

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Food Science & Technology  
Fiscal Unit/Academic Org Food Science & Technology - D1156  
College/Academic Group Food, Agric & Environ Science  
Level/Career Undergraduate  
Course Number/Catalog 3100  
Course Title Global Cuisines: Food Science and Health  
Transcript Abbreviation Global Cuisine  
Course Description This course discusses elements impacting food safety and human health through the lens of global cuisine. Faculty will introduce related concepts in food and health sciences and illustrate how advancements in science, technology, and globalization impact food, health, and wellbeing. Students will develop an appreciation of cuisines and sound judgement on dietary practices for health and wellbeing.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 01.1001  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

## Course Details

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

- develop understanding of diverse cultural backgrounds and food science concepts to be able to appreciate global cuisines comprehensively;
- improve fundamental understanding of the food science behind foods and health;
- be introduced to cutting-edge advancements in food science and technology that impact global food consumption, policy, consumer trends, and public health;
- be able to integrate concepts and knowledge of sensory, nutrition, microbiology, chemistry, engineering, and processing to interpret foods, cuisines, and health;
- develop critical thinking skills regarding the impact of food science on health and wellbeing, including proper research skills and the ability to interpret information from public media and peer-reviewed publications and comment on related policies;
- develop and enhance effective communications;
- be receptive to advancements in food and health sciences, and develop and practice healthy dietary choices that support long-term health and wellbeing;
- get to know faculty experts in the field for future opportunities in research, education, and career development.
- Explain essential concepts in food, nutrition, health, and wellbeing;
- Clearly state and comprehensively articulate and appreciate the cultural, historical, economical, and scientific elements associated with global cuisines, and their impact on health and wellbeing;
- Effectively connect biology/microbiology, chemistry, engineering, processing and packaging, sensory appreciation, and nutrition, along with social economy and culture, which have impacted food and cuisine development, human health, and wellbeing;
- Identify and interpret cultural, economic, scientific, and technological advancements further impacting food trends, human health, and wellbeing;
- Relate self-experience in dietary practices, health and wellbeing, properly interpret and evaluate governmental programs and policies, and improve dietary practices, building emotional support and social belonging for resiliency, health, & wellbeing;
- Independently think, re-interpret, evaluate, and extend literature and common knowledge, including but not limiting to statements from public media, peer-reviewed publications, and related government policies and sponsored programs;
- Communicate professionally and effectively.

**Content Topic List**

- Course introduction, essentials of cuisines and health; Case study on culinary
- Sensory appreciation and neurological responses; History and culture impact on foods
- Essential nutrition: the foundation; Impact of social/economic disparity on food and health
- Mediterranean cuisines, food ingredients and metabolomics; Integrated guided study on culture and health
- Indian cuisines, food and processing; Integrated Lecture: Food ingredients, processing, and health
- East Asian cuisines, healthy foods
- Mexican cuisines, dairy foods; Integrated Lecture: Fermented foods, food safety, and host health
- International beverages
- Italian Food: Pasta and Neapolitan pizza production; Integrated Lecture: Food ingredients and health
- Egyptian Food; Foodborne microbes; Food flavor, bioactive compounds, and assessments; Integrated Lecture: Food safety and health guided study
- Caribbean cuisines, food packaging and safety; Fast food and American Cuisine
- Meat processing and North American cuisines
- Persian food culture, process and spices; Integrated guided study: Food ingredients, processing and health
- Current Topics in Food Science and Health (I)
- Food safety, culture.
- Current Topics in Food Science and Health (II) & Course Summary

**Sought Concurrence**

Yes

**Attachments**

- FDSCTE 3100 Faculty Support Letters Combined.pdf: Faculty Letters of Support  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*
- FDSCTE 3100 Concurrence Forms Combined.pdf: Concurrence Forms  
*(Concurrence. Owner: Davis, Molly Jane)*
- FDSCTE 3100 ELO Health Well-being theme inventory\_1-4-2023.pdf: Health and Wellbeing Theme  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*
- FDSCTE 3100 Global Cuisines AU23 Syllabus\_10.23.docx: syllabus  
*(Syllabus. Owner: Davis, Molly Jane)*
- 2023 FDSCTE 3100 Response Letter.docx: response to panel  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*

## Comments

- updated per GE panel feedback 4/19 *(by Davis, Molly Jane on 10/23/2023 11:41 AM)*
- Please see feedback email sent 04-19-2023 RLS *(by Steele, Rachel Lea on 04/19/2023 02:56 PM)*
- Please see Panel feedback e-mail sent 01/30/23. *(by Cody, Emily Kathryn on 01/30/2023 02:02 PM)*
- Please see Panel feedback email sent 10/26/2022. *(by Hilty, Michael on 10/26/2022 11:43 AM)*
- Upload final syllabus per email 10 August 2022

Change Attachment Type for Concurrence Forms

Revise as per COAA via email message 7 March 2022

Revise as per discussion 18 January 2022 *(by Osborne, Jeanne Marie on 08/10/2022 09:53 AM)*

**COURSE REQUEST**  
3100 - Status: PENDING

Last Updated: Osborne, Jeanne Marie  
10/26/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Davis, Molly Jane	01/03/2022 04:17 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	01/03/2022 04:26 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	01/19/2022 02:13 PM	College Approval
Submitted	Davis, Molly Jane	03/01/2022 01:48 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	03/03/2022 11:42 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	03/07/2022 01:16 PM	College Approval
Submitted	Davis, Molly Jane	03/07/2022 03:21 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	03/07/2022 05:43 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	03/08/2022 12:50 PM	College Approval
Submitted	Davis, Molly Jane	03/08/2022 12:52 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	03/08/2022 12:53 PM	Unit Approval
Approved	Osborne, Jeanne Marie	03/08/2022 12:56 PM	College Approval
Revision Requested	Hilty, Michael	06/27/2022 12:38 PM	ASCCAO Approval
Submitted	Rodriguez-Saona, Luis Enrique	06/27/2022 12:40 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	06/27/2022 12:41 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	06/27/2022 01:54 PM	College Approval
Submitted	Davis, Molly Jane	08/08/2022 04:14 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	08/08/2022 05:21 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	08/10/2022 09:53 AM	College Approval
Submitted	Davis, Molly Jane	08/10/2022 10:05 AM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	08/10/2022 10:40 AM	Unit Approval
Approved	Osborne, Jeanne Marie	08/10/2022 11:00 AM	College Approval
Revision Requested	Hilty, Michael	10/26/2022 11:43 AM	ASCCAO Approval
Submitted	Davis, Molly Jane	01/04/2023 09:40 AM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	01/04/2023 01:05 PM	Unit Approval
Approved	Osborne, Jeanne Marie	01/04/2023 02:50 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/30/2023 02:02 PM	ASCCAO Approval
Submitted	Davis, Molly Jane	02/21/2023 02:16 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	02/22/2023 05:00 PM	Unit Approval
Approved	Osborne, Jeanne Marie	02/22/2023 05:02 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/19/2023 02:56 PM	ASCCAO Approval
Submitted	Davis, Molly Jane	10/23/2023 11:41 AM	Submitted for Approval
Approved	Simons, Christopher T	10/26/2023 04:34 PM	Unit Approval
Approved	Osborne, Jeanne Marie	10/26/2023 04:41 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/26/2023 04:41 PM	ASCCAO Approval

October XX, 2023

Dear ASC Curriculum Committee,

We thank the Health and Well-being Theme Panel of the ASC Curriculum Committee for reviewing FDSCTE 3100 (3-credit lecture). The panel provided excellent advice and insight about our course for the new GE.

The panel listed multiple items to be addressed (shown in black-colored font below). Below we list these items and the actions (shown in green font) that we took to address these concerns.

Based on the panel's recommendations, we revised the syllabus for FDSCTE 3100 to include all readings on the course schedule to address the contingency and we also addressed the recommendations, as detailed below. We believe that we have adequately addressed all the committee's concerns listed. If the committee has additional concerns or questions, please let us know so we can keep working on these items until the committee is fully satisfied.

