TO: The Executive Committee

FROM: The Committee on Instruction and Curriculum (CIC)

SUBJECT: 13-14 CIC 18: Ethnic Studies Application for GE credit, ES 3010

ACTION REQUESTED: For approval by the Academic Senate; effective Spring 2014

BACKGROUND:
At CIC’s February 3, 2014 meeting, the committee reviewed the request for Ethnic Studies’ application for GE credit for their course, ES 3010: Decolonize Your Diet. GE Subcommittee Chair Sally Murphy attended CIC’s meeting and noted that the subcommittee had no concerns or objections relating to the request.

ACTION REQUESTED:
CIC passed the request for Ethnic Studies’ GE application unanimously, and asks that the Academic Senate consider approving the request; effective Spring 2014
Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course title _Decolonize Your Diet_ Course number **ES 3010**

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, describing the topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

**D4 Goal:** Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

1. Students will demonstrate an understanding of and ability to **accurately apply** disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:
   - **Explain and use** at least two standard or basic theories and models
     
     ES 3010 students will learn the theory of decolonization and critical race theory.

   - **Define and use** key disciplinary terms
     
     **Knowledge Base #1: Key terms in Ethnic Studies:** critical race theory, environmental racism, food deserts, food sovereignty, indigenous epistemologies, food justice, colonization, decolonization, sustainability, gender, exploitation, ancestral knowledge, cultural resiliency, cultural resistance, ancestors

   - **Explain and critique** professional applications of disciplinary concepts
     
     ES 3010 students will be lead through a discussion about how the above theories and terms are deployed in food studies scholarship.

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   - **Identify key research issues and conduct an appropriate literature review**
     
     ES 3010 students will be required to write a literature review as part of their final project.

   - **Write research-based hypotheses or research questions**
     
     ES 3010 students will work in groups to develop research questions related to one of two topics: 1. Food insecurity in communities of color 2. Immigrant and ancestral knowledge about Native, Mexican, or South American food.

   - **Collect data or use existing data to address** important social issues
ES 3010 students will work in groups to collect data on one of the two projects mentioned above. Students may, for instance, identify a neighborhood such as the Hayward Triangle, and count the number of grocery stores, liquor stories, and ethnic markets.

**Analyze data or describe how data should be analyzed**

ES 3010 students will work in groups to analyze the data they collect.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

   ES 3010 students will do extensive writing on the course blog, exploring the ways Latino/a immigrants and Native Americans have lost, reclaimed, and/or kept alive ancestral knowledge about food, health, and culture.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components at the end of this document

   ES 3010 students will write up the results of their group research project in the form of a research prospectus that includes a literature review. The topics will be either 1. Food Sovereignty in Communities of Color in the US or 2. Decolonizing the Diet of Mexican and Indigenous Communities in the US.

5. Applicants should describe how the course will assist students in developing advanced information competence (see outcomes attached).

   ES 3010 students will be guided through the process of using the library to find scholarly sources. Students will learn the difference between a popular source and scholarly source and know when and how each source may be used. This lesson will be applied when the students write a literature review of scholarly sources pertaining to their topic.
General Education
Advanced Information Literacy Outcomes for GE Areas (approved by Academic Senate 2/05)

B6 Outcomes for Advanced Information Literacy in Science
D4 Outcomes for Advanced Information Literacy in the Social Sciences

Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. **identify** the main disciplines, fields, and organizations which generate and publish knowledge in their area of research. Professor will lead students through the library portal to various research databases (JSTOR, Project Muse, PubMed). Professor will also pass out various bibliographies and lead student through a discussion of scholarly journals, academic presses, and popular presses that publish in the field.

2. **develop** in-depth knowledge of the literature from the above information producers in their area of research,

3. **evaluate** the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems. See discussion topic for Latino/a Paradox (Week 6). The public health literature on the Latino/a paradox is fascinating because it does not account for the knowledge the Latino/a immigrants have. Students will read some of this literature and be asked to consider how Ethnic Studies scholars might approach the problem from a different point of view.

