

ORIGINATOR'S SECTION:

1. College:  CHABSS  CoBA  CoEHHS  CSM

Desired Term and Year of Implementation (e.g., Fall 2008):  
Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No *pls see attached email*

3. Course will be a variable-topics (generic) course?  Yes  No  
("generic" is a placeholder for topics) *from Greg's meeting 4/2/8.*

4. Course abbreviation and Number:\* ENVS 361

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Diet and Planet

6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)  
Diet and Planet

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Explores relationships between food and the environment through analysis of food consumption and its biological, social, and environmental outcomes including how industrialization influences farming methods, dietary practices, and biocultural diversity.

9. Why is this course being proposed?

The Environmental Studies program draws upon classes from a variety of disciplinary backgrounds to strengthen its interdisciplinary approach. While cultural diversity, biological diversity, and ecological restoration/conservation are key themes that run throughout the program, there is no class that attempts to assess these three interlocking and inseparable lines of inquiry. This class will provide students with the tools and knowledge to gain an understanding how our food and cultural practices influence our physical, cultural, and environmental health. Further, this course will expand the course offerings in the Environmental Studies major.

10. Mode of Instruction\*

For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2
Activity		
Lab		

11. Grading Method:\*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

RECEIVED  
APR 02 2018  
BY: \_\_\_\_\_  
Revised

RP  
Traker  
PS

17. Corequisite(s):  Yes  No *see attached original*

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* **ENVS 390-4**

20. How often will this course be offered once established?\* Annually

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Anthropology Konane Martinez  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Biology Deborah Kristan  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

*see original for signatures*

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

*see original for signature*  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_  
*C. Valle 3/28/18*

3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
*Martin Stoddard/HMN 3/29/18*

4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Anthropology Konane Martinez  
 Discipline Konane Martinez 11-17-17 X Support      Oppose  
 Signature Date

Biology Deborah Kristan  
 Discipline see attached email      Support      Oppose  
 Signature Date

**SIGNATURES : (COLLEGE LEVEL) :**

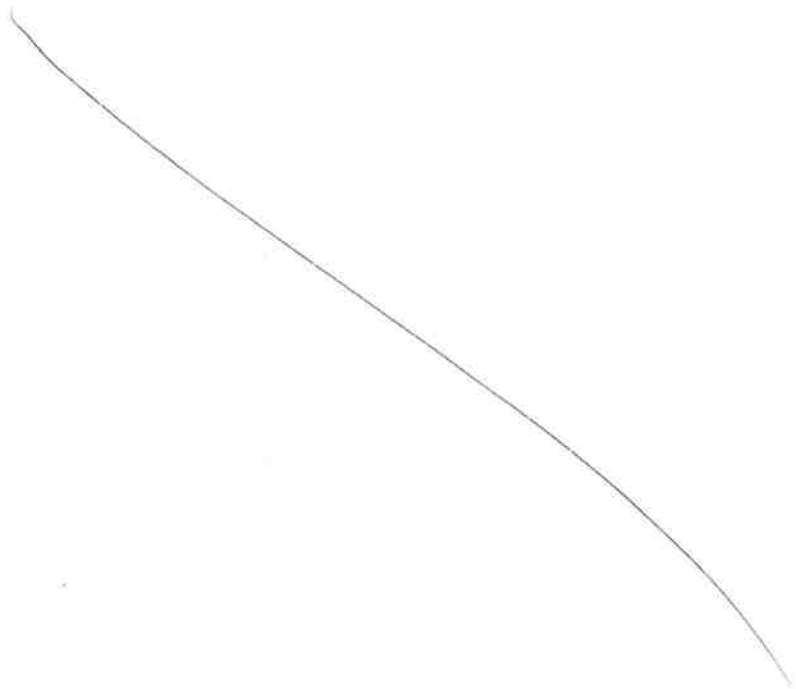
**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
 2. Program Director/Chair      Dec 7 2017  
 \_\_\_\_\_ Date \_\_\_\_\_  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

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original



**Subject:** RE: New ENVS Course C-Forms  
**Date:** Monday, December 4, 2017 at 7:20:09 AM Pacific Standard Time  
**From:** Deborah Kristan  
**To:** Gabriel Valle  
**CC:** Greig Guthey

Hi Gabriel,

The biology department is happy to support the new courses listed below. Please note per our previous email string to check the box that neither course is seeking BB designation.

