

## Term Information

Effective Term Autumn 2015  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We want to change the course number and are requesting GE status in the Social Science (Human, Natural, and Economic Resources) category.

### What is the rationale for the proposed change(s)?

This is not an advanced course and we fear the current number would deter otherwise qualified students from enrolling. This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3597.05  
*Previous Value* 4597.05H  
Course Title The Global Food Crisis  
Transcript Abbreviation Global Food Crisis  
Course Description This multidisciplinary course explores the causes, consequences and potential solutions to the global food crisis.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

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## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

#### *Previous Value*

*Prereq: Honors standing, and Jr or Sr standing.*

### **Exclusions**

Not open to students with credit for 597.05H or 4597.05H.

#### *Previous Value*

Not open to students with credit for 597.05H.

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

45.0299

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Freshman, Sophomore, Junior, Senior

#### *Previous Value*

*Junior, Senior*

## **Requirement/Elective Designation**

### **General Education course:**

Human, Natural, and Economic Resources; Cross-Disciplinary Seminar (597 successors and new)

#### *Previous Value*

### *General Education course:*

*Cross-Disciplinary Seminar (597 successors and new)*

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Students gain an understanding of how theory and methods from the social sciences help us to understand a complex issue - the global food crisis.
- Students gain a fuller appreciation for the impact individual, as well as broader policy-level decisions have on access to and utilization of food (i.e. trade-offs).
- Students analyze and debate the sustainability of current practices related to production, access and utilization of food.
- Students gain a fuller appreciation for the benefits and limitations of different disciplinary perspectives in understanding the global food crisis and the advantages of synthesizing information from multiple fields.
- Students develop tools and utilize them to synthesize information from multiple disciplines in tackling this complex global challenge.

#### *Previous Value*

### **Content Topic List**

- The Global Food Crisis.
- Human Nutrition
- Cultural Anthropology
- Biocultural Adaptation

**Attachments**

- Dr Larsen letter 10 07 14.doc: Chair's Letter  
*(Cover Letter. Owner: Freeman, Elizabeth A.)*
- 3597.05 GE Assessment Plan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)*
- 3597.05 GE Rationale.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)*
- 3597.05 Syllabus.doc: Syllabus  
*(Syllabus. Owner: Freeman, Elizabeth A.)*

**Comments**

- Please bear in mind that OAA has set aside the following numbers for courses that have GE Cross-Disciplinary seminar: 3597, 4597 *(by Vankeerbergen, Bernadette Chantal on 10/28/2014 02:58 PM)*
- Elizabeth to revise. *(by McGraw, William Scott on 10/07/2014 10:17 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Freeman, Elizabeth A.	10/30/2013 01:35 PM	Submitted for Approval
Revision Requested	McGraw, William Scott	10/07/2014 10:17 AM	Unit Approval
Submitted	Freeman, Elizabeth A.	10/22/2014 04:44 PM	Submitted for Approval
Approved	McGraw, William Scott	10/23/2014 08:52 AM	Unit Approval
Approved	Haddad, Deborah Moore	10/23/2014 12:02 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/28/2014 02:58 PM	ASCCAO Approval
Submitted	Freeman, Elizabeth A.	10/29/2014 07:59 AM	Submitted for Approval
Approved	McGraw, William Scott	10/29/2014 08:07 AM	Unit Approval
Approved	Haddad, Deborah Moore	10/29/2014 09:46 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	10/29/2014 09:46 AM	ASCCAO Approval



**Department of Anthropology**

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7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen  
Distinguished Professor of Social and Behavioral Sciences and Chair

**ANTH 3597.05: The Global Food Crisis  
Autumn XXXX**

Course Instructor: Dr. Barbara Piperata  
E-mail: piperata.1@osu.edu  
Office hours:

Office: Smith Lab Room 4054  
Office Phone: 292-2766

**Meeting Days and Times:**

**Course Description:** This course fulfills the GE requirement for both **Cross-Disciplinary Seminar AND Social Science: Human, Natural, Economic Resource**. Course work is multi-disciplinary in nature and strives to provide students with a greater understanding of major issues related to our increasingly globalized world. This course tackles a specific global issue - the global food crisis - and challenges students to recognize the complex nature of this worldwide dilemma, its impacts on human populations in a range of settings, as well as their own personal stake in the issue. The class encourages in-depth understanding and appreciation for the power a multi-disciplinary perspective and aims to provide students with the necessary knowledge to be informed global citizens.

