

**International Curriculum Mini Grant Program 2018 Proposal**  
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**Description of content**

**Background**

Although professional development opportunities are valuable for the education they provide, they often do not provide the needed time to process new information, and implement learnings. In July 2017, I was fortunate to learn about the *Slow Food* movement in the 10-day seminar, *A Taste of Ferrara. Italian Gastronomic Traditions and Economic Perspectives* in Italy. I am applying for this mini-grant to assist with the internationalization of the course, *Health, Food Systems & the Environment*, which I have been teaching at Portland Community College for the past 6 years. I will revise the course, adding new modules on the topic of *Slow Food*. *Slow Food* is an international grassroots movement and cultural philosophy concerned with local and sustainable food, nutrition, hunger, and community.

I will review the seminar materials, videos, photos and resources I collected from the seminar and integrate them into two new modules. In the first new module, *Origins of Slow Food*, Italy will be used as a case study to explore the sustainability dimensions of how food is produced, transformed, distributed, prepared and consumed. This module will broaden student's perspective and evaluate how food systems in Italy influence global health and economic issues. Students will examine food issues in Italy and strategies for protecting its diverse food traditions.

In the second module, *Slow Food: The Case for Taste*, I will coordinate a tasting lesson in the Foods & Nutrition Lab on our campus for students to learn and prepare Slow Food meals together. Students will be encouraged to share recipes from their culture. This lesson will bring students together, not only for socializing and enjoying tastes, but also to develop collective solutions to our most pressing challenges in our food system.

**Statement of learning objectives/outcomes**

The outcomes of the course:

1. Evaluate how food systems influence global health and economic issues.
2. Analyze personal food choices for their impact on personal, societal, and environmental health.
3. Explore the connections between agriculture practices, food systems, and personal and environmental health.

**Learning objectives for the new modules**

- Apply critical thinking to foodways and reflect on global citizenship and cultural diversity.
- Analyze the historical and geographical context in which the Slow Food movement originated.
- Practice using food as sources of historical information.
- Develop a cross-disciplinary knowledge about the Italian food and culture; the importance of a healthy diet; and to distinguish real Italian food from American Italian food.

### **Outline of classroom methodologies and activities/out of class assignments/experiential components.**

As a health instructor I believe it is my role provide students with the information and tools to promote health and prevent illness among themselves, their families, their community and the environment. I facilitate this process by incorporating health behavior change theories, experiential learning, and self-reflection into all of the courses I teach. I believe people will learn if the environment in the class is inclusive, respectful, engaging and challenging.

Ways that I incorporate these themes into the classroom include:

- Providing opportunities for students to get hands on experience with what they are learning by incorporating community-based learning and hands-on in class activities.
- Allowing students to reflect and share their experiences with the topic.
- Challenging the students to think about the subject in ways that a different from what they know.
- Respecting and promoting diversity in the classroom by presenting material that includes different beliefs, values, cultures, gender, ages, and economic levels. Also, requiring that my students show consideration for diversity in the classroom when participating in class discussions and group work.
- Obtaining feedback from students and incorporating the feedback into the class.
- Creating an open and approachable environment in the classroom

### **Outcome Assessment Strategies**

1. Small group discussion
  - a. Problem-solving activities in an international or intercultural context.
  - b. Reading assignments that contain global content.
2. Classroom research projects that focus on global content, skills, practices
3. Course activities: film analysis, reflection papers on global topics

### **List of products proposed**

1. Updated syllabus
2. PowerPoint presentation with photo slide show
3. In-class activities
4. Food Pathways assignment
5. Module Lesson Plans
6. Taste Education Kit to complement taste activities

### **Explain how your proposal internationalizes the curriculum on your campus**

PCC has an internationalization initiative and vision to be a leader in offering learning opportunities to our diverse community in a rich international context, using an integrated approach to advance intercultural competence, a deep, comparative knowledge of peoples and cultures, and a recognition of the impact of global issues on the lives of the members of our community. This course would be part of the initiative and could also be added to PCC's Global Studies Focus Award, which fosters a rich understanding and appreciation of the diverse cultures of the world. The modules would be shared with other faculty to implement into their classes.