

CD Grant ApplicationName(s): Carolyn NadeauDepartment(s) or School(s): World Languages, Literatures and CulturesType of Grant Sought: ☒ Individual ☐ Group*

*Please list additional member(s) here: _____

Course(s): HLTH 271/371 I HUM 271/371 Food, Culture and SocietyA) Have any of the applicants received funding from the Thorpe Center to develop the course? ☐ Yes ☒ NoB) Will the course use human beings as experimental subjects? ☐ Yes* ☒ No

*If yes, please explain in narrative.

If you have questions about whether IRB approval or exemption is required for your project, please visit on "Policies and Procedures" at <https://www.iwu.edu/institutional-review-board/irb-policy-procedure.pdf>.

C) Will the course use animals as experimental subjects? ☐ Yes* ☒ No

*If yes, please explain in narrative.

(See the IACUC link for protocol forms at <https://www.iwu.edu/associate-provost/>)D) If your proposal is funded, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Handbook? ☒ Yes ☐ No

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Please note that incomplete applications will be returned to the applicant without further consideration.

- ☒ 1. Summary of Prior CD Grants (if applicable)
- ☒ 2. Narrative (formatted as requested)
- ☒ 3. CD Budget Page
- ☒ 4. CD Grant Supervisor's Endorsement(s)



Signature of applicant

10/17/25

Date


Signature of Dept. Chair/Director
(if different than applicant)10/20/25

Date

CD Grant Budget Page

1. **Estimated expenses** (make sure to include a description of each of the expenses in the narrative). If you are requesting books or DVDs, please provide titles and approximate costs.

<u>ITEM</u>	<u>AMOUNT</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
TOTAL \$ 0	

2. **Stipend(s) requested** (see grant description for specific requirements):

<u>NAME</u>	<u>AMOUNT</u>
Carolyn Nadeau	\$2000
_____	\$ _____
_____	\$ _____
_____	\$ _____
TOTAL \$2000	

3. **Total amount requested: (Stipends Requested + Estimated Expenses):** \$2000

Please note: Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://libguides.iuu.edu/copyright>, or contact the University Librarian or your department's liaison librarian.

CD Grant Supervisor Endorsement

Name(s) of applicant(s): Carolyn Nadeau

Please provide the information below and return this form to the applicant(s).

1. Is/are the course(s) proposed:

☒ new to the IWU curriculum? ☐ substantial revision of existing course(s)?

2. What part of the curriculum is served by the proposed course? (check all that apply)

☒ major/minor ☒ Shared Curriculum
☒ interdisciplinary program(s) ☒ elective

3. How frequently will the course be offered?

In alternate years.

4. By checking the boxes below, I acknowledge that I have reviewed the narrative with the applicant and affirm it addresses the following:

☒ the new course or course revision's **contribution to the program/curriculum**

☒ the **student learning outcomes** that the course will address

☒ the **anticipated contribution to the applicant's teaching repertoire, whether that be an expansion of teaching content or pedagogical approaches**

Signature of supervisor



Date

10/20/2025

Curriculum Development Grant Proposal 2025
New Course “HLTH 271/371 | HUM 271/371 Food, Culture and Society”
Submitted by Carolyn A. Nadeau
Oct 17, 2025

Course description

HLTH 271/371 and HUM 271/371 Food, Culture and Society

Prerequisite: none

Shared Curriculum: CHC, G (for 271 and 371), W (for 371)

Offered in alternate years

This course explores food through interdisciplinary lenses. We will examine cultural systems, identity, and globalization. Using humanistic frameworks, we will analyze social meanings of food beyond nutrition. Students will engage with course content in the Petrick Idea food lab, preparing, tasting and analyzing food in its relation to culture and society.

Summary of Previous CD Grants: For each grant, please give (a) title, (b) date and amount of award, (c) whether the course was taught, and (d) whether the funded course has become part of the curriculum.