**NEW GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED**

**Expected Learning Objectives and Outcomes:** (1) Students gain an understanding of how theory and methods from the social sciences help us to understand a complex issue - the global food crisis; (2) students gain a fuller appreciation for the impact individual, as well as broader policy-level decisions have on access to and utilization of food (i.e. trade-offs); (3) students analyze and debate the sustainability of current practices related to production, access and utilization of food; (4) students gain a fuller appreciation for the benefits and limitations of different disciplinary perspectives in understanding the global food crisis and the advantages of synthesizing information from multiple fields; and (5) students develop tools and utilize them to synthesize information from multiple disciplines in tackling this complex global challenge.

These goals are achieved through multi-disciplinary reading, class discussion/debate and individual projects. Readings come from a diverse array of academic disciplines including anthropology, biology, economics, environmental history, geography, nutrition and political science. The first project provides students with the skills to collect and analyze dietary data and explore these data from a multidisciplinary perspective. The second project challenges students to analyze their own dietary practices using social science theory and a multidisciplinary perspective.

Upon completion of this course students should have an in-depth understanding of the global food crisis (causes, consequences and potential solutions). They should understand how theory and methods from the social sciences can be applied to this issue and the impact trade-offs on the individual, as well as broader geopolitical policy level have on people's access to and utilization of a critical natural resource - food. Students will also recognize the need for a multi-disciplinary approach to solving this critical global problem and will gain the tools needed to synthesize information from multiple fields and write-up a research paper. Finally, students should gain a fuller appreciation for their own place in the global food system and the knowledge to make informed choices as global citizens.

## Course Format:

Combination of lecture, discussion and lab

- Lecture/Discussion/Lab (2 - 1hr 20 minute classes per week). Mini-lectures will be used to introduce key concepts and ideas however the majority of class time will be spent discussing the assigned readings. Labs will be integrated into the course and will focus on the development of skills for the collection and analysis of anthropometric (body measures) and dietary data, as well the use of professional dietary analysis software.

## Assignments/Projects

1. Participation in In-Class Discussion: Students will be expected to be active participants in in-class discussions. Discussions are aimed to go into further depth on more complex topics such as the role of US food aid and trade policies in the recent crisis, the ethics of access to safe and adequate food for all people and the recent rise in use of biofuels. This seminar setting will allow students to gain experience debating and articulating ideas.
2. Weekly writing assignments: To facilitate class discussion, students will prepare questions and take an active role in leading class discussion. In addition, students will write one-page papers on a series of topics (response papers) over the course of the semester. These are meant to give student's practice synthesizing ideas from multiple disciplines. Specific response papers will challenge students to take a position on a debated issue regarding the food crisis and support that position data from the readings and mini-lectures.
2. Amazon diet project: Students will analyze data on the nutritional status of a sample of rural Amazonian children. Then, using a set of articles from multiple disciplines, they will be challenged to explain their findings.
3. Diet project. This multi-step project is meant to provide students with an opportunity to apply the nutritional knowledge learned in the Amazonian project to their own diet, gain a greater awareness of their own dietary habits, the factors that influence them (individual through geopolitical) and their relationship to the global food crisis. In addition, students will get hands-on experience with the methods used to collect and analyze anthropometric and dietary data and practice writing a research report.

## Required Reading:

Text: Leathers HD, Foster P. 2009. The World Food Problem, Toward Ending Undernutrition in the Third-World. Boulder: Lynne Rienner. p. 433.

