DePaul University
School for Continuing and Professional Studies (SCPS) Undergraduate

CCH/HC192: How, What and Why We Eat: The Art, Science, and Psychology of Food Online Hybrid Fall 2020

Instructor: Joan Cantwell RN, MA, CJEAA, 773-412-9209, jcantwel@depaul.edu or joanacantwell@yahoo.com. Appointments arranged individually with student by phone or Zoom.

Course Dates: 9/10/20-11/12/20

Location: Online Hybrid: Four classes will require online Zoom meetings from 6-7:30 pm: September 10, September 24th, October 15, and November 5.

Course Description

We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one’s cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment.

Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, high blood pressure, poor nutrition and eating disorders. Many people do not know where their food comes from, how it is processed, or what is really in it.

In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat and well as the social, environmental and political connections to food. This class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national policy level. We will explore the true meaning of nourishment.

Topics include: identifying personal eating styles, mindful eating exercises, exploring the slow food movement, locating Chicago food deserts, exploring popular Chicago organic gardens either in person or online if in person is not an option, guest speaker( Zoom) from an organic garden, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art, and food and politics.

We will combine film clips, lectures, one guest speaker, field trip- either independent
if garden is open- or virtually, research, and mindful eating skills.

**Learning Outcomes and Competencies**

**CCH:** Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one’s own life as it relates to food.

1. Can assess the social and personal value of civic engagement for achieving change in the food system. Looking at food safety, the politics of food, hunger in America, food deserts. Critically analyses national or local civic issues regarding food production, safety from a systemic perspective.
2. Evaluates the impact of this medium or information technology on society or on one’s perceptions of societal norms and issues.
3. Identifies biological and social or cultural factors that contribute to a definition of health.
4. See H2G, H3F, and S3B for examples of how this is achieved.

**H-2-G:** Can evaluate the role and impact of mass media or information technology on society.

1. Specifies a medium of mass communication or an information technology and articulates its scope.
2. Describes the role that this medium or information technology plays in society.
3. Evaluates the impact of this medium or information technology on society or on one’s perceptions of societal norms and issues.

Students demonstrate this competence by evaluating the effect of a medium of mass communication or information technology on society. The demonstration should include definitions of all the terms – mass media or information technology, society, role, and impact.

We will review and discuss the impact film has to inform and affect opinions, aesthetics and decisions about food. We will view film clips from; Food Inc, Food Revolution. Fast Food Nation, Food Matters, We will evaluate how the food industry’s use of advertisement and incentives (Children’s toys) affect our eating behaviors and nutrition choices. Review the phenomena of TV food shows and how they can positivity or negatively affect our food choices.

**H-3-F:** Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one’s own life.

1. Defines health as a holistic concept, comprised of intellectual, psychological, and spiritual as well as physical components.
2. Describes how two or more intellectual, psychological, spiritual or physical aspects interact to contribute to one’s health.
Students demonstrate this competence by understanding how intellectual functioning and psychological, spiritual, and physical health interact and contribute to overall health. Definition of each component is critical to understanding that interrelationship, and students must apply their knowledge to an example from their own lives.

Students will read about different types of hunger, explore concepts of what it means to be truly nourished, physically, emotionally, and spiritually. They will keep journals and do a variety of mindful exercises assigned in class as they identify their own eating patterns, and food choices. Students will develop and discuss their personal contract and care plan of mindful eating practices.

S-3-B Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.
1. Identifies biological and social or cultural factors that contribute to a definition of health.
2. Articulates one or more definitions, theories, or models that describe health-care.
3. Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).
4. Assesses and articulates an approach to the maintenance of promotion of health using (1), (2), and (3) as the basis for forming generalizations.

Students demonstrate this competence by examining “health” and the functions of a healthy human. What does it mean, in medical or social terms, to be healthy? The functions of a healthy human suggest an understanding of the underlying mechanisms of health and disease. At a fundamental level, a student addressing this competence must demonstrate knowledge of human biology and relate that knowledge to forming a definition of “health.” Students may explore disease or abnormal states in both biological and social terms, but in so doing should demonstrate an understanding of the normal state.

Students will review the connections between food and health and food related disease and health. They will examine multi cultural examples of nutrition and compare them to the western diet. Students presentations they will identify the pros and cons of different diets and food related diseases. Student will explore their own food history including family, culture and religious influence.