Sincerely,

Department of Food Science and Technology

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Good afternoon,

On Tuesday, April 4th, the Themes II Panel of the ASC Curriculum Committee reviewed a new GEN Theme: Health and Wellbeing proposal for Food Science and Technology 3100.

FDSCTE 3100 was approved by the Panel with one contingency, three recommendations, and one comment:

- Comment: The reviewing faculty would like to thank the department for their work. They appreciate the substantial changes that have been made to the course throughout the approval process, and they look forward to having the course be a part of the GEN Theme.
  - Thank you.
- **Contingency:** The reviewing faculty appreciate the clarification regarding the two required textbooks for the course (syllabus pg. 6). However, they ask that the department include all readings on the course schedule (syllabus pg. 19-21) so that the Panel can better understand and evaluate how the textbooks and other readings are integrated with the course topics, as the weekly workload and readings speak directly to the advanced nature of the course.
  - We added the readings to the course schedule on pages 19-21 as requested.
- *Recommendation:* The reviewing faculty recommend that the department add more weight to the grades for the final exam and/or the video presentations, as they believe that placing a greater emphasis on these integrative critical thinking assignments will increase the rigor of the course. They note that, under the current structure, a student could opt out of both video presentations and the final exam and still receive a "B" in the course.

- We increased the points awarded for the final from 100 to 150 points and increased the video presentations from 25 to 50 points each. If a student opts out of the presentations and final, they will now get a C in the course.
- *Recommendation:* The Panel recommends that the department remove the language that refers to the course as “intermediate-level” (syllabus pg. 2 under “Course Goals”), as GEN Themes courses are described in Goal 1 and ELO 1.2 as being advanced in nature and requiring advanced work.
  - We removed “intermediate-level” from the text.
- *Recommendation:* The Panel offers a friendly observation that the description of the field practices (syllabus pg. 10 under “Homework assignments”) seems to imply that there may be outside costs associated with the course during a required visit to a grocery store, restaurant, or cafeteria. They recommend that the department include information in the syllabus about whether this is the case, and, if students will need to budget for this, let them know the approximate anticipated cost.
  - Students can observe the food, they do not necessarily need to purchase the food. We added the following text for clarification: If a field practice is given as homework, no-cost options will be provided.

I will return FDSCTE 3100 to the departmental queue via curriculum.osu.edu so that the concerns of the reviewing faculty can be addressed. As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before a course can move forward in the approval process. *Recommendations* (in italics above) should be implemented when the course is next taught.

# Global Cuisines: Food Science and Health Syllabus

FDSCTE 3100 AU23

## Course Information

- **Course times and location:** One 110-minute session and one 55-minute session of lectures and demonstrations per week
- **Credit hours:** 3
- **Mode of delivery:** In person

## Instructor

- **Lead Core Instructor:** Hua Wang
- **Core Faculty:**
  - Brian Waters, Food Science and Technology (Assessment Coordinator)
  - Anna Zubieta, OSU Extension (CFAES)
  - Sanja Ilic, Human Nutrition (EHE)
  - Additional instructional Faculty in Food Science and Technology, Human Nutrition, Extension, Arts and Sciences
- **Email:** [Wang.707@osu.edu](mailto:Wang.707@osu.edu); [Waters.200@osu.edu](mailto:Waters.200@osu.edu)
- **Phone Number:** 614-292-0579; 614-688-5728
- **Office location:** 219 Parker Food Science and Technology Building
- **Office hours:** TBA, and appointment via e-mail request
- **Preferred means of communication:**
  - The preferred method of communication for questions is **email to TAs and the corresponding faculty instructor**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.





# Teaching Assistant

- **Name:** TBA
- **Email:** TBA
- **Recitation times:** TBA

## Course Prerequisites

None

## Course Description

This course discusses elements impacting food safety and human health through the lens of global cuisine. Faculty will introduce related concepts in food and health sciences and illustrate how advancements in science, technology, and globalization impact food, health, and wellbeing. Students will develop an appreciation of cuisines and sound judgement on dietary practices for health and wellbeing.

## Course Goals

This new integrative GE course will serve the goals to help students:

- 1) develop understanding of diverse cultural backgrounds and food science concepts to be able to appreciate global cuisines comprehensively;
- 2) improve fundamental understanding of the food science behind foods and health;
- 3) be introduced to cutting-edge advancements in food science and technology that impact global food consumption, policy, consumer trends, and public health;
- 4) be able to integrate concepts and knowledge of sensory, nutrition, microbiology, chemistry, engineering, and processing to examine foods, cuisines, and health;
- 5) develop critical thinking skills regarding the impact of food science on health and wellbeing, including but not limited to proper research skills and the ability to interpret information from public media and peer-reviewed publications and comment on related policies;
- 6) develop and enhance effective communications;
- 7) be receptive to advancements in food and health sciences, and develop and practice healthy dietary choices that support long-term health and wellbeing;
- 8) get to know faculty experts in the field for future opportunities in research, education, and career development.

# Learning Outcomes

By the end of this course, students should successfully be able to:

- Explain essential concepts in food, nutrition, health and well-being;
- Clearly state and comprehensively articulate and appreciate the cultural, historical, economical and scientific elements associated with global cuisines, and their impact on health and well-being;
- Effectively connect biology/microbiology, chemistry, engineering, processing and packaging, sensory appreciation and nutrition, along with social economy and culture, which have impacted food and cuisine development, human health and well-being;
- Identify and interpret cultural, economic, scientific and technological advancements further impacting food trends, human health and well-being;
- Relate self-experience in dietary practices, health & well-being, properly interpret and evaluate governmental programs and policies, and improve dietary practices, building emotional support and social belonging for resiliency, health & well-being;
- Independently think, re-interpret, evaluate and extend literature and common knowledge, including but not limiting to statements from public media, peer-reviewed publications and related government policies and sponsored programs;
- Communicate professionally and effectively.

## General Education Expected Learning Outcomes

As part of the Health and Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

**GOAL 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.**

ELO 1.1 Engage in critical and logical thinking about the topics or idea of health and well-being.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

**GOAL 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and well-being.



ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**GOAL 3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)**

ELO 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 3.2 Identify, reflect on, and apply strategies for promoting health and well-being.

This course fulfills these learning outcomes with lectures and case studies developed and delivered by an interdisciplinary faculty team that directly ties content to cutting-edge research in food and health. The team has diverse cultural, science, and culinary backgrounds, and will systematically introduce popular global cuisines along with fundamental concepts and scientific knowledge in nutrition, microbiology, chemistry, engineering, processing, and sensory appreciation as related to food, science, health, and culture. Integrated lectures and case studies will bring together disciplinary perspectives, integrating previous lecture content with interdisciplinary perspectives to further engage with the topic of health and wellbeing.

Case studies will teach students methods and technologies in food processing and safety, and will cover quality analyses and health assessments. For instance, fermented vegetables (such as kimchi) are very popular in East Asian cuisines. For many years, the main reason for food fermentation was to preserve perishable food materials. These products are now considered to be health promoting and are gaining popularity in the US and elsewhere. Understanding the culture impact and evolution history, traditional ways of manufacturing and fundamentals in microbiology, sensory and processing, as well as advanced assessment tools of microbiome and metabolomics will help students being able to assess the underestimated food safety risks of fermented foods and enable them to comprehensively evaluate the impact of related food intervention on host health. Students will re-assess peer-reviewed papers in top scientific journals and form their own interpretation.

On the other hand, many fast foods are now considered unhealthy and may have contributed to various human diseases. Understanding the history, financial and nutritional impact of fast foods on American diets and public health, and the roles of sensory design, the food ingredients, and the commercial practices involved in driving the popularity and the evolution of the fast food culture will help students develop proper judgement on fast foods and healthy dietary choices. Guided literature studies and weekly homework assignments including field exercises and short video presentations develop students' critical thinking, information literacy, and presentation skills.

