



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		<small>(Check all that apply):</small>		Proposal #	176
College:	Allied Health and Nursing	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Family Consumer Science	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Dietetics, FCS Education	CIP # _____		<small>(For Office Use Only)</small>	
Type of Change	COURSE PROPOSALS		Course Designator	Number of	
Proposed:	New Course		and Number	Credits	
Title Current:	_____				
Title Proposed:	Food, Culture and You		FCS 150	3	
24-Char. Abbrev:	_____		<small>(if applicable)</small>		

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 Introduces students to basic food preparation and culinary techniques. Students look at different cultures and the roles of individuals and nations in a global context using food habits as a model.

Rationale or Justification for change:
 A course in the cultural and political aspects of food and food distribution is needed to meet accreditation standards by both the FCS Education and Dietetics Programs.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: <small>(Please check one.)</small> <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A	_____	
N/A	_____	
N/A	_____	

For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

<small>(Check all that apply):</small>		Instructional Type:	Lecture/Lab	Course will be offered:
<input type="checkbox"/>	Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/>	Course is required for program		DIETETICS	<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/>	Pre- or Co-requisites:		_____	<input type="checkbox"/> Summer Session
<input type="checkbox"/>	Other courses are being changed or eliminated. (Explain.) _____			

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.



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For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.




Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

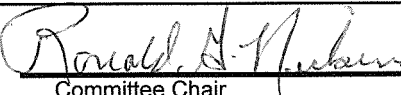


Department Chair Date 10-26-05

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

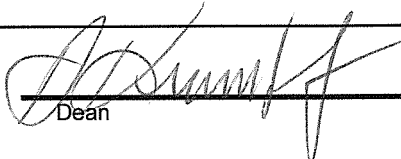


Committee Chair Date 2/13/06

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)



Dean Date 2/14/06

Comments:

General Education Subcommittee

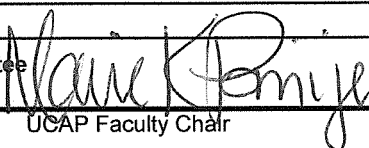
Recommended (Category/ies _____)
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General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)



UCAP Faculty Chair Date 4/5/06

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

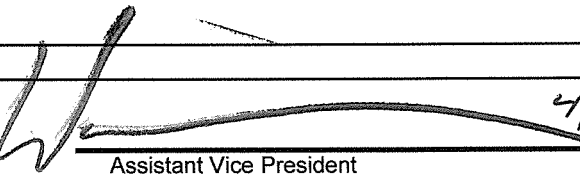
Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

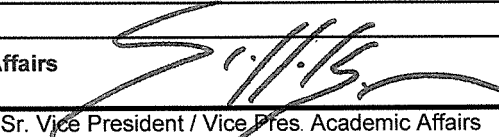


Assistant Vice President Date 4/12/06

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)



Sr. Vice President / Vice Pres. Academic Affairs Date 4/12/06

Comments:

MINNESOTA STATE UNIVERSITY MANKATO
Department of Family Consumer Science
Food, Culture, and You
FCS-150
3 credits

Spring
Instructor: Joye Bond, PhD, RD
E-mail: joye.bond@mnsu.edu

Telephone: 389-5923
Office: Wiecking B-117
Office Hours:

COURSE DESCRIPTION: Introduces students to basic food preparation and culinary techniques. Students look at different cultures and the roles of individuals and nations in a global context using food habits as a model.

LEARNING OUTCOMES:

Students will:

1. be able to understand and apply basic culinary techniques and food preparation principles
2. gain a greater awareness of and respect for cultural similarities/differences within contemporary American culture as it exists in food practices and preferences by comparing foods /nutritional values of dominant and non-dominant groups
3. recognize religious beliefs, economics, family traditions, educational needs, social and historical meanings of food and food-related behaviors of other cultures in the U.S. and the world and their influences on food consumption patterns and health
4. gain skills to facilitate communication with individuals across international borders using knowledge of food habits as a communication tool

For FCS Education majors (Minnesota Family and Consumer Science Teacher Standards identified by number):

The teacher will

1. understand and apply nutrition planning and food preparation, handling, and storage for personal and family safety and well-being. (A10)
2. understand the basic purposes, issues, skills, nature of work, and competencies in Food Science, Dietetics, and Nutrition (C2)
3. understand cultural and political aspects of food distribution and consumption (B10)

CLASS REQUIREMENTS:

- I. **Group Oral Presentations (75 pts.)** will be assigned at the beginning of the semester, and will be presented starting in the sixth week of the semester, week by week--one per week. Each group will be responsible for sharing, with the rest of the class, information about the culture and food habits of a particular ethnic or religious group within the U.S. The presentation should be approximately 20 minutes long, not including the food demonstration or presentation. The presentation will consist of the group preparing by doing the following:
 1. Read the section in your textbook (Kittler and Sucher) regarding the culture/religion that you will be researching to see how your experiences or researched experiences may be similar and/or different from the information provided in the textbook. Provide information on dietary patterns and practices including information on staple foods, typical meal patterns, spices and seasonings used, cooking techniques used, procurement of these foods, production of specific foods, eating practices, food uses (medicinal), holiday and religious practices related to foods and how that changes for the culture as acculturation occurs in the United States. Additional knowledge about the nutritional status of this population in both the original geographic area and the U.S.
 2. Find two facts about the particular religion/culture's food practices through known or explored resources. When possible, bringing in foods (particularly produce and spices) and presenting those to the class would be appropriate. An alternative would be to include pictures and information about unique food products, etc. Please let me in advance if you need to have a laptop for a PowerPoint Presentation.
 3. Plan an entrée, dessert, appetizer, bread or other cultural food for the class. Prepare and demonstrate the preparation of the entrée and serve enough for each member of the class.