Text: Holt-Giménez E, Patel R. 2009. Food Rebellions: crisis and the hunger for justice. Oxford: Pambazuka Press. p. 260.

Text: Winne M. 2008. Closing the Food Gap: Resetting the Table in the Land of Plenty. Boston: Beacon Press. p. 192.

Articles: Primary literature, book chapters and reports of international organizations make up the additional readings for this course. Readings will be posted on Carmen and you will receive weekly reading lists, with full bibliography.

## Grading:

Grades: Grades will be based on the total of 100 points you achieve on the

exams, assignments and in-class activities. A  $\geq$  93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

**1. Class attendance and participation : 20%**

Students will work as part of a team to generate questions based on the readings and, using those questions, play an active role in leading class discussion on the topic. Depending on the class size and schedule, each student should expect to lead discussion 2-5 times over the course of the semester. When leading discussion, students will be required to meet with me a week before so that I can assist them in developing questions. **This meeting is not optional!** A student's class participation grade will be based on their (1) being in class and (2) contributing to class discussion.

**2. Critical response papers: 30%**

Over the course of the quarter students will prepare 3 response papers. The *first* paper asks students to discuss their understanding of the food crisis before enrolling for the course and how it was changed, enhanced etc. as a result of the first 4 weeks readings. The *second* paper is a response to the film "We Feed the World" which tackles global food policy and its effects on individual access and utilization of food. The *third* response paper asks students to critically analyze the "right to food/water" approach.

**3. Amazon diet project: 20%:** detailed instructions and grading policy will be included on the information sheet for this assignment.

**4. Diet Project- 3-part assignment (30%).** Detailed instructions and grading guidelines will be included on the information sheets for this three-part assignment. Class time will be dedicated to working on data entry and analysis.

**Policy on Attendance and Deadlines:** As the class will be a combination of lectures and in-depth discussion of the reading and writing assignments, class attendance is mandatory. More than 2 missed classes will result in a failing grade for the course, regardless of your scores on individual assignments. If you miss class you are responsible for all missed work due, assigned, or completed in class - regardless of the reason for the absence. Due dates for all assignments are firm and late assignments will not be accepted unless you have made arrangements with me before the assignment was due.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "Academic Misconduct" includes all forms of student academic misconduct wherever committed; illustrated by; but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Students with Disabilities:** Students with disabilities are responsible for making their needs known to the instructor as soon as the quarter begins and are responsible for seeking available assistance from the office of disability services 292-3307, prior to or at the beginning of the quarter. I rely on the office of disability services for assistance in verifying the need for accommodations and developing accommodation strategies.

## Weekly Reading Schedule

DATE	Theme / Readings
<b>PART 1: Defining the Issue</b>	
WEEK 1	
Aug 23	<u>Theme:</u> Review syllabus & expectations & Introduction to course <u>Readings:</u> article #1
WEEK 2	
Aug 28	<u>Theme:</u> Defining the food crisis (cont'd) <u>Readings:</u> article #2; FR: foreword, Chap 1 & 2
Aug 30	<u>Theme:</u> Food insecurity – famine , malnutrition <u>Readings:</u> WFP: Intro, Chap 2 & 3
<b>PART 2: Impact of the Food Crisis</b>	
WEEK 3	
Sept 4	<u>Theme:</u> Food insecurity – measuring malnutrition <u>Readings:</u> WFP: Chap 4 <i>[REMINDER: Begin Dietary Intake Data Collection phase 1 - 3 days]</i> <i>[DUE: Response paper #1]</i>
Sept 6	<u>Theme:</u> Lab on anthropometrics – measuring malnutrition <u>Readings:</u> article #3
WEEK 4	
Sept 11	<u>Theme:</u> Assessment of anthropometric data <u>Readings:</u> TBA
Sept 13	<u>Theme:</u> Food insecurity – impacts of malnutrition <u>Readings:</u> WFP: Chap 5, 6 & 15
WEEK 5	
Sept 18	<u>Theme:</u> Food insecurity – perceived measures <u>Readings:</u> article #4, #5 <i>[REMINDER: Begin Dietary Intake Data Collection phase 2 - 3 days]</i>
Sept 20	<u>Theme:</u> Lab: analysis of dietary data <u>Readings:</u> article #6 <i>[DUE: Anthropometry mini-data project]</i>