Regards,  
Debbie

++++  
Deborah Kristan, PhD  
Professor and Chair  
Department of Biological Sciences  
333 S. Twin Oaks Valley Rd.  
California State University San Marcos  
San Marcos, CA 92096  
Ph: 760 750 4638  
++++

**From:** Gabriel Valle  
**Sent:** Wednesday, November 15, 2017 2:47 PM  
**To:** Deborah Kristan <dkristan@csusm.edu>  
**Subject:** New ENVS Course C-Forms

Hi Deborah,

As you are aware, the Environmental Studies Program is experiencing tremendous growth, and as a result we are seeking to expand our course offerings. In the Spring of 2017, I sent you a T-Form, which you approved, for Food, Health, and the Environment. The concerns you mentioned in your previous email have been addressed.

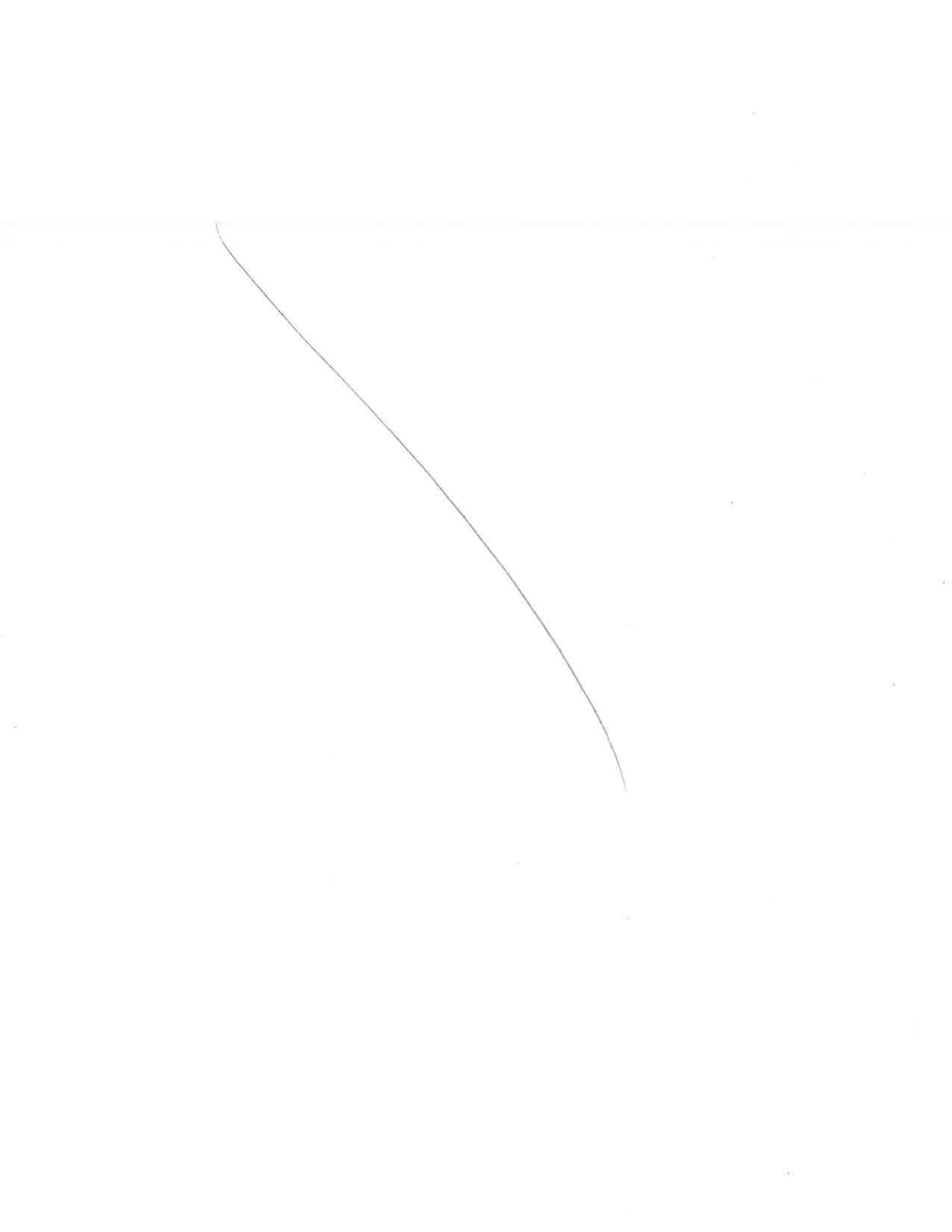
I am emailing you today because I am seeking C-Form approval for the same course. However, Food, Health, and the Environment has been retitled as ENVS 361, "Diet and Planet." In addition, I have attached a new course, ENVS 305 "Resilience and Society" for your review.

