**EXPECTED LEARNING OUTCOMES OF AEDE 2001: GE SOCIAL SCIENCE**

Principles of Food and Resource Economics is an introductory microeconomics course that applies principles from microeconomics to the allocation issues in the production, distribution, and consumption of food and natural resource use. Students will learn basic microeconomics principles and how they are applied in the agricultural, environmental and development economics sectors.

**Goals and Objectives of the GE Social Science Category:**

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.

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

**How students meet the GE Social Science objectives through this course:**

This course introduces students to the theories and methods of social scientific inquiry rooted in the tradition of economics and applied to the distribution of human, natural and economic resources with specific applications to decisions and policies relevant to sectors of the economy that influence the production and consumption of food and natural resources. Students will consider how economic, political, and social trade-offs are reflected in decisions made at the individual and societal levels and assess similarities and differences across contexts. Through study of markets and institutions in the food and resource sectors, students will comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

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| **Course Goals**  | **GE Learning Goals**  | **GE Expected Learning Outcomes** | **Methods of Assessment**  | **Level of student achievement expected for the GE ELO** | **What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?** |
| Students will learn basic microeconomics principles and how they are applied in the agricultural, environmental and development economics sectors.  | 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. | **ELO 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. | **Direct** | Weekly problem setsQuizzes | 70% of students will score 73% or greater using a scoring rubric to the assignment | 1. Student learning relative to these outcomes will be measured by direct and indirect methods as well as the course SEIs and an end of course survey2. All assessment data will be reviewed by the instructors and the departmental academic advisory personnel. Changes will be made to the course if data suggest any learning outcomes are not being adequately addressed. |
| **ELO 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. | **Direct** | Integrative written activities including discussion board posts, video analysis, etc. | 70% of students will score 73% or greater using a scoring rubric to the assignment |
| **Indirect** | Student self- evaluation of comprehension | Course Survey |
| **ELO 3**Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use. | **Direct** | ExamsIntegrative written activities including discussion board posts, video analysis, etc. | 70% of students will score 73% or greater using a scoring rubric to the assignment |
| **Indirect** | Student self- evaluation of comprehension | Course Survey  |

**Use of Assessment Findings:**

Systematic review of course outcomes will occur through data collection and analysis of direct and indirect measures of expected learning outcomes. Data collection for identified direct measures of the associated learning outcomes is conducted each term the course is taught, and annual data of identified measures is summarized and reported as evidence of achievement or need for improvement. With the goal of improving instruction and student learning, indicators of the findings will be used to plan and incorporate strategic adjustments to the course for continuous quality improvement. Emphasis will be placed on goals and associated outcomes for which students failed to meet the minimal acceptable criteria. Teaching and associated assessment measures for which goal achievement is determined will be examined for coherency in enabling the student to achieve learning potential. Assessment data is communicated and shared through an OSU authenticated share site (box.osu.edu).

***Sample Embedded Questions:***

**\*ELO 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.

Students’ basic understanding of these theories and methods will be evaluated through quizzes and the worksheet in the first 3 weeks as these theories and methods are introduced. General understanding of the *Freakonomics* clips will be analyzed on the worksheet. Quizzes from the first three weeks over basic economic theory and decision making will also assess students’ comprehension.

1. Rosemary pays $400 per month for her apartment. She received a scholarship to Ohio State so that she can attend for $6000 per year. If she does not attend Ohio State, she will work for a local insurance company earning $32,000. What is Rosemary’s opportunity cost of attending Ohio State?
2. Is a real estate agent more of less likely to sell a home for a low price than the homeowner? Why?
3. Is it considered a good or bad idea for economists to make some assumptions? Why?
4. Explain why production possibilities frontiers bowed out?
5. When economists conduct an experiment, are they more likely to use normative or positive statements?

**\*ELO 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.

TBD

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

1. Farmer Susie and Farmer Hal each grow corn and raise chickens. Farmer Susie grows more corn and raises more chickens than Farmer Hal each year. However, she would like to consume more corn and chicken than she can get from her farm. Is there any way to accomplish this? If so, how could it be accomplished?
2. Name a resource that you consume for free. Is this resource scarce? Who, if anyone, assumes the cost of this resource.
3. Why will you choose a major and only take those courses rather than continuing to take courses in all different subjects?
4. Is a monopoly ever better than a perfectly competitive market? If so, why?
5. Name one public good. How is the proper quantity of public goods determined? What makes a public good different from a private good?

Discussion: Why do we need governments when we have the “invisible hand”?