# How This Course Works

**Mode of delivery:** This course is 100% in person.

**Pace of activities:** The class meets two times per week in person during class hours, one for 110 minutes and the other for 55 minutes. Written homework or short video assignments are submitted online. Participation in discussion is live during class hours.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.osu.edu/credit-hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, the course instructors have the following expectations for everyone's participation:

- **Attendance:** If you have an emergency (illness, death in the family, job interview, etc) that will cause you to miss class or assignments, please reach out to the lead core instructor with appropriate documentation (doctor's note, funeral notice, etc.) as soon as possible to make arrangements.
- **Participation:** Students are expected to participate in person during class hours. There will be a 10-min quiz each week during the lecture time as part of the assessment of the learning outcomes. If you will miss a quiz, please contact the lead core instructor with appropriate documentation (doctor's note, funeral notice, etc.). Arrangements to makeup the quiz will be made at the lead core instructor's discretion. Interactions and discussions in the classroom are encouraged.
- Students are expected to log in to the course in CarmenCanvas every week for instruction on the homework/guided research/practice each work, at the time of your choice. But the assignments need to be completed weekly, accompanied with a submission of homework within the weekly submission deadline. If you have a situation that might cause you to miss any class, discuss it with the lead core instructor and instructional faculty for that week *as soon as possible*.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Brenner, M., Sørensen, P., and Weitz, D. 2020. *Science and Cooking: Physics Meets Food, from Homemade to Haute Cuisine*. WW Norton & Company.
- Doyle MP, Diez-Gonzalez F, Hill C (ed). 2019. *Food Microbiology: Fundamentals and Frontiers*, 5th ed. ASM Press, Washington, DC.

## Recommended/Optional Materials and/or Technologies

Optional reading materials will be given on CarmenCanvas during the semester, when appropriate.

### Samples of recommended reading materials

- Lawless, H.T., and Heymann, H. 2010. Physiological and psychological foundations of sensory function. In *Sensory evaluation of food*. Food Science Text Series. Springer, New York, NY. pp.19-56.
- Forde C.G. 2018. From perception to ingestion; the role of sensory properties in energy selection, eating behaviour and food intake. *Food Quality and Preference*. 2018 Jun 1; 66:171-177.
- Reineccius, G., and Peterson, D. 2013. Principles of food flavour analysis. In *Instrumental assessment of food sensory quality. A practical guide*. Ed. D. Kilcast. Woodhead Publishing. p. 656. <https://doi.org/10.1533/9780857098856.1.53>
- Wang, H.H., Manuzon, M.Y., Lehman, M., Wan, K., Luo, H., Wittum, T.E., Yousef, A.E., and Bakaletz, L.O. 2006. Food commensal microbes as a potentially important avenue in transmitting antibiotic resistance genes. *FEMS Microbiol Lett*. 254: 226-231. Erratum in: *FEMS Microbiol Lett*. 2006 Feb;255(2):328.
- Manuzon MY, Hanna SE, Luo H, Yu Z, Harper WJ, Wang HH. Quantitative assessment of the tetracycline resistance gene pool in cheese samples by real-time TaqMan PCR. *Appl Environ Microbiol*. 2007 Mar;73(5):1676-1677. doi: 10.1128/AEM.01994-06.
- Wastyk, H.C., Fragiadakis, G.K., Perelman, D., Dahan, D., Merrill, B.D., Yu, F.B., Topf, M., Gonzalez, C.G., Van Treuren, W., Han, S., Robinson, J.L., Elias, J.E., Sonnenburg, E.D., Gardner, C.D., and Sonnenburg, J.L. 2021. Gut-microbiota-targeted diets modulate human immune status. *Cell*. 2021 Aug 5;184(16):4137-4153.e14. doi: 10.1016/j.cell.2021.06.019.
- Hutkins, R. W. 2006. *Microbiology and Technology of Fermented Foods*. Blackwell Publishing.
- Balasubramaniam, V.M., Martínez-Monteagudo, S.I., and Gupta, R. 2015. Principles and application of high pressure–based technologies in the food industry. *Annu. Rev. Food Sci. Technol*. 2015. 6:435-462.

- López-Gámez, G., Elez-Martínez, P., Martín-Belloso, O., and Soliva-Fortuny, R. 2021. Recent advances toward the application of non-thermal technologies in food processing: an insight on the bioaccessibility of health-related constituents in plant-based products. *Foods*. 10(7):1538. doi: 10.3390/foods10071538.
- Bouvier, J. M., and Campanella, O. H. 2014. *Extrusion processing technology: Food and non-food biomaterials*. John Wiley & Sons.
- Calvelo, A., and Campanella, O.H. 2023. *Science and Technology of Dry Pasta Production*. To be published by Springer, Nature in 2023.
- Falciano, A., Masi, P., & Moresi, M. 2022. Performance characterization of a traditional wood-fired pizza oven. *Journal of Food Science*, 87(9):4107-4118.
- Masi, P., Romano, A., and Coccia, E. 2015. *The Neapolitan pizza. A scientific guide about the artisanal process*. Doppiavoce.
- Yousef, A.E., Waite-Cusic, J.G., and Perry, J.J. 2022. *Analytical Food microbiology: A laboratory manual*, 2nd ed. John Wiley and Sons, Inc., Hoboken, NJ, USA.
- Huang, E., Hussein, W.E., Campbell, E.P., and Yousef, A.E. 2021. Applications in food technology: antimicrobial peptides. p 745-770. In *Biologically active peptides: From basic science to applications for human health*. Ed. Toldrá, F., and Wu, J. Elsevier, Amsterdam, Netherlands.
- Abdelhamid, A.G., Campbell, E.P., Hawkins, Z., and Yousef, A.E. 2022. Efficient production of broad-spectrum antimicrobials by *Paenibacillus polymyxa* OSY-EC using acid whey-based medium and novel antimicrobial concentration approach. *Front Bioeng. Biotechnol.* 10:869778.
- Abdelhamid, A.G., and Yousef, A.E. 2022. Carvacrol and thymol combat desiccation resistance mechanisms in *Salmonella enterica* Serovar Tennessee. *Microorganisms*. 10:44.
- Yatsunenکو, T., Rey, F.E., Manary, M.J., Trehan, I., Dominguez-Bello, M.G., Contreras, M., Magris, M., Hidalgo, G., Baldassano, R.N., Anokhin, A.P., Heath, A.C., Warner, B., Reeder, J., Kuczynski, J., Caporaso, J.G., Lozupone, C.A., Lauber, C., Clemente, J.C., Knights, D., Knight, R., and Gordon, J.I. 2012. Human gut microbiome viewed across age and geography. *Nature* 486, 222-227.
- Subramanian, S., Huq, S., Yatsunenکو, T., Haque, R., Mahfuz, M., Alam, M.A., Benezra, A., DeStefano, J., Meier, M.F., Muegge, B.D., Barratt, M.J., Zhang, Q., Province, M.A., Petri, W.A., Ahmed, T., and Gordon, J.I. 2014. Persistent gut microbiota immaturity in malnourished Bangladeshi children. *Nature* 510, 417-421.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested



- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication, short video production, etc.

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](http://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.



- **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Weekly Quiz	300 (15 quizzes at 20 pts per quiz)
Homework assignments	450 (15 assignments at 30 pts each)
Video presentations	100 (2 presentations at 50 pts each)
Final exam (comprehensive)	150
Total	1000

See [Course Schedule](#) or CarmenCanvas for due dates.

## Descriptions of Major Course Assignments

### Quizzes

**Description:** This course requires in-person participation during the lecture, unless with approved emergency exception(s). Every week the students will be given a 10-minute quiz on materials covered in the previous week. There will be at least one question on the quiz related to the impact of foods on health and wellbeing. Quizzes will be administered during class time via CarmenCanvas. The quiz will be multiple choice.

**Academic integrity and collaboration:** Quizzes must be completed on your own without use of any external sources (including but not limited to notes, textbooks, websites, or other people). If you will miss a quiz, please contact the lead core instructor with appropriate documentation (doctor's note, funeral notice, etc.). Arrangements to makeup the quiz will be made at the instructor's discretion.

