

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: HPER

Date: 3/24/2016

Title Of Course Or Degree: HS 6000, Urban Agriculture: Social, Cultural, and Health Perspectives.

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree        | <input type="checkbox"/> Change in Degree or Certificate Requirements         |
| <input type="checkbox"/> Closing of Certificate   | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite                           |
| <input type="checkbox"/> New Degree Proposal      | <input type="checkbox"/> Change in Course Designation                         |
| <input checked="" type="checkbox"/> New Course    | <input type="checkbox"/> Change in Course Description                         |
| <input type="checkbox"/> New 82 Course            | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour   |
| <input type="checkbox"/> Deletion of Course       | <input type="checkbox"/> Change in Academic Policy                            |
|   | <input checked="" type="checkbox"/> Pathways Submission:                      |
|   | <input type="checkbox"/> Life and Physical Science                            |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                      |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                  |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                  |
|   | <input type="checkbox"/> C. Creative Expression                               |
|   | <input checked="" type="checkbox"/> D. Individual and Society                 |
|   | <input type="checkbox"/> E. Scientific World                                  |

Other (please describe): \_\_\_\_\_

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 3/25/16 Signature, Committee Chairperson: Nichole Bracco

I have reviewed the attached material/proposal

Signature, Department Chairperson: Ronald Bume

KINGSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK

NEW COURSE PROPOSAL FORM

1. **DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):** Health, Physical Education and Recreation, HS6000, *Urban Agriculture: Social, Cultural, and Health Perspectives*

2. **DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

**IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.**

3. **DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET: ELECTIVE COURSE**

4. **BULLETIN DESCRIPTION OF COURSE:**

Within the context of the US food system, students will examine the role of urban agriculture and its impact on local communities. Students will gain the ability to critically analyze current trends in urban agriculture and apply them to societal, cultural and health issues associated with the US food system as well as develop strategies to implement healthy eating in their own lives. Issues of food justice and healthy food access will be addressed. Demonstrations and workshops on the KCC Urban Farm will be included.

5. **CREDITS AND HOURS\* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: _____ (explain mix lecture/lab below)
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\_\_\_ Lecture

\_\_\_ Lab

Explanation: \_\_\_\_\_

**\*Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5:   3
7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)
  - A. PREREQUISITE(S): NONE
  - B. COREQUISITE(S): NONE
  - C. PRE/COREQUISITE(S): NONE
8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
  - A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)
  - B. PROJECTED ENROLLMENT: 1 SECTIONS PER SEMESTER
  - C. SUGGESTED CLASS LIMITS: 25 STUDENTS
  - D. FREQUENCY COURSE IS LIKELY TO BE OFFERED: FALL, SPRING AND SUMMER
  - E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

A study reported in the American Journal of Preventive Medicine indicated that it “may be possible to change dietary behaviors in college students by focusing on social, ethical, cultural, and environmental issues related to food and food production” (Hekler, et. al, 2010). With the success of KCC Reads book “*Eating Animals*” in 2013-2014, students have demonstrated passion for learning about urban agriculture and the food system by attending workshops and events, touring the KCC Farm, and engaging in conversations related to food justice and access with their peers. This course aims to give students the ability to critically analyze current trends in urban agriculture and apply them to societal, cultural and health issues associated with the US food system.

It is hopeful that upon approval, this course may be offered as a certified Civic Engagement course.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE): NONE
10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING: N/A
11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):  
Neff, R. (2014). *Introduction to the US Food System: Public Health, Environment and Equity, 1st edition*. San Francisco, CA: Jossey-Bass
12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A “CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS” AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A

**“CURRENT” DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A “PROPOSED” DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).**

**NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.**

**13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: N/A**

**14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

**Upon completion, students will be able to:**

- A) Evaluate and critically analyze the role of food production, marketing and labeling practices on consumer purchasing habits from the 1960's to the present. Students will differentiate between industry terms (organic, conventional, natural, local, etc.) by examining USDA definitions and comparing and contrasting with public perceptions and industry claims.
- B) Identify the components of urban agriculture with an emphasis on the urban farm and community and school gardening movements, including roof top farming and hydroponics.
- C) Gather information on the public health effects of the US food system by examining trends in food consumption and nutrition and interpret the impact of diet related diseases in communities. Students will assess the dietary guidelines and explore alternative food pyramids to promote health and wellness.
- D) Identify the social and cultural impacts of urban agriculture concepts on individuals and communities, including access to community gardening and urban farming for volunteer opportunities, recreation, stress reduction and horticulture therapy interventions.
- E) Examine ways urban migrants, such as immigrants and rural Americans, utilize urban farming and gardening as a way to stay connected with cultural practices within their new urban communities.
- F) Identify the impact of local and national policies, programs and political decisions on food justice and access and examine the role urban agriculture plays within the context of anti-hunger programs, SNAP, school food programs, and WIC to help bolster household food security levels within communities.
- G) Examine the challenges and accomplishments of urban agriculture within New York City.
- H) Identify employment trends and additional resources and educational training related to urban agriculture.

**15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:**

- A) Lecture
- C) Blackboard community discussions and assignments
- D) Small group work
- E) Demonstrations at the KCC Urban Farm
- F) Hands on activity at the KCC Urban Farm, including access to dedicated class bed
- G) Class presentation

**16. ASSIGNMENTS TO STUDENTS:**

Weekly assignments based on readings, class project including site visit and PowerPoint presentation, discussions, formal paper regarding health related issue and urban agriculture.

**17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.**

A) Class Presentation	10%
B) Formal Paper	15%
C) Homework Assignments	15%
D) Class and activity participation	10%
E) Midterm Exam	25%
F) Final Written Exam	25%

**18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS): SEE ATTACHED**

**19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

1. Brown, K.H., & Jameton, A.L. (2000). Public Health Implications of Urban Agriculture. *Journal of Public Health Policy*, 21(1), 20.
2. Graham, D.J., & Laska, M.M. (2012). Nutrition Label Use Partially Mediates the Relationship between Attitude toward Healthy Eating and Overall Dietary Quality among College Students. *Journal of the Academy of Nutrition and Dietetics*, 112(3), 414-418.
3. Graham, D. J., Pelletier, J. E., Neumark-Sztainer, D., Lust, K., & Laska, M. N. (2013). Perceived Social-Ecological Factors Associated with Fruit and Vegetable Purchasing, Preparation, and Consumption among Young Adults. *Journal of the Academy of Nutrition and Dietetics*, 113(10), 1366-1374.
4. Hekler, E. B., Gardner, C. D., & Robinson, T. N. (2010). Effects Of A College Course About Food And Society On Students' Eating Behaviors. *American Journal of Preventive Medicine*, 38(5), 543-547.
5. John Hopkins Bloomberg School of Public Health. Teaching the Food System. Retrieved from: <http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/>
6. Koski, Hannah (2012). Guide to Urban Farming in New York State, Published by Cornell Small Farms program
7. Parmer, S., Salisbury-Glennon, J., Shannon, D., & Struempfer, B. (2009). School Gardens: An Experiential Learning Approach for a Nutrition Education Program to Increase Fruit and Vegetable Knowledge, Preference, and Consumption among Second-grade Students. *Journal of Nutrition Education and Behavior*, 41(3), 212-217.
8. Richards, A., Kattelman, K., & Ren, C. (2006). Motivating 18- To 24-Year-Olds To Increase Their Fruit And Vegetable Consumption. *Journal of the American Dietetic Association*, 106(9), 1405-1411.
9. USDA National Agricultural Library, Alternative Farming Systems Information Center - <https://afsic.nal.usda.gov/farms-and-community/urban-agriculture>



**Urban Agriculture: Social, Cultural and Health Perspectives – HS 6000 Course Syllabus**

**Instructor:** TBD

Office: G300 by appointment

E-mail: TBD

**Course Prerequisite or co-requisite**

None

**Catalog Course Description**

Within the context of the US food system, students will examine the role of urban agriculture and its impact on local communities. Students will gain the ability to critically analyze current trends in urban agriculture and apply them to societal, cultural and health issues associated with the US food system as well as develop strategies to implement healthy eating in their own lives. Issues of food justice and insecurity will be addressed. Demonstrations and workshops on the KCC Urban Farm will be included. This is a Civic Engagement certified course.