1. a. Title: “Span 324: Muslim Spain: the Rise and Fall of the Caliphate of Cordoba (912-1031)”
b. Date: 2023 \$2,000
c. Course first taught: F 2023
d. Part of curriculum: Span 324 is one of the offerings for the required component of the major and all three minors: Cultures and Identities. Each major takes at least two courses in this category and each minor, one. Each faculty member rotates these courses and generally teaches one “cultures and identities” course every other year. I will certainly teach this course again, though I am not sure of the semester.
2. a. “Revision of Hispanic Studies Core Curriculum” group grant with J. Dixon-Montgomery, C. Ferradáns, and C. Valverde
b. 2021 \$2,000
c. Me specifically: Span 307, F 2021, S 2025; Span 303, S 2022.
d. Since the grant was awarded the core curriculum then (Span 303, Span 307 and Span 308) has been updated. Hispanic Studies majors and minors are now required to take Span 203 and Span 307 and these courses are taught annually. However, Span 303 and Span 308 remain electives and are taught occasionally.
3. a. “Revising Span 102: Beginning Spanish II”
b. 2020 \$2,000
c. F 2021, F 2023. As the basic sequence coordinator at that time, I also developed all the course material for all sections.
d. Multiple sections of this course are taught every fall semester.

Narrative:

a. Course Description

I am applying for a Curriculum Development grant to create a new stacked, cross-listed course, “HLTH/HUM 271/371: Food, Culture and Society.” HLTH 271/371 is one of the nine required courses for the new Nutrition major, and the only core course outside the natural and health sciences. The course is cross listed with HUM 271/371. These latter two stacked courses align with the goals of the Humanities minor and will serve as one of the options for filling the requirements of the Humanities minor.¹ I have taught several courses that focus on food and identity, including in Gateway, in the Humanities (for the London program), and two courses for the Hispanic Studies major and minors. Food Studies is also an area of research in which I have extensively published.

Briefly, this course introduces students to Food Studies, an interdisciplinary field that examines food through biological, cultural, ecological, economic, and other perspectives. After being introduced to the field of food studies (unit 1), students will explore topics of 2. Cultural Food Systems and Change, 3. Sacred and Social Foods, 4. Food, Identity and the Body, and 5. Contemporary Food Culture. By the end of the course, my goal is for students to be able to:

analyze the cultural, social, and symbolic meanings of food beyond its nutritional value, applying humanistic and sociological frameworks such as Wendy Griswold’s cultural diamond approach;²

evaluate how historical processes of migration, colonization, and trade have shaped contemporary food systems and dietary practices across cultures; and

compare and contrast traditional food systems with globalized food networks, identifying patterns of cultural adaptation and resistance.

In the process, I aim to teach academic research and communication skills as well as some guiding principles of cultural competency particularly as it relates to cross-cultural, food-related situations. The course will carry CHC and G designations at both the 200 and 300 level and carry a W designation at the 300 level. For each assignment, I will articulate clearly the different expectations for those at the 200 and 300 level.³

This grant will support 1. my own continued learning of current theoretical approaches to food studies and pedagogical approaches to teaching a food and culture course, 2. selecting specific primary and secondary texts for the course, and 3. exploring creative ways to engage the students with the material for this class. As always, what I learn from developing this course, I hope to apply, as relevant, to other courses I teach in the future.

Projected course content

My intention is to develop a course with 5 major units and the following course content. I’ve included references in each week to the learning outcomes (see below) that accompany the course content:

¹ Goals for the Humanities minor include the following: “Students who minor in the Humanities will develop their critical and creative thinking skills, learn how to communicate in a variety of contexts and for a variety of purposes, and gain a deeper understanding of the traditions and innovations that shape human thought and achievement in all fields.”

² Found in Wendy Griswold, *Cultures and Societies in a Changing World*, 4th ed., SAGE, 2013.

³ Last summer term, I taught a stacked Span 203 and Span 305 class and provided expectations for both levels for the course assignments. I plan to do the same for this course.