4. **analyze** the implications of research and publishing patterns in their area of research,

5. **formulate and reformulate** research inquiries based on the objectives above and, ES 3010 students will be required to formulate research questions several times

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians’ *Information Literacy Standards*, (Canberra, 2001) and from *Learning for Life: Information Literacy Framework & Syllabus* published by the Queensland University of Technology Library (Brisbane, 2001).
throughout the quarter in preparation for writing and presenting their final research prospectus.

6. **demonstrate** their ability to perform the above objectives when they communicate the results of their inquiry to others. **ES 3010 students will be required to give an oral presentation of their research project to the class. They will also submit it in writing to the professor.**

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**General Education**

**Upper Division Writing Outcomes**

(approved by Academic Senate 2/05)

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

**Rhetorical Knowledge**

Students should
- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

**ES 3010 students will post regularly on the course blog as a way to communicate their ideas with classmates and the professor. In the final writing project (a research prospectus that includes a literature review), students will gain experience in academic writing. In the literature review, students will find, evaluate and synthesize secondary sources. Students will also gather primary data to incorporate into their prospectus and write up in a “preliminary finding” section.**

**Writing Processes**

Students should
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

**ES 3010 students will be working on their research projects in groups that will allow for feedback. All students will give and receive feedback on the “literature review” section of their paper.**
For **C4 Upper Division Humanities**—A 4-unit upper division course in the humanities. . . that includes a significant writing component and emphasizes advanced communication and critical thinking skills. In addition to the knowledge and process outcomes above, students should

- Write a minimum of 4500 words, including informal writing (in-class exercises, homework), drafts of papers, and/or written exams (take-home or in-class)

ES 3010 requires extensive writing, including in-class writing, rewriting in class assignments and posting to the blog, and a final research prospectus that includes a literature review. The literature review will go through a peer editing process.

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<th>For <strong>D4 Upper Division Social Science</strong>—A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills. In addition to the knowledge and process outcomes above, students should</th>
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<td>- Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)</td>
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<td>- Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources</td>
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Faculty can support student acquisition of advanced writing skills by helping students learn

- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing
Ethnic Studies 3010
Decolonize Your Diet: Food Justice in Communities of Color
Cal State East Bay

Professor Luz Calvo
Office:
Office Hours:

Course Description
This course explores ancestral foods of Greater Mexico (i.e. Mexico and the Southwest US). Students will learn how to apply the framework of decolonization to issues facing Mexican, Central American, and Indigenous communities in the US. By looking at traditional Mexican and Indigenous foods and cooking techniques, we will find a path toward reclaiming health and building strong communities. This class will conduct a critical race analysis of the Standard American Diet (SAD) to find out why so many Latino/a and Indigenous people in the US are unhealthy and battling disease. We will consider the obstacles faced by all communities of color when it comes to food security.

Knowledge Base #1: Key terms in Ethnic Studies: critical race theory, environmental racism, food deserts, food sovereignty, indigenous epistemologies, food justice, colonization, decolonization, sustainability, gender, exploitation, ancestral knowledge, cultural resiliency, cultural resistance, ancestors

Knowledge Base #2: Key terms in Slow Food Studies: Standard American Diet, Farmer’s Markets, CSA, Food as Medicine, GMO, Organic crops, COFA, Slow Food Movement

Student Learning Outcomes
1. Students will demonstrate an understanding of and ability to accurately apply Ethnic Studies disciplinary concepts to the study of food, including:
   • Explain and use decolonial frameworks
   • Define and use key disciplinary terms: food sovereignty, food justice, food deserts, sustainability,
   • Explain and critique the slow food movement
2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research focusing contesting food injustice and/or on the recovering, reclaiming, or nurturing the health of communities of color in the US
3. Identify key research issues in the field of “food studies” and conduct an appropriate literature review
4. Write research-based hypotheses or research questions pertaining to food justice for people of color in the US
5. Collect data or use existing data to address food justice in communities of color
6. Analyze data about availability of healthy food in communities of color
7. Students will explain in writing, using examples, how communities of color have struggled to maintain their culture and their health using ancestral knowledge
8. Students will demonstrate advanced skills in oral and written argument in Ethnic Studies

