A. GE component for which course is being proposed:

Common Inquiries - Understanding Society

B. Submitted by  Glenn P. Town, KNS

C. Ideally, submissions should be discussed by the entire department prior to submittal.

X Chair has reviewed and approved the course.

D. Course being proposed (please attach syllabus):

KNS/BIO 040 Human Nutrition

E. This course

- Has not been modified, but is being submitted to check its suitability
- Has had its syllabus rewritten to communicate the course’s contribution to GE
- X Has had its contents modified to address the relevant GE issues
- Is a new course designed to fulfill the GE requirement

F. This course is being submitted as

- A Template. Applicable to courses with multiple sections which require only general training in the discipline. The submission should come from the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record keeping purposes.

X An Individual Course. Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:

(Include a list of the area objectives. After each objective, list several course activities (lectures, readings, assignments, etc.) that address it. If it is not completely obvious, explain how the activities relate to the objective. Please attach a copy of the syllabus which has been annotated to identify the corresponding activities. Electronic annotations are preferred. Please use the comment feature in Word to annotate electronic copies.)

KNS 040 (Human Nutrition) introduces students to the complex role our nutrition has on our health, our culture, public policy, and human behavior. Eating occurs on average three times daily and therefore is one of the most frequent behaviors we practice. Those eating behaviors are heavily influenced by culture, marketing and economics. Our
government and the nutritional policies put forth have significant impact on our nation’s health. And with the number of industries involved in the production, delivery, preparation and distribution of food, it’s no wonder that the special interest groups are committed to influencing public policy, often in deference to established dietary recommendations. It is critical to recognize and understand these influences as they directly impact our individual health and the overall health of our nation.

As noted in the attached syllabus, there are eight course objectives. Objectives relevant to Understanding Society are:

- Understand the relationship of food to our overall health and wellness.
- Understand the role of politics on our food production, distribution, preparation and consumption.
- Understand the dietary needs and differences throughout one’s life cycle.
- Present a group project examining issues such as:
  - Reviewing High School food service, meeting with food service personnel
  - Observe and report on the WIC (Women, Infants, Children) program
  - Travel with a “Meals on Wheels” staffer
  - Evaluating a grocery store – location of milk, eye level foods for children, etc
  - Going to a health food store – what is “organic”, truth in advertising related to health foods.

In week one, we begin this course by discussing all the influences that go into making food choices. These influences can be educational (knowing what to eat), environmental (advertising and marketing, family practices) cultural (food traditions), economic (portion distortion, supersizing, cost) and political (regulations, subsidies, welfare programs).

In week nine, we look beyond the physiology of normal weight and tackle the issues of underweight, overweight and obesity. These classifications all have social and health implications. Natalie Allon’s work on the stigmatization of obesity helps students better understand the social implications of being overweight and/or obese. In reality, the obese are the most prejudiced population in our nation and students need to understand what this means for self esteem, employment and health.

Likewise, week elevens clinically underweight discussion (disordered eating and the eating disorders of anorexia nervosa and bulimia nervosa) are also heavily influenced by the social morays of our current culture. Here we look at the role the fashion industry plays on our sense of physical attractiveness and how the cultural expectation of thinness
can go against our body’s physiology. Students will be expected to wrestle with an eating disorder case study in an effort to apply these issues to a “real life” situation.

In week ten we will examine Marion Nestle’s excellent book Food Politics. Nestle takes on the food industry, their lobbying organizations, the FDA and USDA in their successful attempts to keep us eating high fat and high sugar foods. Of particular note is the USDA’s Food Pyramid and its failure to provide helpful nutritional information.

In week fourteen we address the issues of food safety and food technology. This enlightening discussion tracks the relationship that our environment has on our food quality and the ways we can protect our food. Controversial issues such as acid rain, food irradiation, pesticides, insecticides, herbicides and even organic foods are considered.

Week fifteen considers the various government subsidy programs such as WIC (Women’s Infants and Children) school lunch programs and Meals on Wheels. In this week students often reflect on issues such as “pouring rights” in their high schools as well as the presence of fast foods in their school cafeterias.

Food’s primary role in the body is sustenance – we eat to survive. Yet as a nation, we seldom consider food in this context. Food is a social, cultural and sensual (arousing the sense of smell, taste, texture) experience. And because of these “other” roles, nutrition has become a complex, multifaceted study. A human nutrition class can certainly help our students make wise food choices and thereby avoid many of the food related diseases. But when we consider human nutrition outside the context of our social setting the course content is merely factual – a name without a face.

