your essay based on your own review as well as Prof. -----'s feedback and submit the final version using the assignment link on Blackboard.</p>

<p>Midterm Week: Week 8, April 26 - May 2:</p> <p>The Story of <i>Temple Grandin</i></p>	<p>Midterm Week, This week we will:</p> <ul style="list-style-type: none"> --Watch the complete film, <i>Temple Grandin</i> --Watch a few videos I linked below, about Temple and the film --And, write the midterm exam and upload it using the assignment link below. <p style="text-align: center;"><i>Note:</i> My plan is for us to visit the KCC Community Farm & Garden this week. Details to follow.</p> <p style="text-align: center;"><i>Note:</i> Start reading <i>My Year of Meats</i> this week! See assigned reading schedule below.</p>
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MAY

<p>UNIT 6: Week 9, May 3 – 9:</p> <p>Killing the Planet, Killing the People: Food, Meat, and the Pandemic & Starting our Novel</p>	<p>Unit 6, Week 9: This week Prof ----- will introduce our novel, <i>My Year of Meats</i> by Ruth Ozeki, and we will...</p> <ul style="list-style-type: none"> --Read the Prologue and Chapters 1, 2 and 3 of <i>My Year of Meats</i> --Complete a Discussion Board forum on the first chapters of our novel --Read two articles (of 3) on the connection between the pandemic and factory farming --Read Foer's recent article on this subject --Write about your feelings on the connection between the pandemic and the production of food <p style="text-align: center;"><i>Note:</i> If I can arrange it, there will be an optional activity this week, a field trip to a family farm or an urban farm. Will let you know details ASA I can.</p>
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<p>UNIT 7: Week 10, May 10 – 16:</p> <p>Whole Food, Eating "Clean," and the People Take the Farm Back</p>	<p>Unit 7, Week 10: This week we will...</p> <ul style="list-style-type: none"> --<u>Activity</u>: Visit a local Green Market, any one you choose --Then, write up your experience of visiting the Green Market --Read/Listen to Chapters 4, 5 and 6 of <i>My Year of Meats</i> --Answer Questions on Chapters 4, 5 and 6 of <i>My Year of Meats</i> --Read the Wendell Berry essays and poems in our Course Packet and write a Discussion Forum post on it on Blackboard --Family Farming: Learn about 8 Hands Farm, a family farm in Long Island --Urban Farming: watch some (uplifting!) videos on the rise of urban agriculture
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<p>UNIT 8: Week 11, May 17 – 23:</p> <p>The Politics of Food</p>	<p>Unit 8, Week 11: This week we will...</p> <p>--<u>Activity</u>: Interview your parents, grandparents, aunts, uncles or close family friends about the meaning of food in your culture and family and write up what you learned through the interviews</p> <p>--Watch/Read Erica McMath Sheppard’s poem “Death Recipe”</p> <p>--Read an article about the problem of injecting livestock with growth hormones, a critical theme in <i>My Year of Meats</i></p> <p>--Read Chapters 7, 8 & 9 of <i>My Year of Meats</i></p> <p>--Write about chapters 7, 8 & 9 in relation to the essays by Marion Nestle and the articles you read</p> <p>--Read the Marion Nestle essays in our Course Packet and write a post on it on Blackboard</p> <p>--Read an article about the politics of food and one on the recent work of food activists</p> <p>--Write a discussion board post reflecting on "the politics of food"</p>
<p>UNIT 9: Week 12, May 24 – 30:</p> <p>Finishing our Novel and Preparing to Write the Final Essay</p>	<p>Unit 9, Week 12: This week we will...</p> <p>--<u>Optional Activity</u>: Meet Professor ----- at the Park Slope Food Co-op (it will probably be this week, but I still have to schedule it, so, stay tuned for further details!)</p> <p>--If you attended: Reflect on our visit to the food coop</p> <p>--Read the final chapters of <i>My Year of Meats</i>, Chapters 10, 11, 12 and the Epilogue</p> <p>--Write a final posting on the novel in which you think about what it means to you, overall</p> <p>Now, start preparing to write the final essay on <i>My Year of Meats</i>, the draft due next week:</p> <p>--Read the Guidelines / Instructions for the final paper and watch Prof -----'s video about how to approach the final essay</p> <p>--Watch Prof -----'s videos (again): on writing the college essay, on MLA manuscript format, on MLA in-text citations, and view the MLA sample essay. And use Prof -----'s handout, summarizing the college essay, offering guidance on how to get your format right in Microsoft Word, and some thoughts about the writing process</p>
<p>JUNE</p>	
<p>UNIT 10: Week 13, June 1 – 6:</p> <p>Drafting the Final Essay</p>	<p>Unit 10, Week 13: This week we will...</p> <p>--Watch the video (again) on how to complete the Works Cited page and see sample Works Cited</p> <p>--Watch Prof -----'s Video (again) about editing and completing the Works Cited. Finally, submit the 1st draft of your Final Essay using the assignment link on Blackboard.</p>

