

**DePaul University**  
**School of Continuing and Professional Studies (SCPS)**

**HC192/CCH 192: How, What and Why We Eat: The Art, Science, and Psychology  
of Food Fall 2019**

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

**Course Dates:** 9/12/19-11/14/19; **Thursdays:** 5:45-9pm.

**Location:** Loop Campus ROOM TBA

**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, obesity 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 experiential 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, a field trip to a popular Chicago organic garden, guest speakers from a Chicago sustainable vertical farm and a small business farmer who promotes healthy eating, 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, guest speakers, field trips, research, and mindful eating skills.

## Learning Outcomes and Competencies

### CCH Section

Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one's own life as it relates to food. See H3F below for more detail.

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. See L3 competency below for more detail.

### **L3 Civic Engagement For SCPC students this may be taken for 1 competency for the BAIFA students or 2 competencies for the BAPS students.**

Can assess the social and personal value of civic engagement for achieving change. Critically analyses national or local civic issues from a systemic perspective.

1. Explains the impact an engaged citizen can make to improve the effectiveness of a society.
2. Articulates a strategy for personal civic engagement.
3. Engages in an activity that positively contributes to the civic life of a community.

Students demonstrate this competence by actively engaging with other community members in addressing Food related issues facing the community. Food issues are analyzed to show an understanding of social and economic trends that shape the community. Given these systemic trends, the role of the individual in action with others is articulated with specific strategies for future involvement.

Students develop and practice related skills by directly engaging in an activity that is of benefit to the civic life of a community. Activities can range from, but are not limited to serving as the public advocate of a particular social group, getting involved in a justice campaign, contributing to public awareness of an environmental issue, or participating in political meetings or events that address a particular social issue.

We will discuss and research food policies such as the farm bill and discuss food safety polices. Who makes decisions about what goes into our foods? Do we have a right to know what is in our food and where it comes from? Is our food real food vs processed? Who gets to make those decisions? Is healthy food available to all people? How are farmers treated who harvest our food? Often these questions leave people depressed. We will explore what does it mean to vote with your wallet, how do we let the decisions makers know what we want or do we act to have more control over what we eat. There is a big food movement in Chicago and nation wide. Students will explore what is being done locally and nationally and how we can get involved.

**For one competency** (2 credit hours) student will research their topic, document an

activity they have taken that positively contributes to the civic life of a community as it relates to their topic then briefly present in class, topic, issue, actions. Then write a 3-5 page essay. See D2L for details about this assignment.

**For two competencies (4 credit hours)**

In addition to the above project, Students will either do a 5-6 page research paper or review 2 film with reflections or interview a subject matter expert on the subject they are arranging their L3 around. This will be arranged with instructor on first day of class.

**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: Supersize Me, 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

## Learning Strategies & Resources

The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. All students are expected to participate in all class activities. Due to the nature of the material presented, class attendance is essential. Lecture, discussion, audio-visual presentation, student presentations, experiential exercises, guest speaker and two field trips 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 can be seen on NetFlex or Amazon. 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.

### **Field trips:**

The Plant Zero Waste Factory, This is a Saturday field trip so we do not meet for one class during the quarter which will be agreed upon first day of class. If you can not meet that Saturday, you can go a different time arranged online with The Plant.

City Farm or DePaul's Organic Farm. This will occur during regular class time.

### **Guest speakers**

Barbara Ferrari from Sowing Wellness Inc. Owner and organic gardener.

### **Learning Deliverables**

**50 points** Attendance and participation; each class is 5 points=50 points for 10 classes. Due to the nature of this class, students who miss more than two class sessions may be asked to drop the class. This applies to all students.

**30 points** Group presentations for anyone who is in the CCH section or signed up for any two competencies that are not L3. If you have an L3 competency instead of the group presentation you will do the assignment listed under L3.

### **Group Presentations Details:**

In groups of two or three (depends on class size) (30-minutes per group) you will present on one of the topics listed below. The topic will depend on what competency you sign up for. These decisions will be made the first day of class.

- **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 other solutions.
- **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? Review the proposed changes In food labels.
- **Celebrity food chefs** who are they? Who are the ones promoting healthy diets, what restaurants in Chicago are supporting the organic, slow food movement. Cover Alice Waters, Jamie Oliver, and Marcus Samuelsson.
- **Review pro and cons of different kinds of diets.** Paleo, Vegetarian/Vegan, Gluten Free, Mediterranean

**30 points for the L3 competency.** Identify an important issue in your community and work with others to promote change. If you are registered for L3, you have the opportunity to practice this skill. Your final assignment is to 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.

**Example of some possible activities to meet competency.** These are only some ideas you should make your activity important to you. What food related issue are you passionate about? Propose your own activity with approval from teacher.

1. Volunteering at a food bank or food pantry (4 hours)
2. Volunteering at a community garden (4 hours)
3. Researching a food policy and writing to state or federal representative, about the issues GMOs etc. banning antibiotics and growth hormones in food
4. Volunteering in recycling or environmental cause, clean ocean, clean soil. (The Resource Center or the Plant)
5. Attending a community meeting or interviewing an expert on a topic of interest to you. i.e. better food for schools, food deserts coalitions,
6. Investigating a labor issues for farmers wages, working conditions etc,
7. Ethical use of advertisement with children's food. Letter writing campaign etc.
8. Investigate current boycotts on products, Pick one research it. Why is it being boycotted. What should we do. What can you do?
9. 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?
10. How do we eat to reduce our carbon foot print. Who is doing this? How can you and others affect change?

**For two competencies ( 4 credit hours)**

**In addition to the above project, Students will** either do a 5-6 page research paper or 2 film reviews or interview a subject matter expert on the subject they are arranging their L3 project around. This will be arranged with and approved by teacher.