### Homework assignments

**Description:** Weekly homework assignments will vary by instructor. The weekly homework assignments will engage the disciplinary perspective and material introduced in the week's lecture. Students may be asked to submit short videos during the semester as homework. Homework may include literature review or field practices (such as a stop at a cafeteria, grocery store, or local restaurant to observe a particular type of food or cuisine). If a field practice is given as homework, no-cost options will be provided. The weekly homework

assignments require clear introduction, assessment, and articulation of the culture and disciplinary perspective behind the assigned food/cuisine topics and their impact on health and well-being, building on the knowledge gained from the lectures and case studies.

At least one open-ended question relating the lecture content to health and wellbeing will be included in each of the weekly homework assignments. To answer the questions, students will conduct a literature search or field practices for advanced, in-depth, scholarly exploration of each question, and subsequently tie their research to the theme of health and wellbeing.

Each homework will be graded based on accuracy and creativity (if applicable) of the answers, using a rubric with the following breakdown: describe and summarize existing knowledge (25%); discuss and describe the topic or the process involved (25%); innovation (concept, interpretation or idea, etc.) (15%); connection of the particular foods, cuisines, food ingredients, nutrition, culture etc. to health and wellbeing (10%), proper presentation and effective communication (25%). Written assignments should avoid grammar and spelling errors and follow a logical flow to present the case. A non-expert reader should be able to follow the information presented, and an expert reader should be able to appreciate the synthesized cultural and scientific information, and the impact on health and well-being. The deadlines for the weekly homework submission will be specified by the instructors. Missing submission deadlines will result in a 10% reduction of points per day late with 0 points after 5 days, unless with special permission from the instructor due to approved health or other reasons.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, must be your own original work. In formal assignments, you should follow [APA](#) style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Video presentations

**Description:** By Week 7 each student will submit a mid-term 5-minute short video on a cuisine topic of their choice. Students will explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives through the study of a specific cuisine.

By Week 14, each student will deliver another 5-minute short video to showcase their cuisine/dietary practices or plan, aiming for improved health and well-being. This video will require students to identify, reflect on, and apply strategies for promoting health and well-being to create a cuisine or dietary plan with improved health and well-being outcomes.

These videos will also be assessed on students' public presentation skills. Each presentation will be graded based on the content and accuracy of the information (cultural, scientific, technical processing, etc.) related to the cuisine/topic (50%), the visual organization (25%), and the effectiveness of the message delivered (25%).

Short videos will be uploaded in CarmenCanvas for use within the course. Students are discouraged from uploading course related materials to public or social media platforms.

**Academic integrity and collaboration:** Your individual video assignments, including discussion posts, must be your own original work. If videotaping involves commercial products or business location, you should get permission from the business owner before doing so.

## Final exam

**Description:** The timed final exam is comprehensive and cumulative, and will assess students' learning of topics covered throughout the semester and their comprehensive understanding of the impact of foods/cuisines on health and wellbeing. The final exam will be given during the final exam time for the course. The exam will be given in class.

**Academic integrity and collaboration:** The exam must be completed on your own without use of any external sources (including but not limited to notes, textbooks, websites, or other people).

## Late Assignments

Please refer to CarmenCanvas for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. In general the instructors are not able to grade assignments submitted after the final weekly deadline. Missing submission deadlines will result in a 10% reduction of points per day late with 0 points after 5 days, unless with special permission from the instructor due to approved health or other reasons. For approved exceptions (such as illness, out of town on university business, etc.), specific arrangements can be made with the topic and coordinating instructors in advance or accordingly (i.e., sudden illness). See Attendance Policy on page 6 for details.

## Instructor Feedback and Response Time

The following list is provided to give you an idea of course faculty's intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact the lead core instructor or the instructional faculty member for that week and TAs first through their Ohio State email address. The instructor/TAs will reply to emails within **48 hours on days when class is in session at the university**.
- For large weekly assignments, you can generally expect feedback within **7 days**.
- **Class announcements:** Please pay attention to announcements during the lectures. Other important class-wide messages may also be sent through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** Certain instructional faculty and TAs may use discussion boards for communication when they specify.
- **Grading and feedback:** For weekly assignments submitted before the due date, the feedback and grades usually will be available within **7 days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

## Grading Scale

91-100	A	71-76.9	C
89-90.9	A-	69-70.9	C-
87-88.9	B+	67-68.9	D+
81-86.9	B	60-66.9	D
79-80.9	B-	<60	E
77-78.9	C+		

# Other Course Policies

## Discussion and Communication Guidelines

The following are the expectations for how the instructor and student should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

## Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For



additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, [wirt.9@osu.edu](mailto:wirt.9@osu.edu), is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to



discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

INSTRUCTIONAL WEEK	TOPICS, ASSIGNMENTS, DEADLINES, EVENTS, TOPIC OUTCOME	POINTS
1	<p><b>Course introduction, essentials of cuisines and health</b> Dr. Hua Wang, (110 min lecture and demonstration)</p> <p><b>Case study on culinary</b> Guest lecturer (55 min)</p>	
2	<p><b>Sensory appreciation and neurological responses</b> Dr. Chris Simons (110 min lecture)</p> <p><b>History and culture impact on foods</b> Drs. Rick Livingston (55 min lecture)</p> <p>Sample reading: Lawless, H.T., and Heymann, H. 2010. Physiological and psychological foundations of sensory function. In <i>Sensory evaluation of food</i>. Food Science Text Series. Springer, New York, NY. pp.19-56.</p> <p>Forde C.G. 2018. From perception to ingestion; the role of sensory properties in energy selection, eating behaviour and food intake. <i>Food Quality and Preference</i>. 2018 Jun 1; 66:171-177.</p> <p>Charlotte Biltekoff. <i>Eating Right in America</i> (2013)</p> <p><b>Homework #1</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
3	<p><b>Essential nutrition: the foundation</b> Dr. Zubieta (110 min lecture)</p> <p><b>Impact of social/economic disparity on food and health</b> Dr. Simone Drake (Guest lecturer, 55 min) <b>Homework #2</b></p> <p><b>Sample reading:</b> Dietary Guidelines for Americans 2020-2025. DietaryGuidelines.gov.</p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
4	<p><b>Mediterranean cuisines, food ingredients and metabolomics</b> Dr. Chatzakis (110 min lecture and demonstration)</p> <p><b>Integrated guided study on culture and health</b> Dr. Zubieta/Wang ( 55 min lecture)</p> <p>Sample reading: M. Guasch-Ferre; W. C. Willett. The Mediterranean diet and health: a comprehensive overview. <i>J. Intern. Med.</i>, 2021, 290, 549-566. doi: 10.1111/joim.13333</p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>

	<b>Homework #3</b>	
5	<p><b>Indian cuisines, food and processing</b> Dr. Balasubramaniam (110 min lecture)</p> <p><b>Integrated Lecture: Food ingredients, processing, and health</b> Drs. Balasubramaniam, Hua Wang (55 min guided study and demonstration)</p> <p><b>Sample reading:</b> Balasubramaniam, V.M., Martínez-Monteaquedo, S.I., and Gupta, R. 2015. Principles and application of high pressure–based technologies in the food industry. <i>Annu. Rev. Food Sci. Technol.</i> 2015. 6:435-462. López-Gámez, G., Elez-Martínez, P., Martín-Belloso, O., and Soliva-Fortuny, R. 2021. Recent advances toward the application of non-thermal technologies in food processing: an insight on the bioaccessibility of health-related constituents in plant-based products. <i>Foods</i>. 10(7):1538. doi: 10.3390/foods10071538.</p> <p><b>Homework #4</b></p>	<b>QUIZ (20) HOMEWORK (30)</b>
6	<p><b>East Asian cuisines, healthy foods</b> <b>Dr. Hua Wang &amp; Dr. Mari Noda (220 min lectures and case study).</b></p> <p>Sample readings: Wang, H.H., Manuzon, M.Y., Lehman, M., Wan, K., Luo, H., Wittum, T.E., Yousef, A.E., and Bakaletz, L.O. 2006. Food commensal microbes as a potentially important avenue in transmitting antibiotic resistance genes. <i>FEMS Microbiol Lett.</i> 254: 226-231. Erratum in: <i>FEMS Microbiol Lett.</i> 2006 Feb;255(2):328. Li, Y., Fu, S., Klein, M., and Wang, H. (2023). Traditionally fermented foods still as a critical avenue impacting host gut antibiotic resistome. BioRxiv.</p> <p><b>Homework #5</b></p>	<b>QUIZ (20) HOMEWORK (30)</b>
7	<p><b>Mexican cuisines, dairy foods</b> Dr. Valente Alvarez (110 min lectures and case study)</p> <p><b>Integrated Lecture: Fermented foods, food safety, and host health</b> <u>Dr. Hua Wang</u> (55 min)</p> <p><b>Sample readings:</b> Manuzon MY, Hanna SE, Luo H, Yu Z, Harper WJ, Wang HH. Quantitative assessment of the tetracycline resistance gene pool in cheese samples by real-time TaqMan PCR. <i>Appl Environ Microbiol.</i> 2007 Mar;73(5):1676-1677. doi: 10.1128/AEM.01994-06.</p>	<b>QUIZ (20) HOMEWORK (30) MID-TERM SHORT VIDEO (50)</b>