Finals Week: Week
14, June 7 – 11:

The Final Paper and
The Final Exam

Finals Week: This week we will...

--Edit your essay based on your own review as well as Prof. -----'s feedback

--Submit the final version of your final paper using the assignment link on Blackboard.

--And, Complete the final exam using the assignment link on Blackboard.

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*Note:* This is a sample syllabus only showing how one might teach this class; it is not prescriptive.

**--SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS FOR THIS COURSE:**

**SAMPLE TEXTBOOKS:**

Zhen, Willa (2019). *Food Studies: A Hands-On Guide*. New York: Bloomsbury.

Tigner, Amy L. and Allison Carruth (2018). *Literature and Food Studies*. London and  
New York: Routledge.

Neff, Roni (2014). *Introduction to the U.S. Food System: Public Health, Environment and  
Equity*. San Francisco: Jossey-Bass.

Nestle, Marion (2013). *Food Politics*. Oakland: U Cal Press.

Koc, Mustafa, Jennifer Sumner and Tony Wilson (2012). *Critical Perspectives in Food Studies*. Oxford:  
OUP.

Counihan, Carole and Penny Esterik (2012). *Food and Culture: A Reader*. London and New  
York: Routledge.

Miller, Jeff and Jonathan Deutsch (2010). *Food Studies: An Introduction to Research Methods*.  
Oxford: Berg.

Belasco, W. J. (2008). *Food: The Key Concepts*. Oxford: Berg.

Tansey and Worsley (1995). *The Food System: A Guide*. New York and London: Routledge.

**SAMPLE INDIVIDUAL TEXTS IN THE FIELD:**

Berry, Wendell (2003). *The Art of the Commonplace: The Agrarian Essays of Wendell  
Berry*. Berkeley: Counterpoint Books.

Berry, Wendell (1982). *The Unsettling of America: Culture and Agriculture*. New York:  
Random House.

Bowens, Natasha (2014). *The Color of Food*. BC: New Society Publishers.

Chrzan, Janet and John Brett (2019). *Food Culture: Anthropology, Linguistics and Food  
Studies* (Research Methods for Anthropological Studies of Food and Nutrition).  
New York: Berghahn Books.

Foer, Jonathan Safran (2019). *We are the Weather: Saving the Planet Begins at*

*Revised/July.2021/AK15*

*Breakfast*. New York: Picador.

Foer, Jonathan Safran. (2009). *Eating Animals*. New York: Back Bay Books.

Gottlieb and Joshi (2013). *Food Justice: Food, Health and the Environment*. Cambridge: MIT Press.

Jones, J.G.W. and P.R. Street, eds. (1990). *Systems Theory Applied to Agriculture and the Food Chain*. New York: Springer, 1990.

Kingsolver, Barbara (2008). *Animal, Vegetable, Miracle: A Year of Food Life*. New York: Harper.