Thank you for considering this request.
Glenn Town  
Ext. 7120  
Home: 698-8640  
Office Hours: M, W, F: 9:00 - 10:20 or by appointment.

Class Meetings: M, W, F 11:30 am – 12:35 pm (MG 3 classroom)

**Introduction.** Human Nutrition investigates the role of nutrients on human growth, development, and maintenance. Included in this course is the chemistry and metabolism of carbohydrates, fats and protein and the role of vitamins and minerals. The principles of energy balance, weight management, essentials of an adequate diet are critical topics in this course. We also investigate nutrient needs and changes throughout the life cycle. Students also write on a social justice topic that addresses a nutrition issue related to social class, gender, ethnicity, human disability or environmental concern. Included in this course is a group project. This class does not have a laboratory section.

**GE Requirement:** This course meets the General Education Common Inquiries – Understanding Society.

**Purpose of the GE Requirement:** KNS 040 fulfills the General Education requirement under Common Inquiries called Understanding Society. This course introduces students to the complex role our nutrition has on our health, our culture, public policy, and human behavior. Eating occurs on average three times daily and therefore is one of the most frequent behaviors we practice. It is critical to recognize and understand the influence that food has on our economy and public policy.


**Objectives.** Upon completion of this course, a student will be able to:

1. Understand the essential elements of proper nutrition

2. Understand how these nutritional components are used in the body.

3. Evaluate the nutritional needs of an individual and offer changes to correct deficiencies.
4. Understand the essential components of a proper diet and relate to safe dieting techniques.

5. Analyze nutritional quality of various diets and make improvements.

6. Understand the relationship of food to our overall health and wellness.

7. Understand the role of politics on our food production, distribution and consumption.

8. Understand the dietary needs and differences throughout one’s life cycle.

REQUIREMENTS

1. Midterm written examination or weekly quizzes    

2. Demonstrate the ability to write and interpret various diets, write on a public policy issue and participate in a group project  

3. Final written examination     

   100%

COURSE OUTLINE

Week 1  
8/30  
Introduction, Course Overview  
Energy Nutrients  
Text: Chs. 1,2,4,5

Week 2  
9/6  
Energy Nutrients cont.  
Text: Chs. 5,6  
Lab 1: Personalized nutritional Analysis

Week 3  
9/13  
Vitamins  
Text: Chs. 10, 11

Week 4  
9/20  
Vitamins, cont.  
Text: Chs. 10, 11
Week 5  Water and minerals  
9/27  Text: Chs. 12, 13

Week 6  Digestion, Absorption and Transport  
10/4  Text: Ch. 3  
Lab 2: Personalized nutritional analysis pt. 2

Week 7  Fall Break, Transportation, Metabolism  
10/11  Text: Chs. 3, 7

Week 8  Body Composition and Weight management  
10/18  Text: Ch. 8

Week 9  Underweight, Overweight & Obesity  
10/25  Text: Ch. 9  
Project: Case study

Week 10  Food Politics, Sociology & Psychology of eating, Diets and Dieting  
11/1  Additional readings provided  
Project: Case study

Week 11  Eating Disorders  
11/8  Text: 270 – 276  
Project: Case study

Week 12  Pregnancy, infant and child nutrition  
11/15  Text: Chs. 14, 15  
Project: Case study

Week 13  Adolescence through adult nutrition  
11/22  Text: Chs. 15, 16  
Project: Case study

Week 14  Food Safety, Food Technology  
11/29  Additional readings provided  
Project: Case study

Week 15  Government Food Programs, Hunger & Global Environmental Problems  
12/6  Additional readings provided  
Project: Student Reports

Final Exam  Wednesday Dec 15, 8 – 10am
**Attendance:** Students will be allowed one absence. Additional absences will have a detrimental effect on the final grade.

**Possible group projects:**

- Reviewing High School food service, meeting with food service personnel
- Observe and report on the WIC program
- Travel with a “Meals on Wheels” staffer
- Evaluating a grocery store – where the milk’s at, eye level foods for children, etc
- Going to a health food store – what is “organic”, what is the real vs false promotional stuff being said.
- Critique “Supersize Me” video
- Critique a couple of popular diets
- Analyze a “shut-in’s” diet.
- Talk with SB rescue mission people about diet of homeless
- Interview a nutritionist regarding his/her profession
- Interview an obese person regarding social stigmatization issues
- Interview an eating disorder
- Develop a project pertaining to the DC program