**20 points In class and at home journal work for all competencies.** Various in class and homework journal activities. All competencies and the CCA section will do these. Students will keep a mindful eating journal. You will be assigned writing and journal exercises each week. We will review and discuss in class. We will discuss food choices the challenges of decision making in a complicated information overload word

Break down of points:

- 10 points 5 day's food diaries then personal plan reflection at end
- 2 points collage of picture of food for one day bring to class to discuss
- 2 points watching people eat reflection
- 1 point multitasking taking quiz
- 1 point eating style quiz
- 1 point childhood dinner memory
- 1 point favorite or least favorite food reflection
- 1 point last meal exercise

### **Assessment of Student Learning**

Rubrics for groups presentations total points 30. This is for people who signed up for two competencies which do not include an L3.

### **ORGANIZATION**

4. Excellent - Well-structured and presented in a logical sequence, used time wisely
3. Good - Mostly structured, precise but parts may be unconnected to the rest of the presentation.
2. Fair - Somewhat structured but too much time spent on unimportant material. Disjointed sequence.
1. Poor - Unstructured, strays from the subject. Much of the presentation out of logical order. Goes over time limit.

### **OVERALL PRESENTATION OF Research (note how this is weighted)**

14. Excellent - Shows depth of thought. Proper citations and sources
13. Good - Certain areas show depth of thought.
12. Fair - Some understanding of subject but little depth.
11. Poor - Shows a surface knowledge only

### **CREATIVITY**

4. Excellent -Presentation materials were high quality and useful.
3. Good - Most materials were of high quality with some questionable sources. Some variety.
2. Fair - Some material was of high quality.
1. Poor - No presentation materials, or material that was inadequate or too small to see.

### **TEAM COVERAGE OF REQUIRED TOPICS**

4. Excellent -Each individual covered concerns raised by/through concept, as well as individual process. Personal experience was integrated where relevant and appropriate. Application to practice discussed
3. Good - Most individuals covered concerns raised by/through concept, as well as individual process.

2. Fair - A few of the individuals covered the material. Audience was left with minor questions.

1. Poor - The team did not present the paper production in such a manner that the audience could follow or understand the process or the concept.

### **L3 Essay-30 points.**

- 1) Submit the L3 Project Proposal which will explain your chosen issue 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 .
- 2) Report briefly to your classmates on your project and learning
- 3) Submit a reflective essay (approx. 3-5 pages) in which you 1) describe your project 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 providing support, education or working for systemic change?.4) provide some sort of documentation, for example a picture of yourself working with community garden etc or copy of letter to congressman etc

### **Grading Criteria & Scale**

A = 95 – 100

A- = 91 – 94

B+ = 87 – 90

B = 83 – 86

B- = 80 – 82

C+ = 77 – 79

C = 73 – 76

C- = 70 – 72

D+ = 67 – 69

D = 63 – 66

F = 0 – 62

### **Pass/Fail Exclusions**

You may not use the [Pass/Fail](#) grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

*Please place the following statement in your syllabus regarding Incomplete grades:*

**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.

**Example of Course Schedule, Subject to Change**

We are currently establishing field trips, and guest speakers and class order. This will be given out and reviewed on first day of class. All readings will be given out in class our posted on D2L. Any changes will be posted on D2L.

September	Topic	Homework
12	Introduction, review syllabus, pick groups and L3 activities Eating style quiz. Lecture on Eating styles. Discussion on food choices.	Complete one days worth of food diary Take pictures of everything you ate/drank for 24 hours. Print out for next week's class Read D2L articles on cravings. Watch Introduction to In Defense of Food
19	Movie –Fresh compare to Food Inc . Working with food diaries. Collage in class working with pixs of food. Discussion on what a consumer can do with competing information.	L3s decide on project and post on D2L. Watch In Defense of Food chapter 2. Complete another food diary. Read articles posted on D2L. Groups meet on presentations.
26	City Farm Field Trip	Observing people writing exercise. Directions posted on D2L Watch chapter 3 In Defense of Food Complete Food diary #3. D2L

October	Topic	Homework
3	Discussion of food and culture from 3 video clips. In class writing exercises on family and culture eating patterns	Turn in observing people and farmers market assignment. Be prepared to discuss in class.

10	Looking at family systems patterns, culture and habits. In class creative writing exercises. Critical thinking dialogue about choice.	Writing exercise. Complete another food diary # 4. Watch chapter 4 In Defense of Food Read hand-outs from next weeks guest speaker. Be prepared with 3 questions about organic farming.
17	Guest speaker Organic farmer.	Eating triggers worksheet. Multitasking quiz. Watch chapter 5 In Defense of Food
24	Food Patriots Movie reviews and commentary. Creating in class food plan.	Complete food diaries. Complete the movie In Defense of Food. Complete any unfinished hand-outs described in syllabus under journal work 20 points. Post all to D2L.
31	Food life and death discussions and film clips.	Post all food diaries on D2L. Complete movie review ( directions on D2L) and post on D2L. Work on student presentations with groups.
November		
7/9	This class meets on The 9 <sup>th</sup> at The Plant	No class at DePaul on the Nov. 7 but meet at The Plant on Nov 9 <sup>th</sup> .
14	Student presentations Bringing it all together in class meal.	Read all articles on D2L on Zero waste manufacturing. Bring questions to field trip. Meet at the Plant.
21	Projects due	Finish Future food plan. Post on D2L.L3 students report on projects.

## Course Policies

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

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

## Course Resources

[University Center for Writing-based Learning](#)

[SCPS Writing Guide](#)

[Dean of Students Office](#)

## 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.