**Course Material**

Neff, R. (2014). *Introduction to the US Food System: Public Health, Environment and Equity, 1st edition*. San Francisco, CA: Jossey-Bass

**Student Assessment Methods**

Class Presentation	10%
Formal Paper	15%
Homework Assignments (6)	15%
Class and activity participation	10%
Midterm Exam	25%
Final Written Exam	25%
<b>Total Possible:</b>	<b>100%</b>

**Grading scale**

<b>98-100 points A+</b>	<b>88-89 points B+</b>	<b>78-79 points C+</b>	<b>68-69 points D+</b>
<b>93-97 points A</b>	<b>83-87 points B</b>	<b>73-77 points C</b>	<b>60-67 points D</b>
<b>90-92 points A-</b>	<b>80-82 points B-</b>	<b>70-72 points C-</b>	<b>Below 60 points = F</b>

**You are responsible for all material on this syllabus so please read it carefully and keep it in a safe place.**

**Attendance**

Attendance is a crucial aspect of this course. Each student is expected to attend class and fully participate in all activities as well as ask questions and provide comments during discussions. Failing to

participate or missing classes can affect your final grade. Students will still be responsible for all that transpires whether or not they are in attendance. If you need to drop or withdraw from the class for any reason you will need to obtain the appropriate form from the registrar's office (room A101). Remember: dropping/ withdrawing may affect financial aid as well as graduation.

### **Student Preparation and Expectations**

Students are expected to be active and engaged in the material, work with their peers in a constructive manner and complete all assignments on time. Late assignments will not be accepted unless approved by instructor in advance.

**PLEASE**, use of cell phones/ smart phones is not permitted while class is in session. Tabs/ iPads/ Laptops are only permissible for note taking. Work not related to class is prohibited while you are in class. It is not advised to bring electronic devices when we visit the farm.

Sessions will consist of a combination of lecture, Power point slides and in-class and on the farm activities. Materials may be presented on Power Point Slides. Assignment guidelines and additional readings provided. Computer access is available in the library as well as Cyber lounge M200 and M224. Student Help Desk is L106 (Library).

**Please be sure to review Kingsborough Community College's Policy on Academic Integrity at:**  
[http://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/Pages/academic\\_integrity.aspx](http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx)

### **Homework Assignments - 6 (15%)**

Homework will be assigned in class. Written assignments should be well written, complete and on time.

### **KCC Urban Farm Class Bed (falls under participation 10%)**

A portion of class time will be dedicated to visiting the KCC Urban Farm for demonstrations and workshops.

### **Class Presentation (10%)**

Students will visit a local urban farm, community garden, rooftop farm or greenhouse. Applying knowledge from class, they will create a presentation introducing their peers to the site visited, describing the details of how the site is managed, what produce is grown, and methods of cultivation and distribution. Using PowerPoint, students will create a slide show with photos and give an oral presentation.

### **Presentation Paper (15%)**

In addition to the class presentation, students will write a 2-3 page double spaced paper relating their experience of the site visit to a health related issue. Details and rubric will be provided. Additional research will be required.

Please note when creating references and citations, please follow the APA style format which can be found here: <https://owl.english.purdue.edu/owl/resource/560/01/>

### **Written Exams (50%)**

A midterm and final exam will be administered to assess progress in the course. The materials on the exam will come from in class lectures and materials covered in the text as well as additional readings.

