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### The Changing Face of Food [Nutrition and Culinary Management]

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**Changing Face of Food**  
**SCN 240 Food and Culture**  
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**Nutrition and Culinary Management Program**  
**Health Sciences, LaGuardia Community College**

The Changing Face of Food is an assignment developed for the SCN 240 Food and Culture course tagged as a pathways course in the Urban Studies discipline and is designated Writing Intensive. The assignment also fulfills the Global Learning Core-Competency and Written Ability. It is a high stakes assignment, accounting for 20% of the final course grade and is located at the capstone level of the Nutrition and Culinary Management Program's Core Competency program curriculum map.

The purpose of the assignment is to help students explore and understand the changing food culture in the United States (US), New York State (NYS), New York City (NYC) and abroad where students cover topics related to the Genetically Modified Organism (GMO) seed supplier giant, heirloom foods, major food companies that shaped food choices, organic farming, Slow Food Movement (SFM), Farm to Table initiative, food insecurity, Supplemental Food and Nutrition Program (SNAP), and Single Stop on Campus.

This assignment has evolved based on feedback from the Writing in the Disciplines (WID) and the Global Learning Charrettes workshops held at LaGuardia Community College. Feedback from WID led to the provision of a letter grade to each draft reflective of the quality of work. This is particularly useful to students who do better with more concrete criteria to assess their progress. Additionally, providing clarity on the expectations for each draft served well because it was more effective to grade a smaller portion of the students work by focusing on areas for improvement rather than repeatedly having to correct consistent errors throughout the paper. Feedback from the Global Learning Charrettes, led to the tweaking of an assignment question in order to improve the ability for students to score on the rubric. For instance, in the updated assignment, students additionally explain Monsanto's monopoly on the sale of seeds to farmers in US and abroad and identify its heavy impact (such as the mass suicides of farmers in India and lawsuits regarding re-use of seeds etc.)

By responding to the assignment prompts, students are able to address all three dimensions of the Global Learning competency and written ability rubrics:

**1) Understanding Global Issues and Events:**

- a) Students explore the impact of the seed supplier giant Monsanto and its control on farmers and farming practices in the US and abroad.
- b) Students review the birthing of the Slow Food Movement (SFM) in Italy to protest the opening of the first McDonald's fast food restaurant and the popularity of SFM in the US and NYC.
- c) Students also examine the extent of food insecurity in NYC by identifying the dependence of the public on food stamps.

**2) Communicating Knowledge in Global Contexts:**

- a) Students are exposed to and communicate across opposing stances such as profit-driven business practices vs natural and heritage farming practices.
- b) Students compare and contrast the quick and cheap appeal of fast-food vs. the time-consuming but nutritious and healthy benefits of slow food.

### **3) Ethical Engagement and Global Self-Awareness:**

- a) After exploring the control of Monsanto on farmers and farming practices, students reflect on their personal opinions about whether they support the business practices of Monsanto or the practices of farmers growing organic and heirloom foods.

In addressing the written ability, the assignment prompts help students develop content and topic organization, address the purpose of communication and advocate conscious engagement with gathering of facts while also critically reflecting on one's personal opinions on the subject.

Students complete the guided-research paper across three drafts, intentionally-staggered to afford students an opportunity to receive feedback from the instructor. Students are also required to complete a reflection (250 words/1 page) at the end of the research paper giving them an opportunity to voice their personal opinions on topics researched. Students are encouraged to research information in professional peer reviewed journals and must have a minimum of one source/reference from a peer reviewed professional journal. All references must be properly cited within the body of the paper and at the end, using the American Psychological Association (APA) format. The research paper must be submitted electronically via blackboard where it is checked for plagiarism through "Safe Assign". The final draft of the research paper is deposited into the College Assessment Area by all course students. Nutrition and Culinary Management Program students also upload to their ePortfolio.

The wealth of knowledge that students acquire, their ability to express their personal opinions through the reflection and their maturity with writing over each draft is most rewarding. Working with non-native English speakers continues to remain a challenge. Besides the guidance provided during office hours, students are required to seek assistance from the Writing Center on campus for additional support prior to submitting the final paper.

#### **Main Course Learning Objectives:**

1. Research the impact of large business on agriculture.
2. Review the impact of advertising on the US food voice/culture.
3. Learn about the origins, and philosophy of the Slow Food Movement and its impact in the US.
4. Explore the Farm to Table Initiative in NYS/NYC.
5. Examine food insecurity in the NYS/NYC.
6. Practice the use of "in-text" and end of paper citations in the APA format.
7. Articulate personal thoughts and opinions through a reflection on topics researched.

**SCN240 Food and Culture**  
**The Changing Face of Food-Research Paper**

- **This research paper fulfills the Global Learning College Competency and Written ability and is a requirement of the course.**
- **Failure to submit will automatically result in a grade of F for the course.**

Objectives of the research paper: Students will explore the changing food culture in the United States (US), New York State (NYS), New York City (NYC) and abroad by:

1. Exploring the impact of large business on agriculture.
2. Exploring a major food company that shaped the US food voice/culture.
3. Exploring the origins, and philosophy of the Slow Food Movement and its impact in the US.
4. Exploring the Farm to Table Initiative in NYS/NYC.
5. Exploring food insecurity in the NYS/NYC.

