



The Art, Science, and Psychology of Food Undergraduate Course Information Guide

Course Number: CCH 192 - 2 or 4 credits, 10 Weeks
Delivery Formats: Online Async, Hybrid

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
<u>Assessment/Grading</u>	<u>Course Schedule</u>	<u>Policies</u>

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. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat.

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 level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills.

Learning Outcomes

After completing this course, you will be able to:

- 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.

- Evaluate the impact of this medium or information technology on society or on one's perceptions of societal norms and issues.
- Identify biological and social or cultural factors that contribute to a definition of health.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

The class is offered in several different formats, check the registration materials to determine which format will be conducted in the quarter you take it. 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 is essential.

Lecture, discussion, audio-visual presentation, student papers or projects, experiential exercises, and potential guest speakers 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.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

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 Omnivore's 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.

Readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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 analyze their messages. You will have one independent film review to do outside of class.

[Back to Top](#)

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.

Learning Deliverables

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.

Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Two Credit Hour Section Points	
Students taking the course for 2 credit hours will complete weekly assignments for 10 points each, totaling 100 points	100%
Four Credit Hour Section Points	
Students taking the course for 4 credit hours will complete weekly assignments for 10 points each, totaling 100 points	50%
Students taking the course for 4 credit hours will also complete a final project or paper worth 100 points.	50%

[Back to Top](#)

Grading Scale

A = 93 to 100	A- = 90 to 92	B+ = 87 to 89
B = 84 to 86	B- = 80 to 83	C+ = 77 to 79
C = 73 to 76	C- = 70 to 72	D+ = 67 to 69
D = 61 to 66	F = 60 or below	INC

[Back to Top](#)

Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Introduction	Posted on D2L.	Eating style quiz Create a picture collage of what you eat. Complete reflection and post to D2L for class two Complete Food Journal #1
Week 2, Module 2: Defining the Broader Issues with Food	Posted on D2L. Watch: Film Fresh	Complete Fresh study guide exercises Complete Food journal #2 Complete Eating observations exercise post for class three.
Week 3, Module 3:	Read information about urban farms	Farmers market assignment shopping and cooking assignment

	<p>Watch Virtual Field Trip City Farm /Ogdon Farms</p>	<p>Define the difference between local and organic and how both impact environment and health</p> <p>Complete Food Journal #3</p>
Week 4, Module 4: Food and Identity	<p>Posted on D2L.</p> <p>Watch Three video clips rice, airport and Vios from Marcus Samuelsson</p> <p>Watch in Defense of Food video part one: Serving size matters research- Michael Pollan</p>	<p>10-minute free style writing exercise – see D2L: Childhood</p> <p>Read comfort food journal</p>
Week 5, Module 5: Food and Film	Watch In Defense of Food parts two and three- Michael Pollan	Independent film review and essay
Week 6, Module 6: Mindfulness	<p>Read Mindfulness research posted on D2L</p> <p>Mindful eating principles</p>	<p>Mindfulness exercises with class</p> <p>Complete Triggers worksheet</p> <p>Complete multitasking worksheet</p>
Week 7, Module 7: Food and Creativity	Read Travel journal short story example we are the stories we tell.	Write about a favorite food experience and post.
Week 8, Module 8:	<p>Read: Poem Le Young Le</p> <p>Watch Last meal video clips. From concentration camp and Jail</p>	<p>Write about your last meal</p> <p>Complete Comfort food worksheet</p> <p>Post a picture or a poem about beautiful food</p>

Week 9, Module 9: Organic Gardening	Posted on D2L.	
Week 10, Module 10: Bringing it All together	Read Michel Pollan's food rules Watch food patriots	Review your food journals and write a personal Intervention Plan What is your 10% Do you 10% intervention write up and post.

[Back to Top](#)

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

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[**Back to Top**](#)