	<p>Wastyk, H.C., Fragiadakis, G.K., Perelman, D., Dahan, D., Merrill, B.D., Yu, F.B., Topf, M., Gonzalez, C.G., Van Treuren, W., Han, S., Robinson, J.L., Elias, J.E.,</p> <p>Sonnenburg, E.D., Gardner, C.D., and Sonnenburg, J.L. 2021. Gut-microbiota-targeted diets modulate human immune status. <i>Cell</i>. 2021 Aug 5;184(16):4137-4153.e14. doi: 10.1016/j.cell.2021.06.019.</p> <p><b>Homework #6; mid-term short video</b></p>	
8	<p><b>International beverages.</b></p> <p>Dr. Brian Waters (165 min lectures and case study)</p> <p><b>Sample readings:</b></p> <p>Styger G, Prior B, Bauer FF. Wine flavor and aroma <i>J Ind Microbiol Biotechnol</i>. 2011 Sep;38(9):1145-59.</p> <p>Fox GP, Bettenhausen HM. Variation in quality of grains used in malting and brewing. <i>Front Plant Sci</i>. 2023 Jun 12;14:1172028.</p> <p><b>Homework #7</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
9	<p><b>Italian Food: Pasta and Neapolitan pizza production.</b></p> <p>Dr. Campanella (110 min lectures and case studies)</p> <p><b>Integrated Lecture: Food ingredients and health</b></p> <p>Dr. Brian Waters (55 min)</p> <p>Sample readings:</p> <p>Bouvier, J. M., and Campanella, O. H. 2014. <i>Extrusion processing technology: Food and non-food biomaterials</i>. John Wiley &amp; Sons.</p> <p>Calvelo, A., and Campanella, O.H. 2023. <i>Science and Technology of Dry Pasta Production</i>. To be published by Springer, Nature in 2023.</p> <p>Falciano, A., Masi, P., &amp; Moresi, M. 2022. Performance characterization of a traditional wood-fired pizza oven. <i>Journal of Food Science</i>, 87(9):4107-4118.</p> <p>Masi, P., Romano, A., and Coccia, E. 2015. <i>The Neapolitan pizza. A scientific guide about the artisanal process</i>. Doppiavoce.</p> <p><b>Homework #8</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
10	<p><b>Egyptian Food; Foodborne microbes</b></p> <p>Dr. Yousef, *55 min lecture and case study</p> <p><b>Food flavor, bioactive compounds, and assessments</b></p> <p>Dr. Devin Peterson (55 min)</p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>



	<p><b>Integrated Lecture: Food safety and health guided study</b> Dr. Sanja Ilic (55 min)</p> <p><b>Sample readings:</b></p> <p>Yousef, A.E., Waite-Cusic, J.G., and Perry, J.J. 2022. <i>Analytical Food microbiology: A laboratory manual</i>, 2nd ed. John Wiley and Sons, Inc., Hoboken, NJ, USA.</p> <p>Huang, E., Hussein, W.E., Campbell, E.P., and Yousef, A.E. 2021. Applications in food technology: antimicrobial peptides. p 745-770. In <i>Biologically active peptides: From basic science to applications for human health</i>. Ed. Toldrá, F., and Wu, J. Elsevier, Amsterdam, Netherlands.</p> <p>Reineccius, G., and Peterson, D. 2013. Principles of food flavour analysis. In <i>Instrumental assessment of food sensory quality. A practical guide</i>. Ed. D. Kilcast. Woodhead Publishing. p. 656. <a href="https://doi.org/10.1533/9780857098856.1.53">https://doi.org/10.1533/9780857098856.1.53</a></p> <p><b>Homework #9</b></p>	
11	<p><b>Caribbean cuisines, food packaging and safety</b> Dr. Melvin Pascall (110 min lectures and case study)</p> <p><b>Fast food and American Cuisine</b> Dr. Rick Livingston (55 min lecture)</p> <p>Sample readings:</p> <p>Julius Jackson. 2018. <i>My modern Caribbean kitchen: 70 fresh takes on island favorites</i>. Page Street Publishing Co., Salem, MA. ISBN-13: 978-1-62414-581-0.</p> <p>Illyanna Maisonet. 2022. <i>Diasporican: A Puerto Rican Cookbook</i>. Ten Speed Press, New York, NY. ISBN: 978-1-9848-5976-1.</p> <p>Kate Princeton Johnson. 2021. <i>Cuban Cookbook: Enjoy the Taste of 100 Traditional and New Cuban Cuisine</i>.</p> <p>Naparima Girl's High School Cookbook. <i>The multi-cultural cuisine of Trinidad and Tobago and the Caribbean</i>.</p> <p>Paul Freedman. <i>American Cuisine</i> (2019).</p> <p><b>Homework #10</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
12	<p><b>Ethnic Meat Products of North America</b> Dr. Lynn Knipe (110 min lecture and case study)</p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>

	<p>Knipe, C. Lynn. 2023. Ethnic Meat Products: North America. Encyclopedia of Meat Science. Elsevier Publishing.</p> <p><b>Homework #11</b></p>	
13	<p><b>Persian food culture, process &amp; spices.</b> TBA (110 min lectures and case study)</p> <p>Sample readings: Abdelhamid, A.G., Campbell, E.P., Hawkins, Z., and Yousef, A.E. 2022. Efficient production of broad-spectrum antimicrobials by <i>Paenibacillus polymyxa</i> OSY-EC using acid whey-based medium and novel antimicrobial concentration approach. <i>Front Bioeng. Biotechnol.</i> 10:869778.</p> <p>Abdelhamid, A.G., and Yousef, A.E. 2022. Carvacrol and thymol combat desiccation resistance mechanisms in <i>Salmonella enterica</i> Serovar Tennessee. <i>Microorganisms.</i> 10:44.</p> <p><b>Integrated guided study: Food ingredients, processing and health</b> Dr. Sanja Ilic (55 min)</p> <p>Scallan E, Hoekstra RM, Angulo FJ, et al. Foodborne Illness Acquired in the United States—Major Pathogens. <i>Emerging Infectious Diseases.</i> 2011;17(1):7-15. doi:10.3201/eid1701.p11101.</p> <p><b>Homework #12</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
14	<p><b>Current Topics in Food Science and Health (I)</b> Core faculty (TBA, 110 min)</p> <p><b>Sample readings:</b> Yatsunenکو, T., Rey, F.E., Manary, M.J., Trehan, I., Dominguez-Bello, M.G., Contreras, M., Magris, M., Hidalgo, G., Baldassano, R.N., Anokhin, A.P., Heath, A.C., Warner, B., Reeder, J., Kuczynski, J., Caporaso, J.G., Lozupone, C.A., Lauber, C., Clemente, J.C., Knights, D., Knight, R., and Gordon, J.I. 2012. Human gut microbiome viewed across age and geography. <i>Nature</i> 486, 222-227.</p> <p>Subramanian, S., Huq, S., Yatsunenکو, T., Haque, R., Mahfuz, M., Alam, M.A., Benezra, A., DeStefano, J., Meier, M.F., Muegge, B.D., Barratt, M.J., Zhang, Q., Province, M.A., Petri, W.A., Ahmed, T., and Gordon, J.I. 2014. Persistent gut microbiota immaturity in malnourished Bangladeshi children. <i>Nature</i> 510, 417-421.</p> <p><b>Homework #13</b></p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>
15	<p><b>Food safety, culture.</b> Dr. Sanja Ilic. (165 min lectures and case study)</p>	<p><b>QUIZ (20)</b> <b>HOMEWORK (30)</b></p>