**IMPORTANT: Students must RESEARCH the following topics by answering the prompts below. The final research paper must include:**

- **Facts/ data/ information to support the statements made in the paper.**
- **The sources of the facts/ data/ information used in the paper**
- **The sources within the body of the paper and at the end on the Reference page.**
- **The paper should be approximately 6 to 8 pages**

1. Explore the influence of big business on agriculture.
  - a. Monsanto Corporation is a major Genetically Modified Organism (GMO) seed supplier in the world. Explain the controversy (pros and cons) that surrounds the GMO seeds produced by Monsanto. Explain Monsanto's monopoly on the sale of seeds to farmers in US and abroad, and its impact on farmers. **(200 words/ ¾ page)**
  - b. Identify the regulatory agency and explain the legal requirements that must be followed for a farm to produce organic foods. **(125 words/ ½ page)**
  - c. Discuss what is meant by heirloom foods. Explain why farmers stopped producing heirloom foods? Why are heirloom foods regaining popularity? **(125 words/ ½ page)**
  - d. Do you support the business practices of Monsanto or the practices of farmers growing organic and heirloom foods? Explain your answer. **(125 words/ ½ page)**
2. Explore the major food companies in shaping the food voice/culture of the US:
  - a. Choose one of the following companies: Kraft, Smithfield Farms, or General Mills and discuss the history (name of the founder, location of the company, how the company expanded, and year originated) **(125 words/ ½ page)**
  - b. Answer the prompts below for your chosen food company: *General Mills; Smithfield Farms; or Kraft Foods* **(375 words/ 1 ½ pages) (Answer in complete sentences)**
    - Two major foods sold
    - The target audience for each food identified above
    - Explain how foods are regulated and processed at the company you selected
    - Compare this process to the regulations of the USDA for organic food production

3. Provide an overview of the *Slow Food Movement*:
  - a. The *Slow Food Movement* began in Italy. What year did it begin and who started it? What were the Italian people protesting? What did the people eat during the protest to show their dissatisfaction with what was happening? **(125 words/ ½ page)**
  - b. The *Concept of Conviviality* is the basic philosophy of the *Slow Food Movement*. Explain what is meant by the *Concept of Conviviality*? **(125 words/ ½ page)**
  - c. Provide data to demonstrate the popularity of the *Slow Food Movement* in the world, the US, and NY. **(125 words/ ½ page)**
  - d. Compare and contrast the benefits of slow food vs. fast-food. What would you personally support and why? **(125 words/ ½ page)**
  
4. Provide an overview of the *Farm to Table* initiative:
  - a. Governor Cuomo held a summit in 2014 to discuss the many Farm to Table initiatives in NYS to support farmers and the access of healthy food by consumers. Explain the components of the following programs: **(375 words/ 1 ½ pages)(Answer in complete sentences)**
    - *Taste New York*.
    - *FreshConnect, Fresh Food Box*
    - *Farm to Institutions in NYS (FINYS)*
    - *GrowNYC*
  - b. Explain how the *Farm to Table* initiatives complement the objectives of the *Slow Food Movement*. **(125 words/ ½ page)**
  
5. Provide an overview of food insecurity in the NYC:
  - a. Explain what is meant by the following terms: food insecurity, food bank, and food desert. **(125 words/ ½ page)**
  - b. Explain the basic principle of the Supplemental Food and Nutrition Program (SNAP) also known as Food Stamps. How many people participate in SNAP in NYC? How many SNAP participants in NYC are estimated to be children 18 years old and younger? **( 125 words/ ½ page)**
  - c. *Single Stop* is a program available at LaGuardia Community College: Explain the basic services of *Single Stop*. Specifically explain the resources that *Single Stop* provides to the college community regarding food security? **(125 words/ ½ page)**
  
6. Reflection: After completing this paper, what topic did you find the most interesting? Explain as if you were writing it to a classmate? What impact did this topic have on your food voice or on the way you see food? **(250 words/ 1 page)**

### **Project Mechanics:**

#### **1. References:**

- a. The Internet:
  - Most of the information for this report is accessible on the Internet. Information must be from well accepted and respected online sources. Much of the information can be located using the United States and New York State government websites. Look for the tag **“.org”** or **“.gov”** at the end of the web address.
- b. Scholarly articles:
  - Look for information in professional peer reviewed journals.
  - Use at least one source/reference from a peer reviewed professional journal.