## **Course Learning Outcomes**

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

1. Evaluate and critically analyze the role of food production, marketing and labeling practices on consumer purchasing habits from the 1960's to the present. Students will differentiate between industry terms (organic, conventional, natural, local, etc.) by examining USDA definitions and comparing and contrasting with public perceptions and industry claims.
2. Identify the components of urban agriculture with an emphasis on the urban farm and community and school gardening movements, including roof top farming and hydroponics.
3. Gather information on the public health effects of the US food system by examining trends in food consumption and nutrition and interpret the impact of diet related diseases in communities. Students will assess the dietary guidelines and explore alternative food pyramids to promote health and wellness.
4. Identify the social and cultural impacts of urban agriculture concepts on individuals and communities, including access to community gardening and urban farming for volunteer opportunities, recreation, stress reduction and horticulture therapy interventions.
5. Examine ways urban migrants, such as immigrants and rural Americans, utilize urban farming and gardening as a way to stay connected with cultural practices within their new urban communities.
6. Identify the impact of local and national policies, programs and political decisions on food justice and access and examine the role urban agriculture plays within the context of anti-hunger programs, SNAP, school food programs, and WIC to help bolster household food security levels within communities.
7. Examine the challenges and accomplishments of urban agriculture within New York City.
8. Identify employment trends and additional resources and educational training related to urban agriculture.

*Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance. Please do so in a timely manner and well in advance of when accommodations are needed.*

### **Additional Resources**

Centers for Disease Control and Prevention (CDC) – [www.cdc.org](http://www.cdc.org)

World Health Organization - <http://www.who.int/en/>

Just Food – [www.justfood.org](http://www.justfood.org)

Farm School – [www.farmschoolnyc.org](http://www.farmschoolnyc.org)

Brooklyn Grange – [www.brooklyngrangefarm.com](http://www.brooklyngrangefarm.com)

NY State Agriculture and Markets - <http://www.agriculture.ny.gov/cg/CGUrban.html>

Grow NYC – [www.grownyc.org](http://www.grownyc.org)



## Course Schedule

\*Subject to Change

Week	Date	Topic for Discussion	Assignment Due
1	TBA	Welcome, ice breaker, review syllabus. Introduction to the Food system past and present and the role urban agriculture plays.	
2	TBA	Urban agriculture and US food systems impact on public health, diet related diseases and obesity. Examine trends and patterns in the US over the past 50 years. The history of dietary guidelines and standard and alternative food pyramids will be examined.	Weekly assignment
3	TBA	Urban Agriculture and Sustainable Food Systems introduction. Tour of KCC urban farm, introduction to seasonality in NYC and seasonality activity	Weekly assignment
4	TBA	Seed to table concepts, supply chain including processing, distribution and transport. Health and safety along the food supply chain. Visit KCC Urban Farm – Bed preparation and planting concepts will be demonstration	Weekly assignment
5	TBA	The urban farm, community garden and school garden movement within NYC. What are the societal impacts of these movements on local communities? Recreation, educational trends, volunteering, stress reduction and horticultural therapy interventions will be discussed.	Weekly assignment
6	TBA	Urban agricultures role in connecting urban migrants, such as immigrants and rural Americans, with cultural practices. Examining examples throughout NYC communities. Visit KCC Urban Farm – Bed maintenance and composting concepts will be demonstrated	Weekly assignment
7	TBA	<b>Midterm Exam</b> Visit KCC Urban Farm – Discuss green spaces and their impact on health and wellness with an emphasis on stress reduction.	
8	TBA	Social justice and equity concepts in urban agriculture. Introduction and discussion of ‘Food Deserts’ by examining demographics and GIS maps: NYC Oasis Map <a href="http://www.oasisnyc.net/map.aspx">http://www.oasisnyc.net/map.aspx</a> Impacts of The Farm Bill on SNAP, school food, and WIC and the role urban agriculture plays in local and federal programs and policies will be explored.	Weekly assignment
9	TBA	Critical analysis of the role of food marketing and labeling on consumer purchasing habits. Examine and differentiate labeling terms (e.g, conventional, organic, locally grown, etc.)	Class presentations
10	TBA	The role of healthy food in communities and homes. Introduction to accessing and cooking healthy meals. Resources accessible in NYC such as Cook Shop and other educational programs as well as the part WIC, SNAP, NYC Green Carts, Farmers Markets, CSA’s and food coops play in establishing healthy food environments.	Class presentations
11	TBA	Documentary Viewing and class discussion: <i>Save the Farm</i> Visit KCC Urban Farm – Harvesting and processing Demonstration	Written paper due
12	TBA	Examine the challenges and accomplishments of urban agriculture within NYC and compare and contrast with other cities. Explore the future of urban agriculture, including employment and educational trends as well as resource identification.	
	TBA	<b>Final Exam</b>	