WEEK 6	
	<b>PART 3: Causes of the crisis</b>
Sept 25	<u>Theme:</u> Understanding the global food system <u>Film:</u> We feed the world – watch in class
Sept 27	<u>Theme:</u> Lab – dietary data entry <u>Readings:</u> NONE
WEEK 7	
Oct 2	<u>Theme:</u> Food as a commodity – basics of supply and demand <u>Readings:</u> WFP book: Chap 7 <span style="color: red;">[DUE: Response paper #2: We Feed the World]</span>
Oct 4	<u>Theme:</u> Population growth and characteristics and income distribution <u>Readings:</u> WFP book: Chap 8, 9 & 10
WEEK 8	
Oct 9	<u>Theme:</u> Food production, water and the environment <u>Readings:</u> WFP book: Chap 11 & 12
Oct 11	<u>Theme:</u> Water security <u>Film:</u> Blue Gold: World Water Wars <u>Readings:</u> article #7
WEEK 9	
Oct 16	<u>Theme:</u> Food as a commodity / right to food <u>Readings:</u> WFP Book: Chap 16, articles 7 & 8 & Film (Blue Gold) <span style="color: red;">[Due: Diet Project – Part 1]</span>
Oct 18	<u>Theme:</u> Roots Causes <u>Readings:</u> FC: Chap 3 & 4
WEEK 10	
Oct 23	<u>Theme:</u> Biofuels <u>Readings:</u> FC Book: Chap 5 & 6, article #9 <span style="color: red;">[Due: Response paper #3: Right to food debate]</span>
	<b>Part 4: Solutions</b>
Oct 25	<u>Theme:</u> Increasing food production <u>Readings:</u> WFP Book: Chap 13 & 14
WEEK 11	
Oct 30	<u>Theme:</u> Policies Part 1

	<i>Readings: WFP Book: Chap 17, 18, 19</i>
Nov 1	<i>Theme: Policies Part 2</i> <i>Readings: WFP Book: Chap 19, 20</i> <i>[DUE: Diet Project Part 2]</i>
WEEK 12	
Nov 6	<i>Theme: Policies Part 2</i> <i>Readings: WFP Book: Chap 21, 22</i>
Nov 8	<i>Theme: Seeking solutions, an alternative approach</i> <i>Readings: FC Book: Chap 7</i>
WEEK 13	
Nov 13	<i>Theme: Seeking solutions, an alternative approach</i> <i>Readings: FC Book: Chap 8</i>
Nov 15	<i>Theme: Seeking solution, an alternative approach</i> <i>Readings: FC Book: Chap 9 &amp; 10</i> <i>[REMINDER: Watch at home – Film – Food Fight]</i>
WEEK 14	
Nov 20	<i>Theme: Hunger in the USA, the poverty/obesity paradox</i> <i>Readings: article #10</i> <i>[DUE: Diet Project Part 3]</i>
Nov 22	THANKSGIVING – NO CLASS
WEEK 15	
Nov 27	<i>Theme: Seeking Solutions - Locally</i> <i>Readings: Book - Closing the food gap (Intro thru Chap 5)</i>
Nov 29	<i>Theme: Seeking Solutions - Locally</i> <i>Readings: Book - Closing the food gap (Chap 6 – conclusion)</i>
WEEK 16	
Dec 4	<i>Theme: Wrap - up</i>

WFP: World Food Problem Book  
FR: Food Rebellions Book

Readings [Note: all the readings listed below are available on Carmen]

1. Food and Agriculture Organization (FAO). 2011. The state of food insecurity in the world. United Nations: Rome.
2. Conceição P, Mendoza, RU. 2009. Anatomy of a food crisis. Third World Quarterly 30:1159-1182.
3. Protocol Guide for Anthropometric assessment