Lappe and Terry (2006). *Grub: Ideas for an Urban Organic Kitchen*. New York: Penguin Books.

Markham, Brett (2010). *Mini Farming: Self-Sufficiency on 1/4 Acre*. New York: Skyhorse.  
Norton, George W., et al (2014). *Economics of Agricultural Development: World Food*

*Systems and Resource Use* ([Part of: Routledge Textbooks in Environmental and Agricultural Economics](#)). New York and London: Routledge.

Ozeki, Ruth (1999). *My Year of Meats*. New York: Penguin Books.

Penniman, Leah (2018). *Farming While Black: Soul Fire Farm's Practical Guide to Liberation on the Land*. Chelsea, VT: Chelsea Green Publishing.

Pollan, Michael (2009). *In Defense of Food*. New York: Penguin Books.

Pollan, Michael (2006). *Omnivore's Dilemma*. New York: Penguin Books.

Sayaraman, Jaru (2013). *Behind the Kitchen Door*. Ithaca: Cornell UP.

Schlosser, Eric (2001). *Fast Food Nation*. New York: Houghton Mifflin.

Shepard, Mark (2013). *Restoration Agriculture*. Greeley, CO: Acres U.S.A.

Stone, Curtis (2015). *The Urban Farmer: Growing Food for Profit on Leased and Borrowed Land*. Gabriola, Canada.

Swinnen, Johan (2018). *The Political Economy of Agricultural and Food Policies*. London and New York: Palgrave Macmillan.

Wallace, Rob (2020). *Dead Epidemiologists: On the Origins of Covid-19*. New York: Monthly Review Press.

Eds. Multiple Boards (2015): *A Framework for Assessing Effects of the Food System*, Washington, D.C.: National Academies Press.

Online Book: The Food Chain Workers Alliance (2012). *The Hands that Feed Us: Challenges and Opportunities for Workers Along the Food Chain*.

<http://foodchainworkers.org/wp-content/uploads/2012/06/Hands-That-Feed-Us- Report.pdf>

Series: There are seven scholarly volumes being published by Bloomsbury in a Food



Studies series called “Contemporary Food Studies: Economy, Culture and Politics.”

TV series, History Channel, “The Food that Built America”: <https://www.history.com/shows/the-food-that-built-america>

List: Any of the quite recent books cited here could be contenders: <http://www.food-culture.org/new-books-in-food-studies/>

**SAMPLE SHORT INTERDISCIPLINARY COMPANION TEXTS:**

Eleanor Bader, “Women Lead the Way in Sustainable and Organic Agriculture”

Grace Bello, “Farm-to-Table in Communities of Color”

Gregory Berns, “Dogs Are People, Too”

Tori DeAngelis, “Who’s To Blame for the Surge in Super-Size Americans?”

Emily Dickinson, “Hope is the Thing With Feathers”

Christopher Doering, “Breaking the ‘grass ceiling’: More women are farming”

Barry Estabrook, “Organic Can Feed the World”

Hannah Fairfield, “Factory Food”

Claude Fischler, “Food, Self and Identity”

Harriet Friedmann, “The Political Economy of Food: The Rise and Fall of the Postwar International Food Order”

James Gorman, “Considering the Humanity of Nonhumans”

Ronald J. Herring, “How is Food Political? Market, State, and Knowledge”

Steve Holt, “How Big Corn is Killing the Earth”

Holt-Giménez and Harper, “Food—Systems—Racism: From Mistreatment to Transformation”

Will Hueston and Anni McLeod, “Overview of the Global Food System.”

Christian Hunold et al, “Is urban agriculture financially sustainable? An exploratory study of small-scale market farming in Philadelphia, Pennsylvania”

Nicholas D. Kristof, “Can We See Our Hypocrisy to Animals?”

Nicholas D. Kristof, “Is That Sausage Worth This?”

Nicholas D. Kristof, “Are Chicks Brighter Than Babies?”