Unit I: Foundations

- Week 1: Course introduction and defining “food culture” - What makes food more than nutrition? Read Wendy Griswold’s cultural diamond approach (that analyzes relationships between creators, cultural objects, recipients, and the social world) to apply to the **first assignment (writing, essay): a cafeteria study. (SLO 1, 7)**
- Week 2: The biological basis of human diet - evolutionary perspectives, taste preferences, nutritional needs across cultures **(SLO 3, 9)**

Unit II: Cultural Food Systems and Change

- Week 3: Traditional food systems - indigenous diets, local food environments, seasonal eating patterns **(SLO 3, 9)**
- Week 4: Cultural interaction and dietary change - migration, colonization, trade routes (consider historical perspectives of the Colombian exchange to modern diaspora foods, fusion cuisines) **Assignment two: (digital) mapping the globalization of a foodstuff (SLO 2, 7, 8)**
- Week 5: Globalization and food – food fusion: Tex-Mex; how McDonald's adapts to local tastes, the spread of sushi, coffee culture **(SLO 2, 3)**

Unit III: Sacred and Social Food

- Week 6: Religious uses of food - kosher/halal laws, communion, fasting practices, Hindu vegetarianism **(SLO 4, 9, 10)**
- Week 7: Food taboos and prohibitions - cultural logic behind restrictions, consequences of breaking taboos **(SLO 10)**
- Week 8: Celebrations and ceremonial food - wedding foods, holiday traditions, rites of passage **(Assignment three: (oral) round table discussions/oral presentation in Petrick Idea Center food lab) (SLO 4, 8, 9)**

Unit IV: Food, Identity, and the Body

- Week 9: Gender and food roles - who cooks, who eats what, masculine/feminine foods **(SLO 4, 9)**
- Week 10: Body image and food culture - beauty standards, eating disorders across cultures, “clean eating” movements **(assignment four: [poster: visual and written] on food, gender and the body). (SLO 6, 7, 8)**

Unit V: Contemporary Food Culture

- Week 11: Food activism and social justice - food deserts, farm workers’ rights, environmental activism **(SLO 5)**
- Week 12: Food and media - cooking shows, food photography, restaurant culture, food influencers **(SLO 6, 9)**
- Week 13: Fast food culture - convenience, standardization, resistance movements (slow food, farm-to-table) **(assignment five: research project on a contemporary food culture element; this will have weekly stages of gathering data, one on one consultation, peer review and feedback on drafts) (SLO 3, 6)**
- Week 14: Student presentations of cultural food research projects **(SLO 8, possibly 9)**
- Week 15: Synthesis - applying cultural competency to nutrition practice **(SLO 11, 12)**

Student Learning Outcomes

I’ve separated out the SLOs into three areas of course content, research skills and cultural competency awareness.

Knowledge and Understanding (each tied to formal assignments):

1. analyze the cultural, social, and symbolic meanings of food beyond its nutritional value, applying humanistic and sociological frameworks such as the cultural diamond approach
2. evaluate how historical processes (migration, colonization, trade) have shaped contemporary food systems and dietary practices across cultures
3. compare and contrast traditional food systems with globalized food networks, identifying patterns of cultural adaptation and resistance
4. recognize the role of food in constructing and maintaining cultural identity, examining intersections with gender, religion, class, and ethnicity
5. critically examine food-related inequalities and justice issues, including food access, labor practices, and environmental impacts
6. analyze how media representations and contemporary food movements both reflect and shape cultural attitudes toward food and the body

Research and Communication Skills:

7. research cultural adaptations of specific foods or food practices
8. effectively communicate complex cultural concepts through multiple formats (written analysis, oral presentation, visual displays, digital mapping)
9. experiment and practice with the tools of the food lab and explain sensory experiences of preparing, eating and building community through food

Cultural Competency and Application:

10. demonstrate cultural sensitivity when discussing food practices that differ from one's own, recognizing the logic and meaning within different cultural systems
11. apply humanistic perspectives on food culture to contemporary issues in nutrition, public health, and food policy
12. synthesize course concepts to develop informed approaches to cross-cultural food-related situations in professional and personal contexts

Student Learning Outcomes for shared curriculum

As this course will be listed as CHC, G and optionally, W, I acknowledge that the SLOs for each of those categories will also be addressed in this course. Although I have not yet identified reading materials and smaller assignments, the CHC and G flags will be addressed weekly in Units II-IV as these issues of food systems, the sacred and the social, and food and the body will be framed in a global context and reference historical changes across time and space. The SLOs tied to the W flag are also sprinkled throughout the semester in the rich and varied reading and writing assignments that address different audiences and rhetorical situations. As in the case with many of my classes, I will schedule library sessions with our liaison, Abby Mann, to discuss biases; writing conventions with the field of food studies; and finding, evaluating and ethically using sources. Finally, I am disciplined in my methodology of peer review and professor feedback through multiple drafts of an assignment and will continue to create engaging peer review assignments for each of the major assignments throughout the semester. Again, I am acknowledging that the SLOs for shared curriculum will be taken into account as I develop the course:

Cultural and Historical Change

1. Articulate key processes of social and cultural transformation in multiple historical contexts including their own;

2. Describe historical agents and their impact on social and cultural systems and institutions; and
3. Make an argument based on the analysis of primary sources (speech, documents, artifacts) and ethical use of secondary sources.