- c. Citations:
  - Within the paper: All the references must be properly cited **within** the body of the paper using the APA format.
  - At the end of the paper: All references used to write the paper must be presented on a separate reference page at the end of the paper using the **APA** format.
  - For guidance on how to present the citations within the body and the reference page, see the web pages: [www.lagcc.cuny.edu/library/apa.htm](http://www.lagcc.cuny.edu/library/apa.htm) or <https://owl.english.purdue.edu/>
  - The College library holds workshops toward the end of each semester on how to properly cite student work.
2. **The Paper:**
  - a. The paper must be typed: 12 font, Times New Roman, double-spaced, 1” margins, and presented neatly.
  - b. Use complete sentences for all of your answers. Grammar, spelling and neatness count toward your final grade.
  - c. The page length for each topic is a **guide**. The total length of the paper should be approximately 8 pages long.
3. **Submitting the paper:**
  - a. There are two (2) draft submissions due on the dates identified.
  - b. The final paper must be submitted
    - In digital format through “**Safe Assign**” in Blackboard by the due date. A 15% match is acceptable on the paper.
    - As a hard copy to the instructor on the due date.
  - c. **Digital Deposits:**
    - All students must deposit the paper in the college assessment area: **Global Learning – written**.
    - All Food and Nutrition majors must ALSO upload this paper in digital format in their ePortfolio.
4. **Academic Integrity:**
  - a. “This class will be conducted in compliance with LaGuardia Community College’s academic integrity policy.” Information about the academic integrity policies and procedures can be found at [www.laguardia.edu/asc/Home/](http://www.laguardia.edu/asc/Home/)
  - b. All information presented in this project must be written **IN THE STUDENT’S OWN WORDS**. If material for the project is taken directly from a source, it must be in quotations, and the source properly cited. *The number and length of quotes must be kept to a minimum for this paper.*
  - c. **STUDENTS FOUND TO BE PLAGIAIRIZING WILL RECEIVE A GRADE OF “0” FOR THE ASSIGNMENT** which will jeopardize their ability to pass the course.
5. **Writing Assistance:**
  - a. Students are strongly encouraged to seek writing assistance on campus prior to submitting the second draft of the paper at the writing Center, B 200.
6. **Due dates:**
  - a. **First draft: Due- April**
  - b. **Second draft: Due- May**
  - c. **Final: Due – June**  
**Must be deposited in College Assessment Area**

**Drafts:** citations/references required for full points (10 points)

- Submission of first draft (at least 2 ques.) 5 points \_\_\_\_\_
  - Submission of second draft (all ques.) 5 points \_\_\_\_\_
1. Overview of American agriculture: (13 points)
    - a. Monsanto 4 points \_\_\_\_\_
    - b. Organic farming 3 points \_\_\_\_\_
    - c. Heirloom foods 3 points \_\_\_\_\_
    - d. Monsanto vs organic and heirloom farming 3 points \_\_\_\_\_
  2. Overview of major food companies in the US: (20 points)
    - a. History of chosen food company 4 points \_\_\_\_\_
    - b. Two major foods sold 4 points \_\_\_\_\_
    - c. The target audience for each food identified above 4 points \_\_\_\_\_
    - d. Discuss how foods are regulated and processed at your Company 4 points \_\_\_\_\_
    - e. Compare this process to the regulations of the USDA for organic food production 4 points \_\_\_\_\_
  3. Overview of the *Slow Food Movement*: (13 points)
    - a. Beginning of movement 4 points \_\_\_\_\_
    - b. The concept of conviviality 3 points \_\_\_\_\_
    - c. Spread of the Slow Food Movement 3 points \_\_\_\_\_
    - d. Compare and Contrast benefits of slow vs. fast food 3 points \_\_\_\_\_
  4. Overview of the *Farm to Table* initiative: (19 points)
    - a. Taste New York. 3 points \_\_\_\_\_
    - b. FreshConnect, Food Box; Manager Certification Prog. 6 points \_\_\_\_\_
    - c. Farm to Institutions in NYS (FI-NYS) 3 points \_\_\_\_\_
    - d. GrowNYC 3 points \_\_\_\_\_
    - e. Complement of Farm to Table to Slow Food Movement 4 points \_\_\_\_\_
  5. Overview of food insecurity in the NYS/NYC: (15 points)
    - a. Food insecurity; food desert; food banks 6 points \_\_\_\_\_
    - b. SNAP 5 points \_\_\_\_\_
    - c. Single Stop 4 points \_\_\_\_\_
  6. Reflection: (10 points) 10 points \_\_\_\_\_

**Sub-Total** \_\_\_\_\_/100 points

**Possible point deductions:**

7. Reference page – incomplete/incorrect maximum -10 points \_\_\_\_\_
8. References- improperly cited w/in paper maximum -10 points \_\_\_\_\_
9. Typing, grammar; sentence structure – incorrect maximum -10 points \_\_\_\_\_
10. Not submitted through Blackboard for Safe Assign evaluation -20 points \_\_\_\_\_
11. Not deposited in the Global Learning: Written maximum -20 points \_\_\_\_\_

**Final grade:** \_\_\_\_\_ / 100 points

**Note: Food and Nutrition Majors must deposit the paper in their college ePortfolio**