

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4542
Course Title Taco Planet: Food, Sustainability & Latin(x) American Cultures
Transcript Abbreviation Taco Planet
Course Description Examines the history, policies, visual representations, culinary techniques, and literatures that bring together Latin(x) American identity, expressive cultures, and culinary practices. Students will visit local businesses and complete instructional kitchen class gatherings to inventory how they can contribute to more sustainable and ethical consumer choices.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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 Prerequisite: Spanish 2242 / Comparative Studies 2322, or permission of instructor. Taught in English.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0908
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Sustainability

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Analyze sustainability at a more advanced and in-depth level.
- Understand the strength of consumers to create new paradigms in food production, & to participate in planetary stewardship by applying local, national, and hemispheric (Americas-based, transnational) models of sustainability in their everyday lives.
- Use participant observation at local businesses and complete instructional kitchen class gatherings to inventory how they can contribute to more sustainable and ethical consumer choices.
- Analyze how questions of environmental sustainability gain coherence in the cultural context of the Americas.
- Apply disciplinary vocabularies to an understanding of how local consumer tendencies impact the environment.
- Analyze cultural narratives about food and consumption and describe how these interact with potential planetary solutions.

Content Topic List

- Sustainability
- Responsible local food practices and consumption
- Latinx communities
- Cultural narratives

Sought Concurrence

Yes

Attachments

- Concurrence.pdf: concurrence
(Concurrence. Owner: Sanabria, Rachel A.)
- 5-12-22 Spanish Major_LatinX Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- Span 4542_Taco Planet_submission-sustainability 9-13-22.pdf: Sustainability
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- Taco_Planet_Syllabus_091322.pdf: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- Hi SPPO, I am confused about the course submission. 4-credit themes have a High Impact Practice attached to it. I do not see a High Impact Practice form for this course, What HIP will it be?
- Please check off all campus boxes on the form. *(by Vankeerbergen, Bernadette Chantal on 08/24/2022 04:35 PM)*

COURSE REQUEST
4542 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/27/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	05/12/2022 02:36 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	05/12/2022 02:37 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/24/2022 04:36 PM	College Approval
Submitted	Sanabria, Rachel A.	09/13/2022 01:54 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	09/13/2022 02:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2022 12:17 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/27/2022 12:17 PM	ASCCAO Approval

DEPARTMENT OF SPANISH AND PORTUGUESE
The Ohio State University
Taco Planet: Food, Sustainability and Latin(x) American Cultures
SPAN 4542
General Education Theme: Sustainability
3 Credit Hours

Instructor: Dr. Paloma Martínez-Cruz
Email: martinez-cruz.2@osu.edu
Class will meet: 80 minutes / twice weekly
Location of Instruction: TBD
Office: Hagerty Hall 283

Description and Rationale

Evidence about alternative food networks confirms that when students are more educated about the south-to-north trajectories of food products such as corn, bananas, coffee, and chocolate, they make more informed and principled decisions about the power consumers and workers have in reshaping our cultural practices around consumption and sustainability. "Taco Planet: Food, Sustainability and Latin(x) American Cultures" course deals with the history, policies, visual representations, culinary techniques, and literatures that bring together Latin(x) American identity, expressive cultures, and culinary practices.

Ultimately, the goal of this course is for students to glean an understanding of the strength of consumers to create new paradigms in food production, and to participate in planetary stewardship by applying local, national, and hemispheric (Americas-based, transnational) models of sustainability in their everyday lives. We will examine the history, policies, visual representations, culinary techniques, and participant observations at local grocery stores, farms, coffee shops, and restaurants to inventory how students can contribute to more sustainable and ethical consumer choices. The course will adhere to The Ohio State's Sustainability Theme Goals detailed below.

As a four-credit hour course, students should expect four hours on direct instruction (contact hours with instructor and Carmen activities) in addition to eight hours of homework, preparation, and assignments.

Ohio State University GE Course Goals

- Successful students will analyze sustainability at a more advanced and in-depth level than in the foundations.
- Successful students are able to ...
 - 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
 - 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Ohio State Sustainability Theme Goals

The Ohio State Sustainability Education and Learning Committee defines a “sustainability course” as one that “acknowledges the fundamental dependence of humans on earth and environmental systems and addresses one or more aspects of the interdependence of human and natural systems.” This course focuses on the OSU sustainability theme through the dimension of society and culture.