I hope that you will support these classes again. I have attached the C-Forms and syllabi of each proposed class for you to review. I hope to stop by your office before the Thanksgiving break for your signature on my master copy. Let me know when a good time for me to stop by would be.

Thanks, and we'll talk soon.

Gabriel

--  
Gabriel R. Valle PhD



**ENVS 361**  
**Diet and Planet**

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**Course Description:**

A healthy and resilient ecosystem is one that is rich with biodiversity, and in many ways this diversity is our lifeline. Recent studies have demonstrated the fundamental relationship between human health and environmental health, and as we continue to shape our environments we must be keenly aware of the ways in which we grow food, produce food, and eat food transforms this relationship. With the extent of modern global agricultural production, any strategy to conserve or promote biodiversity must consider the impact of these anthropogenic landscapes. In this class, students will deepen their awareness and understanding of the importance of biodiversity and the role cultural diversity plays in helping to maintain it. Biodiversity matters profoundly to human health in almost every conceivable way, and one of the primary drivers in which humans influence diversity in both positive and negative ways are through our food practices. This course will explore the simplification of mass diets or the “standard American diet,” and its impact on farming practices, cultural knowledge, biodiversity, and human health.

**Course Learning Objectives:**

By the end of the course students will be able to:

1. Describe the relationship between cultural diversity and biological diversity.
2. Identify dietary and cultural influences on agrobiodiversity.
3. Describe the stages and methods of food production and consumption with special regard to health, environment, society and economy in food production, consumption, and distribution.
4. Analyze the historical and contemporary development of food practices and traditions that encourage positive and negative biological, social, and environmental health outcomes.
5. Evaluate the influences of industrialization on farming methods, dietary practices, and biocultural diversity.
6. Assess the effectiveness of governance, policy, and social norms in forming dietary regimes.

**Teaching Philosophy:**

Critical Pedagogy: This class is your class. I consider myself a co-learner and facilitator of the learning process in this course, and I need your participation and contribution to accomplish that. In this class, we will take a critical approach to environmental studies through critical reading, thinking, self-reflection, and respectful dialogue. I believe learning occurs through collaboration with others. I expect you to be open to and respectful of others' experiences and perspectives, but most importantly to be critically reflective of your own perspectives and opinions. I do not expect you to agree with all the voices put forth in this class, but I ask that you seek to gain an understanding of other perspectives, ideas, and ways of thinking about the world and sustainability. I also expect you to reflect on your own biases (we all have them) and how your biases influence your reading and discussion experiences.

I value following student interests and needs as much as possible. This means that the course is continually evolving as we co-create it with our collective insights, interests, and knowledge.

Applied Learning and Research: I believe that the best learning occurs when students and instructors are able to make connections between theory and practice. Direct hands-on experience deepens ones understanding of course materials (i.e. readings and lectures) and places the concepts of the curriculum into the context of “real-life” situations. I incorporate experiential learning through in-class and out of class activities that will help challenge students to become culturally aware and civically engaged.

### **Course Outline:**

This course will be divided into three units, each with its own subgroupings. Within each section students will gain a deeper understanding of how food habits influence agrobiodiversity on the farm and biocultural diversity around the world.

**One:** Biodiversity and Human Health – This unit will begin by discussing the role biodiversity in human health. We will begin by discussing the evolutionary process and the vital role in which biodiversity plays. We will explore ecosystem health and the human influence on it. This unit will provide students with a strong foundation for understanding the intersection of biodiversity and cultural diversity.

**Two:** Industrialization and Simplification – This unit will trace the development of the industrial diet, also known as the “standard American diet” and its impact on biodiversity loss, degraded environmental health, loss of traditional knowledge and cultures, and the struggle of healthy eating. Students will explore the influence of public opinion, policy, special interests, and cultural norms in the creation of dietary regimes. Students will also understand how these regimes continue to transform through time as values, cultures, and technologies change.

**Three:** Valuing Food, Health, and Diversity – In this unit, students will investigate multiple dimensions of biodiversity within the production of food. We will explore everything from genetic diversity to seed diversity. We will highlight the cultural practices that help maintain biodiversity and their impact on human health. We will also analyze, discuss, and critically engage with local, regional, national, and global laws and policies that both promote and hinder biocultural diversity.