4. Radimer KL, Olson CM, Greene JC, Campbell CC, Habicht JP. 1992. Understanding hunger and developing indicators to assess it in women and children. *Journal of Nutritional Education* 24: 36S-45S.
5. Coates J, Frongillo EA, Rogers BL, Webb P, Wilde PE, Houser R. 2006. Commonalities in the experience of households food insecurity across cultures: what are measures missing? *Journal of Nutrition* 136: 1438S-1448S.
6. Protocol for the entry of dietary data into Nutritionist Pro software
7. Wutich A, Ragsdale K. 2008. Water insecurity and emotional distress: coping with supply, access, and seasonal variability of water in a Bolivian squatter settlement. *Social Science & Medicine* 67: 2116-2125.
8. Eide WB. 2001. Breaking conceptual and methodological ground: promoting the human right to adequate food and nutrition: an example of activism with and academic base. *Ecology of Food and Nutrition* 40:571-595.
9. Food and Agriculture organization (FAO). 2008. Gender and equity issues in liquid biofuels production. United Nations: Rome.
10. Drewnowski A, Darmon N. 2005. The economics of obesity: dietary density and energy cost. *American Journal of Clinical Nutrition* 265S-273S.

## **Rationale for *Global Food Crisis* (ANT 3597.05) as a Social Science: Human, Natural, Economic Resource GE course**

### **Goals of the Social Science GE (Human, Natural, Economic Resource)**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups and societies interact, communicate, and use human, natural, and economic resources.

**Response:** The goals of this course are closely aligned with the goals and learning objectives of the Social Science GE (Human, Natural, Economic Resource). This class is focused on how decisions regarding the production, distribution and utilization of critical natural resources (foods), affect the food security status of human populations.

### **Expected learning outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

This course meets this goal through readings and discussions of major anthropological, economic and social theories regarding human food choice. We consider how culture, status, economics, geography, gender, age and political economic forces shape the foods an individual can access and utilize. By considering the multifactorial nature of choice, the course demonstrates the need for a multi-disciplinary approach in studying food security. The texts and articles selected provide a strong introduction to the geopolitical forces that shape where food is produced and how it is distributed.

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

This course achieves this goal in a number of ways. (a) The main text introduces students to a wide range of economic policies that have been developed to address the production and distribution of food which are discussed and debated in class. (b) In terms of understanding trade-offs in the current global food system, an entire section of the course is dedicated to debates regarding biofuels – specifically food crops that are used for ethanol and bio-diesel production. Students read about the pros and cons of biofuel production and its implications for local food systems and access to other natural resources (e.g., water, firewood) in several cultural contexts. On an entirely different scale, trade-offs are discussed in terms of intra-household food distribution patterns and how these patterns are shaped by limited access to resources, cultural beliefs,

household economic strategies and power relations within the home. We then consider the implications of food allocation practices on individual well-being in a range of cultural settings. The various cultural examples provided in the readings and films allow students to appreciate similarities and differences across contexts (e.g., Brazil, Indonesia, Mexico, Nepal, Spain, USA etc.).

3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The second assignment, which requires student to collect and analyze their own dietary intakes, helps to achieve this third goal. As part of this assignment, students' awareness is drawn to their own dietary choices and the forces that shape them. Students are asked to identify the geographic source of the major food items in their diet and the factors that dictate these production patterns. Through this exercise they gain an understanding of their own connections to the global food system and become aware of the distances natural resources travel to reach their own kitchen tables. They read debates regarding recent movements aimed at increasing reliance on local food production and consider the sustainability of these practices.

### **ANTH 3597.05 GE Assessment Plan**

**Assessment:** we will use a pre and post course 15 question test to gauge the body of knowledge obtained over the course of the semester. The 15 questions will address each of the three expected learning outcome described above. The test will be delivered on the first and final day of classes and graded anonymously.

Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration. If an insufficient number of students achieve this standard, we will revise the course in order to focus more on those areas students find problematic.