**Required Texts/ The MENU**

Michael Pollan, *Food Rules: An Eater's Manual*
Winona La Duke: Food as Medicine
For Indigenous Eyes Only: A Decolonization Handbook
Additional articles posted on Blackboard

**Course Requirements**

1. Food diary—5 POINTS
2. Final Exam (study guide will be developed collectively)—20 POINTS
3. Oral Presentations “Palabra”
   A. Present a family food story using two (2) concepts from Knowledge Base—10 POINTS
   B. Oral presentation group’s research findings—10
4. Course Attendance and Participation (class discussions/exercises and participation in the online blog, including responses to reading, lecture, films, and some outside "exercises")—25 POINTS
5. Research paper process: 30 points
   A. Literature Review
   B. Data Collection
   C. Hypothesis Statement

**Grading Scale** 100-90 A; 89-80 B; 79-70 C; 69-60 D; below 60 not passing

**Policies**

Late Work: I only accept late work in the event of a genuine emergency. Please provide documentation, such as a doctor’s note.

Attendance: Attendance is mandatory. One absence will be excused without a note. I will deduct three points for every unexcused absence after that. If you are sick, please do not come to class. Please do check with your classmates and make up missed work.

Academic Dishonesty: By enrolling in this class the student agrees to uphold the standards of academic integrity described at [http://www20.csueastbay.edu/academic/academicpolicies/academicdishonesty.html](http://www20.csueastbay.edu/academic/academicpolicies/academicdishonesty.html)

Accommodations for students with disabilities: If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services.
**Week ONE: Our Food Heritage(s)**

**Tuesday**

Introductions to each other

Opening Ceremony/Palabra

Small Group Exercise: What is one food that reminds you of your family/culture? (Get everyone's answer! Assign a note taker to take notes. Next: What do you think of when someone says "healthy food choice"? (Again, take notes on each response. There is no "right" answer.)

Blog Assignment: Write up what you shared in the small group

**Thursday**

**READ BEFORE CLASS:** "For Indigenous Eyes Only: Beginning Decolonization" and Decolonizing Indigenous Diets'' by Waziyatawin and Michael Yellow Bird (Online article—Find in "Course Materials")

**In class writing assignment:** Study the article "For Indigenous Eyes Only." How do the authors define "colonization" and "decolonization?" They are writing of a native audience. Does these terms apply to you/your people? Why or why not? How? How not? Write an honest two-paragraph response to these questions. Post to the blog in the "comments" section.

**Week TWO: Colonization/Decolonization**

**Tuesday**

**Read:** Food Justice, Chapter ONE

**Due in class:** Food diary for three (3) consecutive days. Write down EVERY single thing you ate/drank for three days, including water! Also note amounts. Don't try to be "good" (whatever that means to you): Just be honest.
The point of this exercise is for all of us to see a "beginning point" and for me, your professor, to have a better sense of the reality of my students. There will be *absolutely* no judgments. Also, you will not be required to share your assignment with anyone else (except your professor/confessor!) Submit on through Blackboard assignments.

**View in class:** *Agueda Martinez: My Country, My People*, 1977 Dir. Esperanza Vasquez

**Thursday**

**Mini-Lecture on Food Safety:** Hand washing, keep your area clean, wash produce, refrigeration, etc.

**Cooking Demo:** Sopa Azteca

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**Week THREE: The Food System**

**Tuesday**

**Read:** Start *Food Rules*

**View In class:** *Food, Inc.*

**Discussion:** Link info in *Food, Inc* to theory of decolonizing our diet. What is the importance of the film to communities of color? What is included and not included in the film? How accessible are the solutions?