FX- Arranged individually with Instructor.

Learning Strategies & Resources

The class will be conducted in an online format in which theoretical content will be combined with independent experiential learning. All students are expected to participate in all class activities. Due to the nature of the material presented, class participations and attendance at the Zoom meetings (4 of them) is essential. Lecture, discussion, audio-visual presentation, student papers or projects, experiential exercises,
online guest speaker will comprise the structure of the class. We will review current research in the field of food from many perspectives, and discuss the implications when making our food choices.

**Films:** Some examples are *In Defense of Food; An Eater’s Manifesto – This is a two hour Documentary.* It will be posted on D2L. You will have required chapters to watch and review and discuss each week. We will see many other film clips during class and discuss and analysis their messages. You will have one independent film review to do outside of class.

**Reading:** Due to the broad scope of this class, there is no one main text as we will be reading many articles and excerpts from research, professional journals, documentaries and books. The readings will be provided and posted. Some examples include, *First Bite How We learn to Eat, Eat Drink Vote: An Illustrated Guide to Food Politic*.The Omnivores Dilemma by Michael Pollan. Research from the EWG: on pesticides and organics. And, additional readings provided by our guest speakers. All will be provided and posted on D2L.

**Virtual Field Trips:**
The Plant Zero Waste Factory. You will explore this through readings, video clips and independent research.

City Farm/ Ogdon Farm or DePaul’s Organic Farm. You will explore this through, video clips, website, readings and research.

**Guest speaker by Zoom**
Barbara Ferrari from Sowing Wellness Inc. Owner and organic gardener. November 5th by Zoom.

**Learning Deliverables**

**Everyone:** Each class and the related activities that will be posted on D2L submission is worth 10 points for each class =100 points. If you take this class for 2 credit hours you do not have to write a paper or do an additional project.

**In addition: for students taking the class for four credit hours:** Anyone who is in the CCH section or signed up for any two competencies of this course you will choose either a project or a paper to work on. The paper or project is based on 100 points. Your total grade will be based on a total of 200 points. 100 from your project and 100 from the weekly course work.

You have lots of creative freedom in this assignment. What are you interested in and why? You can use interviews with people involved in your topic, research from academic sources, highlight a community project that is successful, etc.

**Here are some possible project or paper topics. If you have a special interest and**
don’t see the topic listed here, please let me know. You only pick ONE. And, you choose if you want to do this as a project or write a paper on this.

- **Food Insecurity/hunger** in Chicago, United States and the world; the problem, statistics, reasons and solutions, include a study of food deserts what are they, where are they, what is being done, in Chicago and any federal initiatives. Provide list of Chicago farmers market and research other solutions to provide healthy affordable food to neighborhoods. What are some creative solutions? Give a few examples from things you have read.

- **How has COVID-19 affected how we eat, what we eat, accessibility, and how food is made?** What has been revealed about food access and production? This is a new topic as of this year. You are creating new material since we have never been down this road before. Find four articles or examples of how COVID has affected the worlds food supply chain, include specific examples about food is being made and delivered and then write about your own personal experience eating.

- **Food Ads.** The hidden sources of sugar, fat, etc. What advertisers do to sell food. How is our food manipulated to buy more? How can we be aware, how should we shop? How do we read a label?

- **Celebrity Food Chefs** who are they? Who are the ones promoting healthy diets, what restaurants in Chicago are supporting the organic, slow food movement. Who are these celebrity chefs, what are they specifically doing to help the food movement. Write about Alice Waters, Jamie Oliver, and Marcus Samuelsson. And, anyone else you discover, helping the movement.

- **Food Justice:** Who produces most of our food, Who prepares it and Who servers it? How are people treated? Practices in light of COVID -19 discovery. Review the movie **Food Chains** which adds light to this. What was worth talking about? What do you need to unlearn?