Week 1: Introduction to the concepts of nutritional ecology

Week 2: Biodiversity

Week 3: Cultural diversity

Week 4: Biocultural diversity

Week 5: Agroecosystems: ecology, nutrition, and culture

Week 6: Food regimes - where they come from and how they persist

Week 7: Simplification on the farm - causes and effects

Week 8: Simplification on the dinner table - causes and effects

Week 9: Development of nutritionism and its outcomes

Week 10: Spatial colonization in the super market

Week 11: Double food pyramid

Week 12: Global undernutrition and malnutrition

Week 13: Agroecology



Week 14: Recovering biocultural diversity

Week 15: Sustainable diets

Week 16: Final

### Required Texts:

1. Winson, Anthony. 2013. *The Industrial Diet: The degradation of food and the struggle for healthy eating*. New York, NY: New York University Press.
2. Nabhan, Gary Paul. 2016. *Ethnobiology for the Future: Linking Cultural and Ecological Diversity*. Tucson, AZ: University of Arizona Press.
3. Hayes, Denis and Gail Boyer Hayes. 2015. *Cowed: The hidden impact of 93 million cows on America's health, economy, politics, culture, and environment*. New York, NY: W. W. Norton & Company Inc.

### Evaluated Criteria:

1. **Contribution** (30 pts): A portion of this class will be based on discussions, activities, and group projects. I have labeled this category as contribution instead of participation because we will be learning from each other in this course and you are required to contribute your ideas, thoughts, questions, perspectives, and experiences to the class. It is essential that you be present in both body and mind to create a positive learning environment for you and everyone. You will be evaluated on your contribution through occasional in-class assignments, online discussion forums, and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others. Please keep in mind that because this class relies heavily on student contributions and group work. You will be missed when absent. Your experience and the overall course will be better if you are an active participant and to be an active participant you need to be present.
2. **Journal Responses** (60 pts. 10 pts. each): These short writing assignments will let me know what you are getting out of the reading, what you find interesting, and what might need more explanation. These responses also let me know how you are comprehending and synthesizing course content and how through reflection you are actively participating in the meaning making process.
  - a. Each critical response is based on the previous 2 weeks of reading. Each response should be approx. 300-500 words.
3. **Discussion Forum** (10 pts.): Throughout the semester there will be several discussion forums for students to respond to. Each response should be a well thought out paragraph that encourage more thought providing ideas and questions for the class. Individual responses will not be graded, rather grades will be based on your overall contribution throughout week 1-8 and 9-16.
4. **Journal Reflection Paper** (50 pts): Throughout the semester you have engaged in critical reflection through your journal entries. This is your opportunity to look back through those entries and become a producer of knowledge, not simply a consumer. While we have read case studies, analyzed theory and policy, and discussed the

ethnographic experiences of others, this is your opportunity to be a part of the meaning making process and assess how the knowledge and experiences you have gained in this class has transformed your thinking and habits while engaging with the theory and concepts from class. 800-1000 words.

5. **Midterm/Final** (50 pts. 25 pts. each): Throughout the semester there will be two in-class assessments about course materials. Students will be expected to make clear connections between the concepts, theories, and methods discussed in class with the course readings, guest lectures, and films.

**University Credit Hour Policy:** Students enrolled in face to face courses should spend at least six hours per week engaged in study for the class.

**University Writing Requirement:** All students are expected to meet the university mandated written requirement of write 2,500 words in this three-unit course. This will be satisfied through in-class assignments and discussion forums, one case study research project (2,000-2,500 words), and a midterm and final.

**Technology:** I *do* allow the use of laptops and tablets, but I ask those who wish to use them be mindful that technology can be distracting for other students. If the use of computer or other devices becomes distracting, I may alter my policy as necessary.

Please *turn off or silence your cell phone* and put it away for the entirety of the class. If you must make a call or text, please leave the classroom. Be respectful of your classmates.

**Cougar Courses:** You are expected to check Cougar Courses and your email associated with your Cougar Courses account so that I can communicate with each of you electronically. All materials should be *typed and double-spaced with 12pt font using Times New Roman font*.

**Unless otherwise indicated, all assignments are due electronically using Cougar Courses.** All assignments are due and should be uploaded to the Cougar Courses webpage unless they are scanned notes or other written materials including in-class activities, field notes, sketches etc.