Review of Terms: Empty Calories, Standard American Diet, Slow Food Movement, Farmer’s Markets

Blog: Post your answers to discussion questions on the blog

**Thursday**

**Read:** Michael Pollan's *Food Rules* in its entirety BEFORE class!

**Mini Lecture:** Race, Class and the Slow Food Movement

**In class writing assignment:** Compare your food diary to Pollan's Food Rules

Blog: Rewrite in class writing assignment and post to blog

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**Week Four: Food Insecurity and Food Deserts in Communities of Color**

**Tuesday:**

**Read:** "From Food Crisis to Food Sovereignty" by Eric Holt-Gimenez
Read: Growing up in a Food Desert in Oakland
Local http://oaklandlocal.com/blogs/2011/02/growing-food-desert

**Mini Lecture:** Defining a research question. What is a hypothesis?

**View in class:** The Garden (2008)

**Blog question:** How would you design a study to determine if the neighborhood you grew up in is a food desert. What data would you need to collect? What terms would you need to define?

**Thursday:**

**View before class:** TED X Talk: Ron Finley: A guerilla gardener in South Central LA

**Blog:** What is the research hypothesis in the above article? What data did the author collect? What kind of sources did the author cite? How did the author build on previous research?

**Cooking Demonstration:** Frijoles con quelites (beans and greens) and making corn tortillas from scratch

**Week Five: Food Research**

**Tuesday**

**Read:** Food Justice, Chapter TWO
**Mini Lecture:** How to write a literature review and related questions [What is a scholarly source? Why is it important to cite sources? How to cite sources? How to paraphrase, summarize, and incorporate direct quotes. What is a hypothesis? What counts as data?]

**Visit from Librarian:** Where to find sources?

Form teams on these research topics:
- **Option One:** Research Food Deserts and Food Sovereignty
- **Option Two:** Research Ancestral Foods and Immigrant Knowledge

**Thursday**

**Read:** Food Justice, Chapter THREE
Cooking Demo: Quinoa Stew and Chia Fresca

Eat with your team! Begin designing research projects.

**Week Six: The Latino/a Immigrant "Paradox" and Critical Race Theory**

**Tuesday**

**Reading:** Calvo and Esquibel, “Decolonize Your Diet: A Manifesto”
NYT article: [The Health Toll of Immigration](#)

**Mini-Lecture:** The Latino/a Immigrant "Paradox"

**Group Exercise:** Professor will pass around several studies on the immigrant paradox. Students will evaluate one of these studies by asking: What assumptions does the study have? How does this assumption lead to potentially false conclusions? How does racism and sexism negatively influence the validity of research? If immigrants were studying themselves, would you think they (we) would do differently?

**Research Question Exercise:** Work with your small group to develop a research plan to gather information on Latino/a immigrant food practices. Who would you interview? What questions would you ask them?

**Thursday:**

**Read:** Food Justice Chapter FOUR

**In-class exercise:** Origins of foods

**Week Seven: Food is Medicine**

**Tuesday**

**Read:**

Guest Lecture: Curandera: Atava Garcia-S

Demonstration: Medicinal Teas

**Thursday**

**Read:** Winona La Duke: Food as Medicine

**Video:** Tohono Odham “The Deserts Perfect Foods"
Week Eight

Tuesday:
Read: *Food Justice*, Chapter Six
Due: Drafts of Literature Reviews. Peer review in class.

Thursday:
Read: *Food Justice*, Chapter Seven and Eight
Group Work: Work in groups to prepare research presentation

Week Nine

Tuesday: Presentation of Research Projects on Food Deserts

Thursday: Presentation of Research Projects on Recovering Ancestral Knowledge/Immigrant Food Cultural Knowledge

Week Ten

Tuesday:

Collective Exercise:
Develop Final Exam Study Guide

Thursday:

Read: *Food Justice*, Chapters NINE and TEN

Potluck: Everyone bring his/her/their best ancestral dish! Dish MUST follow Pollan's food rules.

Circle Share: Closing ceremony

Final Exam Period: Final Exam


Jago, R.; Baranowski, T; Baranowski, J.; Cullen, K; and Thompson; D. 2007. Distance to food stores & adolescent male fruit and vegetable consumption: Mediation effects. International Journal of Behavioral Nutrition and Physical Activity 4:35.


Wang, M. C; Kim, S.; Gonzalez, A.A.; MacLeod, K. E.; and Winkleby, M. A. 2007. Socioeconomic and food-related physical characteristics of the neighbourhood environment are associated with body mass index, journal of Epidemiology and Community Health 61:491-8.