Nicholas D. Kristof, “The Unhealthy Meat Market”

Philip McMichael, “Food Regime for Thought”:

[https://www.iss.nl/sites/corporate/files/56-ICAS\\_CP\\_McMichael.pdf](https://www.iss.nl/sites/corporate/files/56-ICAS_CP_McMichael.pdf)

Dariush Mozaffarian et al, “Role of government policy in nutrition—barriers to and opportunities for healthier eating.”

George Orwell, “Shooting an Elephant”

Asya Pereltsvaig, “Global Geography of Meat (and Fish) Consumption”

Rebecca J. Rosen, “The Climate Is Set to Change ‘Orders of Magnitude’ Faster Than at Any Other Time in the Past 65 Million Years”

Lori Rotenberk, “Breaking the grass ceiling”

Paul Solotaroff, “In the Belly of the Beast”

Art Spiegelman, Excerpt from *Maus*

Jonathan Swift, “A Modest Proposal”

David Foster Wallace, “Consider the Lobster”

Alice Walker, “Am I Blue?”

*Revised/July.2021/AK17*

Bryan Walsh, "America's Food Crisis and How to Fix It"  
Walt Whitman, "The World Below the Brine"

Katherine Wright, "The impact that cultural food security has on identity and well-being in the second-generation U.S. American minority college students"  
Food and Agriculture Organization, U.N.: "Sustainable Food Systems: Concept and Framework"

**Additional Resources:**

- The KCC Library's Bibliography created to support *Eating Animals* and our work in Food Studies: <https://kbcc.cuny.libguides.com/c.php?g=1128936> (Also see the Teacher Toolbox, with additional resources: [http://www.kingsborough.edu/kccreads/Documents/2013\\_14/history/teachertoolbox.pdf](http://www.kingsborough.edu/kccreads/Documents/2013_14/history/teachertoolbox.pdf) )
- Bibliography on Structural Racism Present in the U.S. Food System:  
[http://project6050.msu.edu/structural\\_racism\\_food\\_system\\_annotated\\_bib\\_3rd\\_edition\\_pdf/](http://project6050.msu.edu/structural_racism_food_system_annotated_bib_3rd_edition_pdf/)
- Food First Books List: <https://foodfirst.org/publication-type/book/>
- Racial Justice in the Food System: <http://anti-racist-table.weebly.com/racial-justice-in-the-food-system.html>
- Teaching Guide for Food Studies Courses from Johns Hopkins: *Foodspan: Teaching the Food System From Farm to Fork*. <http://foodspanlearning.org/>
- The UN's World Food Programme -- "Fighting Hunger Worldwide" -- Teacher's Resource Page: <https://www.wfp.org/students-and-teachers/teachers?icn=homepage-teachers-lower&ici=homepage-link>
- The Humane Society's Video Library on Factory Farming: <http://video.humanesociety.org/index.php?id=PLFF7DE1D5DD17F6CE>

Revised / Sept. 2021 / M.F.

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>College</b>                                                                      | Kingsborough Community College                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b> | English 7100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Course Title</b>                                                                 | Exploring Food Studies: Literature & Rhetoric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Department(s)</b>                                                                | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Discipline</b>                                                                   | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Credits</b>                                                                      | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Contact Hours</b>                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre-requisites (if none, enter N/A)</b>                                          | English 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Co-requisites (if none, enter N/A)</b>                                           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Catalogue Description</b>                                                        | This course introduces students to Food Studies through a focus on the literature and rhetoric of the field. This is an interdisciplinary survey course that integrates relevant literary and journalistic writing with work from other disciplines (philosophy, cultural studies, art, history, the social sciences) and from the natural sciences and business. It covers issues from public policy, social advocacy/justice, agriculture and agri-business, urban ag' and the contemporary innovations in agriculture, media and cultural studies, culture and identity, with a critical focus on the literature, scholarship and journalism on food. |
| <b>Special Features (e.g., linked courses)</b>                                      | The course can be linked with any number of other courses, in multiple disciplines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Sample Syllabus</b>                                                              | See attached.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Indicate the status of this course being nominated:**

current course    revision of current course    a new course being proposed

**CUNY COMMON CORE Location**

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

|               |               |
|---------------|---------------|
| Required Core | Flexible Core |
|---------------|---------------|