**Late work and absence:** In order to maximize the benefit to you, I am committed to correcting your work and getting you feedback in a timely fashion. For these reasons, **I do not accept late work**. If you are going to miss a class, a workshop, or a deadline for a valid and *documentable reason*, please do everything you can to let me know in *advance* so that we can arrange whatever alternate means may be necessary to fulfill the course requirements.

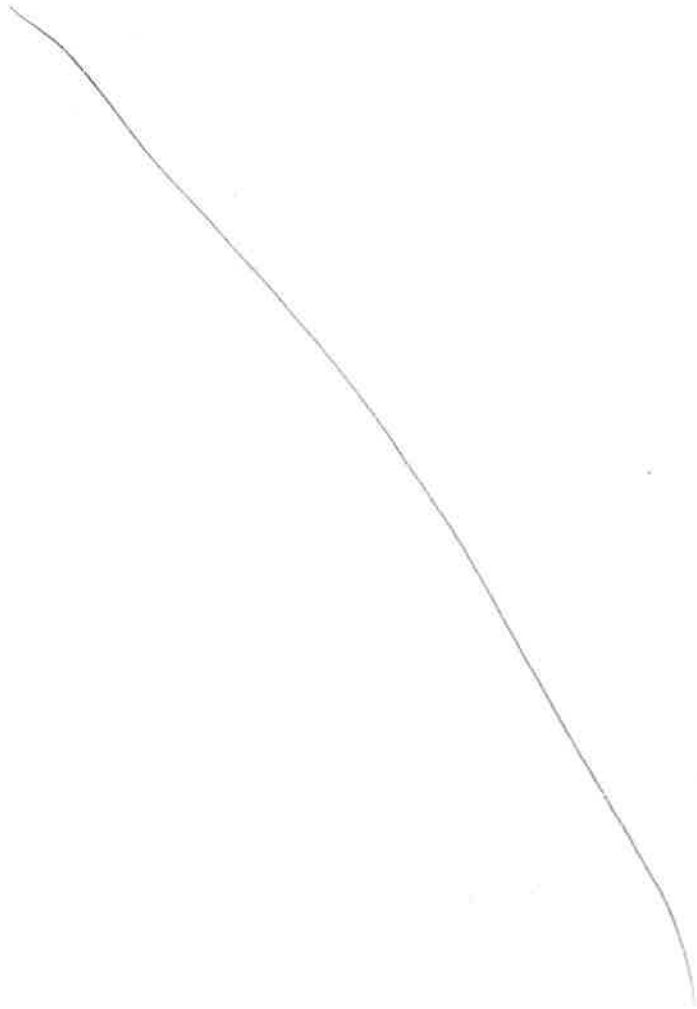
**Plagiarism:** Plagiarism is copying any work – written, visual art, music – and presenting it as your own original work. When you include the words, ideas, art, or music of another person in your class assignments, you must fully acknowledge your sources by naming the source artist/author and publication. Plagiarism will not be tolerated in any form, and students found plagiarizing will receive a “0” for the assignment and will be referred to the CSUSM administration.

**Academic Honesty:** Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

[https://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

**ADA Statement:** Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu) Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.



**Criselda Yee**

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**From:** Greig Guthey  
**Sent:** Monday, April 02, 2018 11:53 AM  
**To:** Criselda Yee  
**Subject:** Re: ENVS 361 C-Form

Answers question #2  
on C-Form

Hi Criselda

This course is not for GE.

Thanks

Greig

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**From:** Criselda Yee <[cjee@csusm.edu](mailto:cjee@csusm.edu)>  
**Date:** Monday, April 2, 2018 at 11:21 AM  
**To:** Greig Guthey <[gguthey@csusm.edu](mailto:gguthey@csusm.edu)>, Gabriel Valle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Cc:** Gayle Feallock <[gfeallock@csusm.edu](mailto:gfeallock@csusm.edu)>  
**Subject:** ENVS 361 C-Form

Hi Gabriel and Greig,

I received the ENVS 361 C-form, and there were a couple of questions that were left blank. Could you please email back with the following answers? I will be able to post it to the UCC review page as soon as I hear back.

ENVS 361: Diet and Planet

2. Course to be considered for GE? Yes or No

16. Prerequisite(s): Yes or No. If yes, please indicate:

Thanks for your help,  
Criselda

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*Criselda Yee*

**Curriculum Specialist - Academic Programs**  
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**Curriculog:** CSUSM Online Curriculum Management  
<https://csusm.curriculog.com>

**Curriculog Assistance:** [curriculog@csusm.edu](mailto:curriculog@csusm.edu)