- **Sustainability:** What are some creative solutions for reducing environment foot prints in food production and to provide healthy accessible food. How can we have safe food? Look at Chicago and other cities, what are they doing to grow food? Investigate the use of empty buildings and city parking lots to grow food. Where are they, what are they doing. Research a business model that makes sense. (You can’t use the Plant for an example because we cover this in class)

- **Civic Engagement:** Identify an important issue in your community or the world that you feel passionate about. Design, execute and reflect upon a simple project in your community. Identify a food related issue that is important to you (see ideas below) and an organization in your community or national organization that is addressing that issue. For this assignment, you
may choose an activity that contributes to the work of this organization. Like volunteer at a community garden or volunteer at a food pantry. Or, you may identify a problem in your community that you would like to design your own activity to address. You could organize a letter writing campaign with family, friends, people living in your building etc. This activity should be meaningful for you but need not be time-consuming. Connecting with other concerned citizens will magnify your learning, your effectiveness and your social network. You can teach someone how to grow if you are a grower.

- Volunteering at a food bank or food pantry – Based on safety
- Volunteering at a community garden – based on safety
- Researching a food policy and writing to state or federal representative, about the issues GMOs etc. banning antibiotics and growth hormones in food
- Volunteering or interview someone involved with recycling or environmental cause, clean ocean, clean soil. (The Resource Center or the Plant)
- Attending a community meeting or interviewing an expert on a topic of interest to you. i.e. better food for schools, food deserts coalitions,
- Investigating a labor issues for farmers wages, working conditions etc,
- Ethical use of advertisement with children’s food. Letter writing campaign etc.
- Investigate current boycotts on products, Pick one research it. Why is it being boycotted. What should we do. What can you do?
- Clean and abundant water supplies. What happened in Flint Michigan. How can this be avoided? What organization is available for water rights? What are people doing about it?
- How do we eat to reduce our carbon foot print. Who is doing this? How can you and others affect change?

Paper or Project = 100 points.

1) Submit the Project Proposal or research paper on what your chosen issue is and why it is important to you, the activity you will engage in and what you hope to accomplish, and a timeline that explains how you will accomplish. This is due October 1st, 2020.

2) Submit a reflective essay (approx. 6 pages) in which you 1) describe your project or paper and significant experiences during its implementation (stories about people and places will enrich your essay); 2) discuss lessons learned; 3) consider the impact of your project. Are you writing about providing support, education or working for systemic change? This is due November 19th, 2020.
Rubric for Paper or Project (Four credit hour students)

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Content (40%)</th>
<th>Argument (40%)</th>
<th>Presentation (20%)</th>
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<tr>
<td>A, A-</td>
<td>Mastery</td>
<td>Clear Logical</td>
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<td>Score: 36-40</td>
<td>Comprehensive</td>
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<td>Score 36-40</td>
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<td>academic sources)</td>
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<td>18-20</td>
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<td>B+, B, B-</td>
<td>Above average grasp</td>
<td>Coherent</td>
<td>Several errors re format, grammar,</td>
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<td>Score: 32-35</td>
<td>Well Stated</td>
<td>and syntax</td>
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<td>Score: 32-35</td>
<td>Score: 16-17</td>
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<td>C+, C, C-</td>
<td>Adequate grasp</td>
<td>Marginally coherent</td>
<td>Significant errors</td>
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<td>Rudimentary</td>
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<td>Minimal</td>
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<td>D+, D, D-</td>
<td>Low level grasp</td>
<td>Incoherent</td>
<td>Abundant errors</td>
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<td>Score: 24-27</td>
<td>Illogical</td>
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<tr>
<td>F</td>
<td>Little to no grasp fails basic concepts and omits required elements</td>
<td>Incomprehensible Extremely illogical</td>
<td>Egregious errors</td>
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<td>Score: 0-23</td>
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Score /40 /40 /20

Overall Grade:/100

Grading Criteria & Scale for Two Credit Hour Class

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Grading Criteria and Scale for a Four Credit Hour Class

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<td>A-</td>
<td>180-185</td>
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<td>B+</td>
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<tr>
<td>B</td>
<td>166-169</td>
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<tr>
<td>B-</td>
<td>160-165</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>146-153</td>
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<tr>
<td>C-</td>
<td>140-145</td>
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<tr>
<td>D+</td>
<td>134-139</td>
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<tr>
<td>D</td>
<td>120-133</td>
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<tr>
<td>F</td>
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**PASS/FAIL GRADE POLICY**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalogue before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalogue.
MINIMUM SCPS GRADE POLICY
SCPS degree programs with majors (BAPSBA, BAPSC, BABA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements

INCOMPLETE (IN) GRADE
This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Class Outline This may change: Refer to D2L content for the most complete schedule and assignments.