Global Diversity flag:

1. Analyze and critically examine the social, cultural, and structural characteristics of contemporary societies outside the United States;
2. Identify and interpret the unique social and cultural frames of reference that shape perspectives in different societies;
3. Demonstrate the ability to view and understand global situations from alternative cultural viewpoints; and
4. Compare and contrast their own cultural perspective with those of societies different from their own.

Writing Intensive courses:

1. Write with clarity for a variety of audiences and rhetorical situations;
2. Thoughtfully evaluate rhetorical argument and bias from a variety of sources;
3. Apply conventions of a specific discipline or professional field;
4. Seek and embrace feedback and revision for iterative writing purposes; and
5. Find, evaluate, and ethically use information.

Course Assignments

The majority of students' work for this course will focus on close textual readings.⁴ To aid them with this major part of their coursework, I will prepare appropriate pre- and post-reading guides, which they will respond to and turn into me on the day of the relevant reading. These will be short, informal written or oral assignments; some graded, others, more low stakes, simply with feedback and no grade.

Additionally, students will prepare five major assignments in which they will build their rhetorical skill base from the start to the end of the semester. The first assignment will apply their observational skills of a cultural object within the university cafeteria environment. I have used a similar activity in a Spanish food culture class and it has been successful. The second project focuses on mapping the globalization of a foodstuff. This too will be an adaptation of a project I've used in the past. The third entails an oral presentation on food and celebration and, if the Petrick Idea Center plans continue on track, will use the resources of the new food lab to deliver the applied part of this assignment. The fourth assignment will include both oral and written components in the form of a poster presentation on food practices, the body and identity. Finally, the fifth project will bring together skills learned throughout the semester for a more extensive research project on a contemporary food culture element of their choice.⁵ As noted above, each assign will build on the previous one in terms of the research process so by the end of the semester, students will have engaged in developing analytical questions and a thesis, know how to craft an outline and annotated bibliography, provide effective peer-review feedback, and build their writing from first draft, second draft, and into a final piece.

⁴ I use the term "reading" to refer to direct engagement with the "text" whether that source be literary, visual or audio in nature.

⁵ Delivered at the 200-level, students will have significantly less writing, fewer requirements, and a less demanding assessment rubric than their peers taking this class at the 300 level. .

Teaching Approaches

When delivering courses for Hispanic Studies, I take a communicative teaching approach in which students use the target languages while they learn course content. Of course, learning a second language is not the target to this Health and Humanities course. However, to teach about food, health, society, I plan to implement similar interdisciplinary, culturally responsive and interactive pedagogy. While this new course will primarily serve students invested in a nutrition major or humanities minor, these principals of my teaching approaches will also prove effective because these approaches will make the material relevant to their own lives.

For each unit, I plan to provide academic contexts and intellectual frameworks via assigned readings. Students will then engage in hands-on, in-class activities to connect knowledge to their everyday lives. To this end, the new food lab at the Petrick Idea Center provides the perfect space for experiential education. My goal is to streamline lectures and class activities, much like we do in the language classroom, so that , in this case and through the actions of preparation, cooking, and eating together, students begin to understand and then learn the subject matter, enriched by senses of smell, taste, and touch often unused in a college-classroom environment. For example, in unit 2, when learning about spice routes, students could read a selection from Andrew Dalby's *Dangerous Tastes: the Story of Spices*, and smell and taste the flavor profiles and experience what happens with heat as spices are roasted and ground.