	San Onofre, N., Soler, C., Merino-Torres, J. F., & Soriano, J. M. (2021). "Five Keys to Safer Food" and COVID-19. <i>Nutrients</i> , 13(12), 4491.	
	<b>Homework #14</b>	
<b>16</b>	<b>Current Topics in Food Science and Health (II) &amp; Course Summary</b> (Dr. Wang, Chef, Faculty) <b>Homework #15</b>	<b>QUIZ (20)</b> <b>HOMEWORK (30)</b>
<b>FINAL SHORT VIDEO</b>		<b>50</b>
<b>FINAL EXAM</b>		<b>150</b>

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

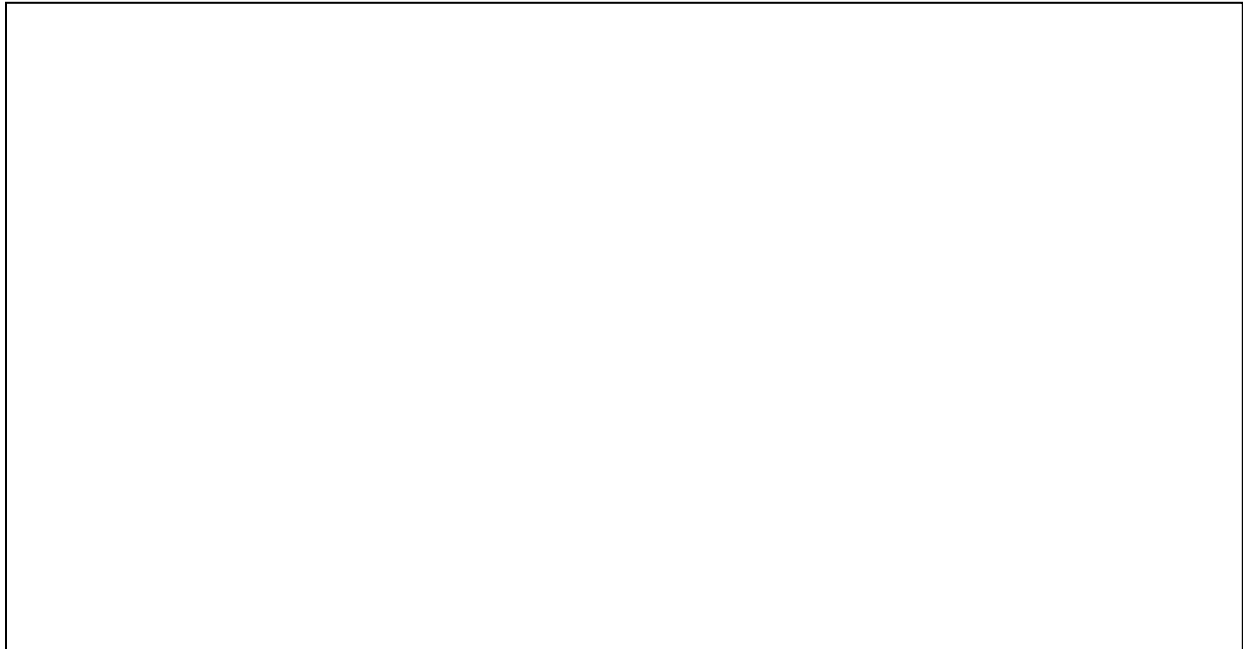
## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

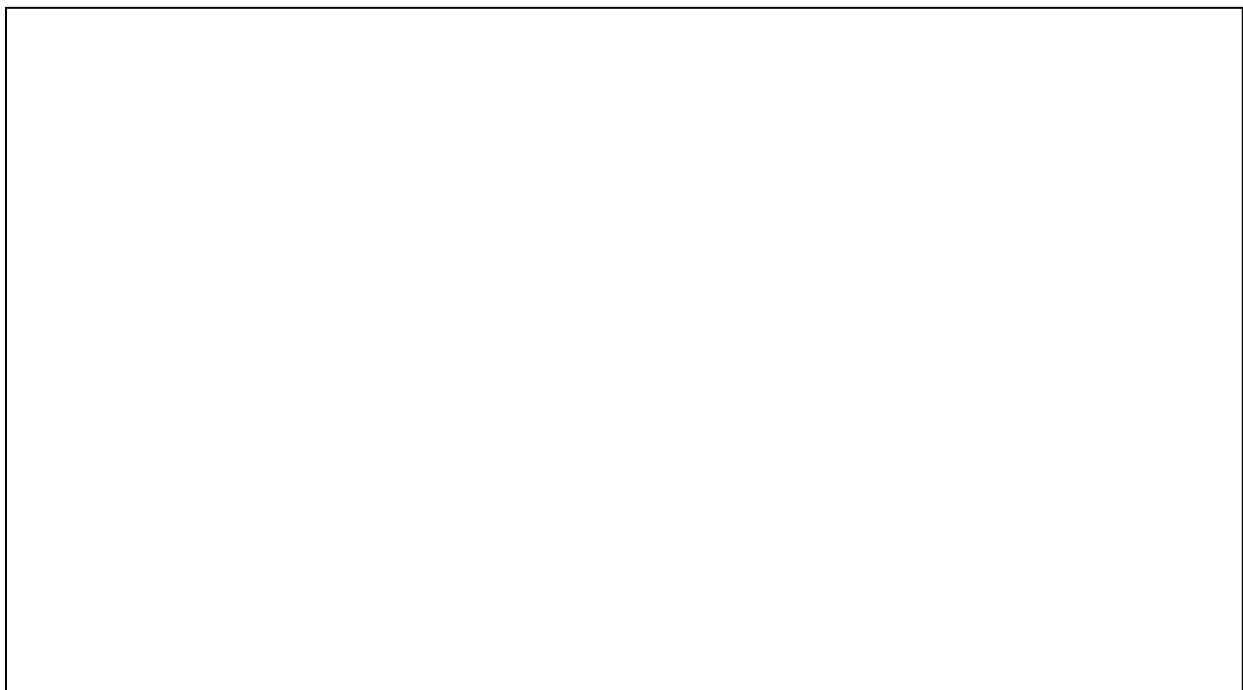
**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)



**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: CFAES Food Science & Technology Date: 2/16/2022

Registrar's Listing: FDSCTE 3100

Course Number: 3100 Level: U  P  G  Credit Hours: 4

Course Title: Global Cuisines: Food Science and Health

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): Department of Human Sciences

Date responses are needed: 3/2/2022

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

The academic unit suggests:

*SSutherland*

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: CFAES Food Science & Technology Date: 1/21/2022

Registrar's Listing: FDSCTE 3100

Course Number: 3100 Level: U  P  G  Credit Hours: 4

Course Title: Global Cuisines: Food Science and Health

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): Department of Human Sciences (Human Nutrition)

Date responses are needed: 2/7/2022

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

The academic unit suggests:

  
Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: CFAES Food Science & Technology

Date: 1/21/2022

Registrar's Listing: FDSCTE 3100

Course Number: 3100 Level: U  P  G

Credit Hours: 4

Course Title: Global Cuisines: Food Science and Health

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): Agricultural Communication, Education, and Leadership

Date responses are needed: 2/7/2022

### B. Information from academic units *reviewing* the request:

- The academic unit *supports* the proposal  
 The academic unit *does not support* the proposal.

Please explain:

The academic unit suggests:



Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

**From:** [Osborne, Jeanne](#)  
**To:** [Davis, Molly J.](#)  
**Subject:** FW: Concurrence Request for FDSTE 3100  
**Date:** Tuesday, January 25, 2022 7:37:39 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Molly,

FYI.