II. Individual lab write-ups (10 @ 10 pts. each) will be assigned for each of 10 labs. See lab manual (available online on Desire2Learn).

Lab Attire: During food labs, each student is required to wear a cover-all apron, uniform, or lab coat. You may supply your own or departmental aprons can be worn. All students must wear a hair restraint—either a hairnet (you supply your own) or a clean baseball-type cap used only in the lab. For sanitation and safety reasons, shoes with open toes and/or heels, and shorts are not allowed on lab days. Once actual lab preparations start, hair restraints and aprons must be worn at all times until you leave the lab--even when evaluating products and during final clean-up!!! **Students not properly attired will not be permitted to participate in lab!**

Food Product Evaluation in Lab: You are expected to taste and evaluate the food products made in lab unless you have religious, ethical, or health reasons for not doing so. Please let me know, in advance, if you are not going to evaluate a particular preparation.

III. Final Exam—1 @ 50 pts.

IV. Individual Cultural Foods Experience (1 @ 50 pts.) will consist of one of the following or a choice which you have that is accepted by the instructor:

1. ethnic market tour
2. visit ethnic restaurant
3. interview someone from another cultural to obtain additional information
4. attend an ethnic food festival
5. watch cultural food related movie

Write (typewritten, double-spaced) a 2 page reflective report on how this experience enhanced your awareness or knowledge of cultural aspects of food.

GRADING:

I. Oral Group Presentation	75 points
II. Lab write-ups- 10 @ 10 points each	100 points
III. Final Exam - 1 @ 50 points	50 points
IV. Individual Cultural Foods Experience	50 points
Total points	275 points

Final grades will be determined as follows (grade categories may be adjusted based on class performance):

90% or above	= A
80-89%	= B
70-79%	= C
60-69%	= D
less than 60%	= F

TEXTS: 1) Miller, B. and Rama, M. 2004. *Cooking Basics for Dummies*, 3rd Edition, Wiley
2) Kittler, P.G. and Sucher, K.P. 2004. *Food and Culture*, 4th Edition, Thompson/Wadsworth

Please note: If you are a student with disabilities and will need academic accommodations, please meet with the course instructor as early in the term as possible to discuss your needs. Every attempt will be made to accommodate students who have a documented disability.

Dietetics majors please note: A letter grade of "C" or better is needed for dietetics majors planning to receive a Verification Form for applying to Dietetics Internships.

CLASS SCHEDULE

- Week 1 Go On In—It's Only a Kitchen
Part 1—Cooking for Dummies
- Week 2 Know Your Techniques
Part 2—Cooking for Dummies
- Week 3 Expand Your Repertoire
Part 3—Cooking for Dummies
- Week 4 Real Menus for Real Life
Parts 4 and 5—Cooking for Dummies
- Week 5 Ten Common Cooking Disasters and How to Deal With Them
Part 6—Cooking for Dummies
- Week 6 Introduction to food and culture
Reading: Chapter 1 – Kittler and Sucher
Discussion: Food Habits
- Week 7 Traditional Health Beliefs and Practices
Reading: Chapter 2 - Kittler
Discussion: Therapeutic uses of food
- Week 8 Intercultural Communications
Reading: Chapter 3 – Kittler
Discussion: Communication style differences
- Week 9 Middle Eastern Cuisine
Reading: Chapter 13 – Kittler
Discussion: Historical perspective of dietary revolutions

- Week 10 African Cuisine
Reading: Chapter 8 – Kittler
Discussion: Food and social organization
- Week 11 Southeast Asian and Pacific Island Cuisine
Reading: Chapter 12 – Kittler
Discussion: How people get their food in non-industrial societies
- Week 12 Chinese, Japanese, and Korean Cuisine
Reading: Chapter 11 – Kittler
Discussion: Genetically modified foods: friends or foes?
- Week 13 Cuisine of Southern Europe--Italy, Spain and Portugal
Reading: Chapter 6 (p 135-147)– Kittler
Discussion: How people get their food in industrialized societies
- Week 14 French Cuisine/Northern Europe
Reading: Chapter 6 (p 117-135) – Kittler
Discussion: Hunger from a global perspective
- Week 15 Culinary practices in Latino Communities
Reading: *Chapter 9 and 10* – Kittler
Discussion: Addressing global hunger issues

Resources Needed and Impact on Staffing

This course will need support in the area of food purchasing. Food costs will be considerable, about \$750, which may necessitate an increase in the FCS Department food budget. Equipment replacement in the foods lab generally entails small pieces and is handled within the department budget or as part of equipment requests.

The instructor of this course, Dr. Joye Bond, currently teaches Experimental Food Science and three sections of FCS 140, Introduction to Nutrition. One of those sections will need to be taught by an adjunct instructor to free Dr. Bond for this class.