As another example, in unit three on sacred and social food, we may create a celebratory meal and after preparing it engage in a "Taste Profiling" exercise to compartmentalize and categorize what we are tasting. I will provide a taste descriptor handout, and students will learn about the five traditional basic tastes—sweet, sour, salty, bitter, and savory—while using poetic license to describe what they taste. The senses of smell and taste inevitably sharpen their critical thinking skills. This exercise ends with a "It reminds me of..." section because, as scholars have noted, by describing what the taste/mouth-feel reminds them of, this act of remembering allows students to connect to future learning.⁶

Using the food lab will require learning new teaching approaches for this course. I'm excited to take on this journey of pedagogical discoveries, as I blend global and experiential learning, with research excellence, and community engagement in order to communicate to students how food makes culture and culture makes food.

Curricular contributions

First, as noted above, "HLTH 271/371 | HUM 271/371 Food, Culture and Society" is one of the nine required courses for the new Nutrition major, and the only core course outside the natural and health sciences. Thus, it is a crucial contribution to the new major. Second, and I may have to work at convincing more colleagues, but food is the future of the humanities! Foodways, which the Merriam-Webster Dictionary defines as "the eating habits and culinary practices of a people, region, or historical period," address issues of culture and identity; sustainability and ethical approaches; technological advances (think about food and the invention of fire, the tractor, refrigeration, Spam [haha], etc.); human connection and community; topics of global justice and more! I think this course could turn into a signature Humanities course and entice students to explore more courses within the humanities. Finally, beyond programming in specific

⁶ This activity is from Amy Trubek, Cynthia Belliveau, and Teresa Mares, "Emergence and Repetition: Teaching Food and Culture Using a Foods Lab," *Journal of Pedagogic Development*, vol. 6, no. 1, p. 26.

departments, at an institutional level, I believe this course will be a model for the type of learning and research that takes place at the Petrick Idea Center.

b. Rationale/Lasting Impact

The primary goal of this grant is to assist me in developing material for course content, in-class activities and assessment tools for this CHC, G, and W course on food, culture and society. It will also support developing teaching approaches using the resources of the Petrick Idea Center food lab as my classroom.

I plan to regularly teach this course as part of the rotation of the Nutrition major. In discussion with Lindsey Kellar, the first iteration will be in the AY 2026-27. While the content for this course will not likely transfer to other courses I teach in Hispanic Studies, *the ways of delivering the content* most certainly will. Thus, my research this spring and summer will contribute to many future courses. For example, in the basic sequence Spanish courses, we may use an activity I develop for this course and apply it to a specific Latin American country as we study foodways of that country.

In terms of funding, I have no other sources this year for curricular development. Although I hold an endowed professorship, those funds are tagged for my ongoing research plans.

c. IRB/IAXCUC Review

Not applicable

Thank you for your consideration.

Appendix 1: Select secondary sources to explore for course readings

- Anderson, Eugene Newton. *Everyone Eats: Understanding Food and Culture*. New York University Press, 2005.
- Chrzan, Janet, and John A. Brett, ed. *Food Culture: Anthropology, Linguistics and Food Studies*. Berghahn Books, 2017. <https://doi.org/10.1515/9781785332906>
- Carney, Judith Ann, and Richard Nicholas Rosomoff. *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*. University of California Press, 2009.
- Griswold, Wendy. *Cultures and Societies in a Changing World*, 4th ed., SAGE, 2013.
- Harris, Jessica B. *High on the Hog: A Culinary Journey from Africa to America*. Bloomsbury, 2012.
- Jurafsky, Dan. *The Language of Food. A Linguist Reads the Menu*. Norton, 2014.
- Korsmeyer, Carolyn, ed. *The Taste Culture Reader: Experiencing Food and Drink*. Bloomsbury Academic, an imprint of Bloomsbury Publishing, 2017.
- Menzel, Peter, and Faith D'Aluisio. *What I Eat: Around the World in 80 Diets*. Material World Books, 2010.
- Mintz, Sidney W. *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Beacon Press, 1996.
- Montanari, Massimo. *Let the Meatballs Rest, and Other Stories about Food and Culture*. Columbia University Press, 2012, <https://doi.org/10.7312/mont15732>.
- Waines, David. *Food Culture and Health in Pre-Modern Muslim Societies*. Brill, 2011.

Winne, Mark. *Closing the Food Gap : Resetting the Table in the Land of Plenty*. Beacon Press, 2009.