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>xx English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p> | <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p>XX Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

In English 7100, students will read, assess and write about issues from a vast array of viewpoints and through various types of source material: literary writing, literary non-fiction, newspaper reporting, documentaries, books on issues in Food Studies, websites and blogs, etc. The point of this survey course is to achieve a breadth of coverage in terms of the questions and concerns within Food Studies. It introduces Kingsborough students to the wide ranging web of issues that intersect in this interdisciplinary field and from multiple disciplines: the media and journalism, literature and film, health, all of the behavioral sciences, the physical sciences and biology, business, etc.

- Gather, interpret, and assess information from a variety of sources and points of view.

The course will center on precisely this activity, and will culminate in a research paper for which students do significant research in a particular area within Food Studies. Students would likely, for example, be called to consider the reality of a food system like factory farming and to decide, as individuals, where they place themselves in relation to it. Will they continue to purchase meat from factory farms after learning how they operate, how they treat the animals, and the kinds of substances they put into them? Students in English 7100 will be called to consider a number of questions like this – regarding nutrition, or cultural questions surrounding food, or the rise of organic food production, etc. – and to devise and defend their positions on or general responses to them.

- Evaluate evidence and arguments critically or analytically.

Students will write multiple papers in this class and, as stated, will write a culminating research paper for which they will complete significant research in a particular subject area under Food Studies. For this project, students will choose an area of focus from the range of issues covered during the class. They will use course materials already read and discussed as well as new material they find on their own through library research. Students will be aided, in this research task, by a Lib Guide created for Food Studies (already in use); this reference guide is vastly helpful to students. They will also attend a library session and work with their teacher, narrowing down a research topic and finding sources for the project.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

English 7100 is a highly interdisciplinary survey course that covers the range of issues of concern for the field of Food Studies. Students will therefore learn, apply and write about fundamental concepts in (potentially) all of these fields. They will read everything from Michael Pollan's nutrition-focused historical text *In Defense of Food*, to watching documentaries exposing issues in the food system like *Food, Inc.* or *Supersize Me*, to texts regarding labor issues in the food system, green aspects and opportunities in the food world, or the sociological and political questions pertaining to food justice, food access and food agency. Students will be called, through writing and other course requirements, to think through concepts learned in terms of the broad social contexts in which they are often represented in the literature and at a personal, individual, familial and local community level.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

- Examine how an individual's place in society affects experiences, values, or choices.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students in this course will be continuously thinking through ethical questions pertaining to food systems and individual food choices. A text</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises</li> </ul>                                                                               |
| <p>such as <i>Eating Animals</i> by Jonathan Safran Foer is a natural for this class as an extended meditation on ethical questions pertaining to the food industry and regarding the food choices we make as individuals and our willingness/unwillingness to participate in and support industrially produced meat, otherwise known as "factory farming." Regardless of the text choices made, ethics is a central focus in any food studies survey. Students will, in their writing for the class, be called to bring what they are learning to bear on their own personal choices, their food cultures in the home, as well as their local communities.</p>                                                                                                                                                                                             |                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>                                           |
| <p>As stated above, a key aspect of this course will be to bring students into an understanding of the various moral and ethical issues surrounding food production and consumption, as well as the economic, public health, sustainability and cultural concerns. Students will learn about global phenomena – factory farming, as mentioned, and, in response to that, the rise of small, organic farming and local sourcing as well as the advent of climate change and the important relationships to food – and they will look at the impacts of these and other shifts on the world, both in terms of individuals and of broad societal impacts -- on legislation, on business, and other aspects of the infrastructures of civil society. These questions will be looked at on a global scale and are not confined to a U.S. or Western context.</p> | <ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul> |

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