New classes will be opened on Tuesdays with assignments due the Thursday of the following week. There will be four Zoom meeting on Thursdays from 6-7:30 pm. These days are 9/10, 9/24, 10/15, and 11/5.

This is a basic outline with all changes posted to D2L and listed on News in D2L.

9/10/20 Class 1

Part One: Zoom 6-7:30 pm
Introduction
- Meet your classmates; answer question how has eating changed for you since COVID.
• Review Syllabus/ course expectations
• Q&A

Part Two: Online
Watch Lecture one – video taped
Read: All articles posted under class one.
start to think of assignment for 4 credit hour students
Assignment for next class:
Eating style quiz
Take picture of everything you ate or drank for 24 hours, print them out and make a
 collage. Once the collage is completed. Complete the reflection and post to D2L for
class two
Complete Food Journal #1

9/17/20 Class Two: Defining the Broader Issues with Food
Watch Film Fresh
Read supporting research – Posted on D2L
Assignment
Complete Fresh study guide exercises
Complete Food journal #2
Complete Eating observations exercise post for class three.

9/24/20 Class Three
Part One: Zoom 6-730pm class participation in discussions
Class discussion about material presented so far. Fresh and collage and journals

Part Two:
Watch Virtual Field Trip City Farm /Ogdon Farms
Read information about urban farms
Assignments:
Farmers market assignment shopping and cooking assignment
Define the difference between local and organic and how both impact environment and
 health
Complete Food Journal #3

10/1/20 Class Four Food and Identity
Part One:
Watch Three video clips rice, airport and Vios from Marcus Samuelsson
Read: Related material posted on D2L
Assignments
10 minute free style writing exercise – see D2L: Childhood
Read comfort food journal

Part Two
Watch in Defence of Food video part one
Serving size matters research - Michael Pollan

10/8/20 Class Five Food and Film
Watch In Defense of Food parts two and three - Michael Pollan
Assignment Independent film review and essay

10/15/20 Class Six Zoom 6-7:30pm Mindfulness exercises with class Eating exercise - Zoom led by instructor

Watch Mindfulness Lecture
Body meditation video
Read Mindfulness research posted on D2L
Mindful eating principles
Assignments
Complete Triggers worksheet
Complete multitasking worksheet

10/22/20 Class Seven Food and Creativity
- Watch Virtual field trip the plant, French Paradox
- Read Travel journal short story example we are the stories we tell.
- Assignment write about a favourite food experience and post. See D2L

10/29/20 Class Eight
Watch Last meal video clips. From concentration camp and Jail
Read: Poem Le Young Le
Assignment
Write about your last meal
Complete Comfort food worksheet
Post a picture or a poem about beautiful food

11/5/20 Class Nine- Zoom 6-8 pm
Guest speaker organic gardening prepare questions. Will send assignment week prior to talk

11/12/20 Class Ten-Bringing it All together
Review all your food journals
Watch food patriots
Read Michel Pollan’s food rules
Assignment
Review your food journals and write a personal Intervention Plan
What is your 10% Do you 10% intervention write up and post.
11/19/20 Class 11 projects due for all four credit hour students.

Course Policies

This course includes and adheres to the college and university policies described in the links below.

This course includes and adheres to the college and university policies described in the links below:
APA citation format (GRAD)
Academic Integrity Policy (GRAD)
Academic Integrity Policy (UGRAD)

Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS
University Center for Writing-based Learning
Dean of Students Office

Additional Considerations

Additional information for the instructor’s consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
• Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

Instructor Bio

**Joan Cantwell RN, MA, CJEA** Joan has certifications in intrinsic health coaching, therapeutic expressive arts and mindfulness based stress reduction. Joan is a registered nurse with over 30 years experience in health and wellness. She is the past manager of health and wellness for the Quaker Oats™ Company and currently works with small businesses on establishing and managing employer based wellness programs. She writes e-learning lessons on current topics in health and provides lunch and learn talks to clients. She has travelled extensively and studies how culture, family history, and politics affect our eating choices.

Joan is also an artist and expressive arts teacher. She owns her own business called Mindful Living Productions LLC which integrates therapeutic arts with holistic health. She provides art therapy services to Mount Sinai hospital support groups. She teaches Art Therapy and Expressive Arts Therapy at Dominican University and DePaul SCPS.