Jeanne

---

**From:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Sent:** Monday, January 24, 2022 4:09 PM  
**To:** Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>  
**Subject:** FW: Concurrence Request for FDSTE 3100

fyi



**Bernadette Vankeerbergen, Ph.D.**

Assistant Dean, Curriculum

**College of Arts and Sciences**

306B Dulles Hall, 230 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

---

**From:** Downey, Douglas <[downey.32@osu.edu](mailto:downey.32@osu.edu)>  
**Sent:** Monday, January 24, 2022 4:06 PM  
**To:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Subject:** Re: Concurrence Request for FDSTE 3100

Sociology concurs.

Doug



**Doug Downey**

Professor of Sociology

Director of Undergraduate Studies

**College of Arts and Sciences**

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

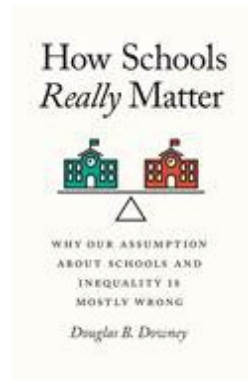
614-292--6681 Office

[downey.32@osu.edu](mailto:downey.32@osu.edu) / <https://sociology.osu.edu/people/downey.32>

Pronouns: he/him/his

Winner of the Pierre Bourdieu Book Award, 2021

<https://press.uchicago.edu/ucp/books/book/chicago/H/bo59694467.html>



---

**From:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Sent:** Monday, January 24, 2022 3:44 PM  
**To:** \_ASC NMS Chairs Directors <[ASC-nms-chairs-directors@osu.edu](mailto:ASC-nms-chairs-directors@osu.edu)>; \_ASC SBS-Chairs <[ASC-SBS-Chairs@osu.edu](mailto:ASC-SBS-Chairs@osu.edu)>; \_ASC AH-Chairs-Directors <[ASC-ah-chairs-directors@osu.edu](mailto:ASC-ah-chairs-directors@osu.edu)>; \_ASC NMS UG Directors <[ASC-NMS-UG-Directors@osu.edu](mailto:ASC-NMS-UG-Directors@osu.edu)>; \_ASC SBS UG Directors <[ASC-SBS-UG-Directors@osu.edu](mailto:ASC-SBS-UG-Directors@osu.edu)>; \_ASC AH UG Directors <[ASC-ah-ug-directors@osu.edu](mailto:ASC-ah-ug-directors@osu.edu)>  
**Cc:** Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>; Davis, Molly J. <[davis.2020@osu.edu](mailto:davis.2020@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>; Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>  
**Subject:** FW: Concurrence Request for FDSTE 3100

Dear all,

Here is a course proposal out of CFAES that might be of interest to several units in our college. The Department of Food Science and Technology is seeking concurrence for a new course, FDSCTE 3100 "Global Cuisines: Food Science and Health." If you feel that this course is relevant to your unit, please email your responses/concurrences to Jeanne Osborne ([osborne.2@osu.edu](mailto:osborne.2@osu.edu)), Assistant Dean in CFAES, and cc me. *Responses are due by **Monday, February 7, 2022***. Concurrence will be assumed if no response is received within two weeks.

Many thanks,

Bernadette



**Bernadette Vankeerbergen, Ph.D.**



Assistant Dean, Curriculum  
College of Arts and Sciences  
306B Dulles Hall, 230 Annie & John Glenn Ave.  
Columbus, OH 43210  
Phone: 614-688-5679  
<http://asccas.osu.edu>

---

**From:** Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>  
**Sent:** Friday, January 21, 2022 12:03 PM  
**To:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Cc:** Davis, Molly J. <[davis.2020@osu.edu](mailto:davis.2020@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>; Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>  
**Subject:** Concurrence Request for FDSTE 3100

Dear Bernadette,

Happy Friday!

Attached please find the syllabus and a concurrence request from the Department of Food Science and Technology in CFAES for a new course, FDSCTE 3100 – Global Cuisines and Health. Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Monday, February 7, 2022.

Please let me know if you have any questions or need additional information.

Take care, and have a great weekend!

Jeanne



THE OHIO STATE UNIVERSITY

*Jeanne M. Osborne* | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs  
College of Food, Agricultural, and Environmental Sciences  
100E Agricultural Administration, 2120 Fyffe Rd.  
Columbus, OH 43210  
Tel: 614-292-1734  
Fax: 614-292-1218  
e-mail: [Osborne.2@osu.edu](mailto:Osborne.2@osu.edu)

*'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change'* (Bob Kerrey)

Check out KINDNESS AT OHIO STATE at <http://kind.osu.edu>!

**From:** [Roe, Brian](#)  
**To:** [Davis, Molly J.](#)  
**Cc:** [Parkman, Anna](#); [Haab, Timothy](#)  
**Subject:** FW: Concurrence Request for FDSTE 3100  
**Date:** Tuesday, February 1, 2022 5:12:16 PM  
**Attachments:** [image001.png](#)  
[Global Cuisines AU22 Syllabus 1-21-2022.docx](#)  
[image002.png](#)

---

Molly,

AEDE provide concurrence for the Global Cuisines course.

Thanks,  
Brian

Brian E. Roe  
VanBuren Professor  
Agricultural, Environmental and Development Economics  
Leader, [Ohio State Food Waste Collaborative](#)  
Co-Director, [RECIPES SRS Research Network](#)  
Ohio State University  
Twitter: [Brian\\_Roe\\_30](#)



Did you know that nearly one million pounds of food enters Central Ohio landfills every day? Join [Save More Than Food](#) and [SWACO](#) to cut food waste in half by 2030.

---

**From:** Parkman, Anna <[parkman.6@osu.edu](mailto:parkman.6@osu.edu)>  
**Sent:** Tuesday, January 25, 2022 2:19 PM  
**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>  
**Subject:** FW: Concurrence Request for FDSTE 3100

Hi Brian,  
I am sending this one your way. Thanks again for picking up this ball.  
Anna

**Anna W. Parkman, PhD**  
Pronouns: She, Her, Hers [What are pronouns?](#)  
Undergraduate Program Leader

Department of Agricultural, Environmental, and Development Economics  
Internship & Study Abroad Coordinator

232 Agricultural Administration Bldg, 2120 Fyffe Rd., Columbus, OH 43210  
614-292-9746 Office / 614-886-9145 Mobile  
[parkman.6@osu.edu](mailto:parkman.6@osu.edu)

---

**From:** Davis, Molly J. <[davis.2020@osu.edu](mailto:davis.2020@osu.edu)>  
**Sent:** Tuesday, January 25, 2022 1:10 PM  
**To:** Parkman, Anna <[parkman.6@osu.edu](mailto:parkman.6@osu.edu)>  
**Cc:** Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>; Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>  
**Subject:** Concurrence Request for FDSTE 3100

Hello Dr. Parkman,

The Department of Food Science & Technology is seeking concurrence from the AEDE for a new course, FDSCTE 3100 – Global Cuisines: Food Science and Health. There is content in this course that may overlap with the disciplines in your academic unit, so concurrence from the perspective of the AEDE is valuable to the advancement of this course.

Please provide your feedback by end of day, Wednesday, February 9, 2022 by completing the attached Concurrence Form for each of your units and returning them to me.

Please let me know if you have any questions or need additional information.

Thank you,

**Molly Davis (she, her)**

Scientific Editor

**College of Food, Agricultural, and Environmental Sciences**

Department of Food Science & Technology

110D Parker Food Science Building, 2015 Fyffe Road, Columbus, OH, 43210

614-247-5964 Office

**Office: Monday-Wednesday**

**Remote: Thursday, Friday**



THE OHIO STATE UNIVERSITY

**From:** [Shearer, Scott A.](#)  
**To:** [Chen, Qian](#); [Davis, Molly J.](#)  
**Cc:** [Rodriguez-Saona, Luis](#); [Osborne, Jeanne](#); [Wang, Hua](#)  
**Subject:** RE: Concurrence Request for FDSTE 3100  
**Date:** Monday, February 7, 2022 10:52:14 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Molly and Victoria:

I support FABE's concurrence. Please let me know if you need anything more formal other than this email confirmation. Thanks!