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

<b>College</b>	Kingsborough Community College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	HS 6000
<b>Course Title</b>	Urban Agriculture: Social, Cultural and Health Perspectives
<b>Department(s)</b>	Health, Physical Education and Recreation
<b>Discipline</b>	
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	Within the context of the US food system, students will examine the role of urban agriculture and its impact on local communities. Students will gain the ability to critically analyze current trends in urban agriculture and apply them to societal, cultural and health issues associated with the US food system as well as develop strategies to implement healthy eating in their own lives. Issues of food justice and healthy food access will be addressed. Demonstrations and workshops on the KCC Urban Farm will be included.
<b>Special Features (e.g., linked courses)</b>	Potential Civic Engagement course
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course   
 revision of current course   
 a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

<p><b>Required Core</b></p> <p> <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematical and Quantitative Reasoning  <input type="checkbox"/> Life and Physical Sciences </p>	<p><b>Flexible Core</b></p> <p> <input type="checkbox"/> World Cultures and Global Issues (A)  <input type="checkbox"/> US Experience in its Diversity (B)  <input type="checkbox"/> Creative Expression (C)  <input checked="" type="checkbox"/> Individual and Society (D)  <input type="checkbox"/> Scientific World (E) </p>
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#### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Students will gather information on the public health effects of the US food system by analyzing current research in scholarly, peer reviewed articles, and policy reports from Rudd Center For Food Policy & Obesity, New York City Food Policy Center and the American Public Health Association. Trends in food consumption, nutrition and the impact of diet related diseases in communities will be examined by examining various reports issued by the USDA, the World Health Organization, Healthy People 2020 and myplate.gov. Students will assess the dietary guidelines on myplate.gov and explore alternative food pyramids to promote health and wellness through lectures, instructional videos and class discussions comparing and contrasting strengths and weaknesses of such pyramids as they relate to health.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will evaluate and critically analyze the evolution of the US food system, marketing and labeling practices on consumer purchasing habits from the 1960's to the present through assigned readings from the required text *Introduction to the US Food System: Public Health, Environment, and Equity*. Students will differentiate between industry terms (organic, conventional, natural, local, etc.) by examining USDA definitions and comparing and contrasting with public perceptions and industry claims.

- Evaluate evidence and arguments critically or analytically.

Students will examine urban agriculture in practice by visiting an urban farm or community garden site and preparing an oral presentation connecting the assigned reading *Multiple Benefits of Community Gardening Fact Sheet* by the Gardening Matters organization with their site visit. Students will make arguments for or against the benefits of community gardening listed in the fact sheet such as municipal improvements, food production and access, health benefits, exercise, crime prevention, urban ecosystem support, youth support, cultural support and horticultural therapy based on evidence collected from their site visit and demographics from NYC Community Health Profiles of the surrounding community. Students will further assess the importance of urban agriculture on health in communities by identifying scholarly articles from peer reviewed journals and writing a formal paper using evidence collected from site visit to support their conclusions on the benefits of urban agriculture.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will identify the social and cultural impacts of urban agriculture concepts on individuals and communities, including access to community gardening and urban farming for volunteer opportunities, recreation, stress reduction and horticulture therapy interventions through KCC Urban Farm visits and demonstrations.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

Students will examine ways urban migrants, such as immigrants and rural Americans, utilize urban farming and gardening as a way to stay connected with cultural practices within their new urban communities through lectures and assigned readings.

- Examine how an individual's place in society affects experiences, values, or choices.

- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.

Students will identify the impact of local and national food related policies, and the role political decision making and industry lobbying plays in the formation of such policies. The National Farm Bill and NYC Department of Health's attempt to regulate unhealthy foods will be critically analyzed

- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

<p>through policy readings and peer reviewed scholarly articles from the Rudd Center For Food Policy &amp; Obesity, New York City Food Policy Center and the American Public Health Association. Students will analyze and discuss the role urban agriculture plays within the context of food justice, anti-hunger programs, SNAP, school food programs, and WIC to help bolster household food security levels within communities through visits to local farmers markets and urban farms.</p>	
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**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>   |