Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________

2. Date submitted: ________________________________________________

3. Date approved: 4/8/2015 Date revised:

4. Department/discipline: Geography

5. Department(s) endorsement(s):____________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Geography of Food
   Abbreviated course title (25 characters or less):

7. Course Designator: GEOG

8. Course Level: 1015

9. Number of Credits: Lecture: 3_ Lab: 0

10. Control Number (on site): 60
    Control Number (online): 25

11. Catalog/Course description:

   From corn to croutons, lasagna to lefse, sauces and spices, students will embark on an investigation of where food comes from and how food shapes place locally and regionally. The conversation will transcend to the global arena, where food systems influence access and power yet are integral to tradition and celebration. Topics include food origins, production and distribution, food systems, and the relationship between food and culture, politics, and the environment through the lens of geography. This course has a service-learning component. (Meets MnTC goal areas 5 & 8).

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
1. Course materials are based on current resources available. To be indicated in the instructor’s syllabus.

14. **Course Content** (Provide an outline of major topics covered in course)

1. What is geography? Concepts of geography
2. Why the “geography of food” matters
3. Food pathways (origins, transportation and distribution)
4. Foodsheds (food production, distribution, and consumption from a regional perspective)
5. Food systems (agricultural practices, globalization, industrialization)
6. Politics of food (food security, food as a resource, conflict)
7. Culture of food (tradition, local practices, celebration)
8. Food and the future
9. Service-learning project

15. **Learning Goals, Outcomes, and Assessment**

   At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

   A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

   B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

   C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

   D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

   *Course learning outcomes will fulfill the identified competencies:*

**Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Define what geography is and how concepts in geography can be applied to food (A,B) (8-4)
2. Identify food pathways (A, B) (5-1, 8-1, 8-3)
3. Illustrate the extent of foodsheds (A,B,C) (5-1, 8-3)
4. Examine the linkage between production and consumption in food systems
5. Discuss the implications of food as a resource that can be politically manipulated (A,B,C) (5-2, 5-3, 5-4, 8-1, 8-3, 8-4)
6. Describe relationships between food and culture (A,B,D) (5-2, 8-2)
7. Identify local food traditions (B,D) (8-2)
8. Discuss a personal experience with a food-related service (B,C) (8-4)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5 & 8

Goal and Outcomes:
- Goal 5 History and the Social and Behavioral Sciences
- Goal 8 Global Perspective

Outcome: Goal and Outcomes:

Goal 5: To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 8: To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:
1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world
citizens share for their common global future.
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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