School for New Learning

How, What and Why We Eat: The Art, Science, and Psychology of Food
Fall 2018 Thursdays 5:45-9pm

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Appointments arranged individually with student.

Location: Loop Campus

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
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 analysed 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.
Students 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.

**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 is 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 multicultural 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.
Supplies
3 ring binder Journal with loose paper and pockets at least 8 1/2 by 11 A camera, either on cell phone or separate

Required Viewing
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/ review each week.

Additional readings posted on D2L
First Bite How We learn to Eat Bee Wilson Basic Books 2015

Eat Drink Vote: An Illustrated Guide to Food Politics
Nestle, Marion

A variety of articles and video clips will be posted on DTL and used in class

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.

- **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.
How can we be more mindful of water?
10. Exploring the food coop model. Where are they located, what is the model, what is this beneficial to community. Visit a food coop and interview someone from there. How do we participate?
11. How do we eat to reduce our carbon footprint. Who is doing this? How can you and others get involved?

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.

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
1 point comfort food hand out

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.
COMPREHENSIBILITY
4. Excellent - Clear and easily understood.
3. Good - Mostly clear but some confusion in the presentation.
2. Fair - Somewhat clear but leaves the listener a little lost.
1. Poor - Unclear and confusing. Not understood.

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 Assignment (30 points)
To complete this assignment, you will:

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
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Excellent A (28-30)</th>
<th>Good job B (24-27)</th>
<th>Acceptable C (21-23)</th>
<th>Poor D (18-20)</th>
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</thead>
<tbody>
<tr>
<td>L3 activity Essay</td>
<td>Essay demonstrate all of the criteria; 1) describes project and significant experiences during implementation; 2) identifies skills gained; 3) discusses lessons learned; 4) considers the impact of project;</td>
<td>Essay demonstrate 3 of the 4 criteria: 1) describes project and significant experiences during implementation; 2) identifies skills gained; 3) discusses lessons learned; 4) considers the impact of project;</td>
<td>Essay demonstrates 2 of the 4 criteria: 1) describes project and significant experiences during implementation; 2) identifies skills gained; 3) discusses lessons learned; 4) considers the impact of project;</td>
<td>Essay demonstrates 1 of the 4 criteria: 1) describes project and significant experiences during implementation; 2) identifies skills gained; 3) discusses lessons learned; 4) considers the impact of project;</td>
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**Grading Criteria & Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>91 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 90</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<td>D+</td>
<td>67 – 69</td>
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<td>D</td>
<td>63 – 66</td>
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<tr>
<td>F</td>
<td>0 – 62</td>
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**L3 Essay 30 points**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework/Activities</th>
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<tbody>
<tr>
<td>6</td>
<td>Introduction to Mindfulness lecture and in class writing mindful eating exercises.</td>
<td>L3 check ins. Post all food diaries on D2L. L3s decide on project and post an D2L. Watch In Defense of Food. Chapter 2. Complete movie review.</td>
</tr>
<tr>
<td>11</td>
<td>Food life and death discussions and film clips. Working with food diaries. Collage in class working with pixs of food</td>
<td>Other groups. Post all food diaries on D2L. 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.</td>
</tr>
<tr>
<td>18</td>
<td>Movie: Food Inc. Working with food diaries. Collage in class working with pixs of food</td>
<td>Other groups. Post all food diaries on D2L. 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.</td>
</tr>
<tr>
<td>20</td>
<td>The Plant Field Trip</td>
<td>Other groups. Post all food diaries on D2L. 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.</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Other groups. Post all food diaries on D2L. 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.</td>
</tr>
<tr>
<td>November</td>
<td>Part 1 Student Presentations</td>
<td>Finish Future food plan. Watch In Defense of Food Complete Food diary #3</td>
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<tr>
<td>1</td>
<td>City Farm Field Trip</td>
<td>Finish Future food plan. Watch In Defense of Food Complete Food diary #3</td>
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<tr>
<td>27</td>
<td>Discussion of food and culture from 3 video clips. In class writing exercises on family and culture eating patterns</td>
<td>Turn in observing people</td>
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**Proposed Class Schedule, Subject to Change** This is an example as 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 homework and assignments will be posted on D2L.
13. 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

14. Course Resources

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Of

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 has travelled extensively and studies how culture, family history, and politics affect our eating choices.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>November 8th</td>
<td>Part 2 student presentations Bringing it all together in class meal.</td>
<td>L3 students report on projects.</td>
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<tr>
<td>November 15</td>
<td>Final week projects due</td>
<td>All project due post to D2L.</td>
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</tbody>
</table>

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 at Dominican College and Expressive Arts Therapy at DePaul SNL.