Regards,  
Scott



**Scott A. Shearer, PhD, PE** | Professor and Chair  
Food, Agricultural and Biological Engineering | 200A Agricultural Engineering Building  
590 Woody Hayes Drive | Columbus, OH 43210-1058  
Office: 614.292.7284 | Mobile: 859.509.5026 | FAX: 614.292.9448  
[www.fabe.osu.edu](http://www.fabe.osu.edu) | [twitter.com/ScottShearer95](https://twitter.com/ScottShearer95)



---

**From:** Chen, Qian <[chen.1399@osu.edu](mailto:chen.1399@osu.edu)>  
**Sent:** Monday, February 7, 2022 10:42 AM  
**To:** Davis, Molly J. <[davis.2020@osu.edu](mailto:davis.2020@osu.edu)>; Shearer, Scott A. <[shearer.95@osu.edu](mailto:shearer.95@osu.edu)>  
**Cc:** Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>; Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>  
**Subject:** RE: Concurrence Request for FDSTE 3100

Molly,

By consulting a few faculty members, I tend to approve this concurrence request if Scott has no objection.

Thanks,

Victoria

**Q. Victoria Chen, Ph.D., LEED AP BD+C**  
Associate Professor of Construction Systems Management  
Academic Affairs Committee Chair

Dept. of Food, Agricultural and Biological Engineering  
The Ohio State University  
E-Mail: [chen.1399@osu.edu](mailto:chen.1399@osu.edu)  
Tel: (614) 292-2254

---

**From:** Davis, Molly J. <[davis.2020@osu.edu](mailto:davis.2020@osu.edu)>  
**Sent:** Monday, February 7, 2022 11:26 PM  
**To:** Chen, Qian <[chen.1399@osu.edu](mailto:chen.1399@osu.edu)>  
**Cc:** Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>; Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>  
**Subject:** RE: Concurrence Request for FDSTE 3100

Hello Victoria,

This is a friendly reminder that tomorrow is the deadline for this concurrence request. Please let me know if you have any questions. We're happy to meet and discuss the course further if needed.

Thank you,

Molly (she, her)

**Office: Monday-Wednesday 8-5**

**Remote: Thursday, Friday 8-5**

**I can be reached via email, Skype IM, or by phone at 614-247-5964.**

---

**From:** Davis, Molly J.  
**Sent:** Friday, January 21, 2022 2:08 PM  
**To:** Chen, Qian <[chen.1399@osu.edu](mailto:chen.1399@osu.edu)>  
**Cc:** Rodriguez-Saona, Luis <[rodriguez-saona.1@osu.edu](mailto:rodriguez-saona.1@osu.edu)>; Osborne, Jeanne <[osborne.2@osu.edu](mailto:osborne.2@osu.edu)>; Wang, Hua <[wang.707@osu.edu](mailto:wang.707@osu.edu)>  
**Subject:** Concurrence Request for FDSTE 3100

Hello Victoria,

The Department of Food Science & Technology is seeking concurrence from the FABE for a new course, FDSCTE 3100 – Global Cuisines: Food Science and Health. There is content in this course that may overlap with the disciplines in your academic units, so concurrence from the perspective of the FABE is valuable to the advancement of this course.

Please provide your feedback by end of day, Monday, February 7, 2022 by completing the attached Concurrence Form for each of your units and returning them to me.

Please let me know if you have any questions or need additional information.

Thank you,

**Molly Davis (she, her)**

Scientific Editor

College of Food, Agricultural, and Environmental Sciences

Department of Food Science & Technology

110D Parker Food Science Building, 2015 Fyffe Road, Columbus, OH, 43210

614-247-5964 Office

**Office: Monday-Wednesday**

**Remote: Thursday, Friday**



THE OHIO STATE UNIVERSITY



To: Hua Wang  
Department of Food Science and Technology, CFAES  
The Ohio State University  
Date: Aug 15, 2021

Dear Dr. Wang,

Thanks for the discussion on the new GE course on Global Cuisines: Food, Science and Health. Food is a popular topic and one of the most important contributing factors to human health. It is a great idea to introduce and practice core science, culture and diversity, and human health concepts through Global Cuisines. I am excited to work with this interdisciplinary team of food science and nutrition faculty from CFAES and EHE with expertise in psychology, microbiology, food safety, engineering, processing, and nutrition to develop and deliver this new integrative theme course.

I joined Human Nutrition program in the Department of Human Sciences as a faculty since 2013, with research interest in food safety. Since then, I have been the instructor of HNNTR3313 Food and Culture class for OSU undergraduate students majoring in dietetics and nutrition science. This 2-credit course aims to improve cultural competence among future dietitians and prepare the food professionals to effectively work with clients whether they are patients in health care, food industry and consumers. Students love this class and I hear every year how much they have learned and were better able to put food choices into cultural context. I am confident that my experience will be a valuable addition to the faculty expertise in this new course.

I look forward to working with the rest of the team to develop new course content, student practices, and assessments to accomplish the objectives of Global Cuisines: Food, Science and Health. The new course should enrich the OSU GE curriculum. Most importantly, I hope the course will have lasting impact on improved health of our students and their families, enriched culture and diversity on campus.

Sincerely,

**Sanja Ilic, PhD**

Associate Professor And Food Safety State Specialist  
Department Human Sciences Human Nutrition  
614-292-4076 Office / 614-216-5053 Mobile  
[ilic.2@osu.edu](mailto:ilic.2@osu.edu)

**From:** [Wang, Hua](#)  
**To:** [Davis, Molly J.](#)  
**Cc:** [Osborne, Jeanne](#)  
**Subject:** FW: two confirmed participation from arts and sciences.  
**Date:** Friday, January 21, 2022 12:58:20 PM

---

Here are two. Potentially 2-3 more may be on the way.

---

**From:** Livingston, Rick <livingston.28@osu.edu>  
**Sent:** Friday, January 21, 2022 11:20 AM  
**To:** Wang, Hua <wang.707@osu.edu>  
**Subject:** Re: connection

Dear Hua--

I'd be happy to talk about American food culture in the context of Global Cuisines; when are you planning to offer the course? Chris cc'd me on his reply to you and I think he's being unduly modest. His book about the industrialization of the British food system, [Diet for a Large Planet](#), has gotten lots of good press. His main focus is Great Britain, but that history is pretty key to understanding the globalization of cuisines.

Next Thursday afternoon would be a good time for a Zoom for me; let me know a time that works on your end.

best regards  
Rick

Rick Livingston (he/his)  
Associate Director, Humanities Collaboratory  
Senior Lecturer in Comparative Studies  
Ohio State University  
452 Hagerty Hall  
1775 South College Road  
Columbus, OH 43210  
614-247-6763

**From:** Noda, Mari [noda.1@osu.edu](mailto:noda.1@osu.edu)  
**Sent:** Tuesday, January 18, 2022 3:10 PM  
**To:** Wang, Hua [wang.707@osu.edu](mailto:wang.707@osu.edu); Li, Minru [li.28@osu.edu](mailto:li.28@osu.edu)  
**Cc:** Walker, Galal [walker.17@osu.edu](mailto:walker.17@osu.edu)  
**Subject:** Re: help on Japanese cuisine and culture

Dear Dr. Wang,



Thank you for extending the invitation to your Global Cuisines course. It looks fascinating! I'd be happy to join the class. How many students do you anticipate having in class? I think I would prefer a 55 min lecture. I may bring a few sample items. I think focusing on fermented food items that are common in Japanese (starting from soy sauce, sake "wine" and pickles) might be interesting.

As Minru might have mentioned to you, I teach a course (EALL 2284) focused on tea culture in East Asia. Might you be interested in doing a guest presentation? I'm attaching a syllabus and a schedule from the last iteration of the course. It has not yet been updated for the new GE, and I have not been able to offer it for two years due to COVID, but am hoping to revive it.

You may already know, but Rick Livingston (.28) is working to coordinate "Food studies at OSU" with the idea of proposing a certificate. We had a meeting with faculty members from a wide range of programs. I think you should definitely be part of it, if you are not already. Please do reach out to Rick about it.

I look forward to working with you.

Best,

Mari Noda