Ohio State University Sustainability Theme Course Goals

- Successful students will be able to . . .
 - 1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
- In this course, students will analyze how questions of environmental sustainability gain coherence in the cultural context of the Americas.
 - 1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
- In this course, students will apply disciplinary vocabularies to an understanding of how local consumer tendencies impact the environment.
 - 1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.
- In this course, students will analyze cultural narratives about food and consumption and describe how these interact with potential planetary solutions.

Expected Learning Outcomes

- 1.1 Engage in critical and logical thinking about the topic or idea of sustainability.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to sustainability.
- 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.
- 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
- 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
- 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Required Texts

Readings available on CarmenCanvas either in PDF format and/or through links provided on the course Carmen site and syllabus: <https://carmen.osu.edu/#>

Accessibility of course technology

This in-person course requires use of Carmen (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 with your instructor.

- Carmen (Canvas) accessibility
- Netflix accessibility

Allergen Advisory and Instructional Kitchen Class Gatherings

Please be advised that food prepared in the instructional kitchen or on site visits to heritage dining establishments may contain peanut, tree nut, soy, milk, egg, wheat, corn, gluten, and other ingredients. Students with allergies or sensitivities are asked to consult with the instructor to ensure accommodation at the beginning of the course.

Food will be prepared by visiting professionals in the field of food preparation and served to students in the instructional kitchen on one occasion. The instructional kitchen session provides essential experiential learning in the area of culinary cultures, nutritional knowledge, and recovery of heritage practices - a shift toward embodied pedagogy and the revaluation of activities associated with Mexican and Mesoamerican food preparation that has historically been marginalized, misappropriated and/or defamed.

Grade Breakdown by Assignments

Attendance, Preparation, Participation (20%)

Includes attendance, active class work, and preparation for each class. No more than **two** unexcused absences per semester. Each subsequent unexcused absence will result in 2.5% drop in this category of evaluation. Excused absences must be accompanied by written documentation in accordance with the situation. Remember to turn off and **put away your cell phone, and other electronic devices** for the duration of class unless specifically indicated for classroom purposes.

Some examples of reasonable and common situations leading to an absence from class may include, depending upon the circumstances: illness, physical or mental, or injuries of the student or a student's dependent; situations covered by Title IX, including medical conditions related to pregnancy; participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences, and other duties and observances, as detailed on the website of the Registrar:

https://registrar.osu.edu/participationroster/religious_holidays.pdf.

Reflection & Analysis (15%)

Two typed, written responses to pre-assigned focus questions provide thoughtful reflection on assigned readings in short essay form submitted electronically via Carmen in on due dates indicated on the syllabus. Approximately 600 words per analysis.

Individual Presentation (15%)

Each student will provide one 15-minute presentation during the course of the semester that deals with daily focus questions and includes researching background information on the day's readings and screenings. The presentation will conclude with two questions that elicit classroom discussion and peer participation. The peer discussion time does not count as part of the presentation.

Group Presentations: Communities of Practice (30%)

A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill common goals. Students will create four CoP presentations throughout the semester dealing with the themes of: mock Spanish in Columbus restaurants; a site visit to a heritage dining establishment; research on a Columbus Alternative Food Network; and a "Spectator to Actor" documented food "action" that brings together the themes of food and sustainability at the local level. A new CoP will be formed for each presentation so that students build community across a diverse array of peers. Depending on course enrollment, groups will have 15-20 minutes to report on the given theme.

ePortfolios and Research Paper (20%)

Individual ePortfolios will consist of: 1) an image of the student; 2) a brief (150-200 word) bio of the student; 3) a research paper with five scholarly sources based on one of the weekly themes from the course containing a scholarly argument; 4) a summary of the CoP collaborations conducted over the course of the semester (150-200 words per CoP collaboration); 5) and the CoP blog post on the topic of "From Spectator to Actor" that groups publish on their CoP blogs at the end of the semester. *Late work will only be accepted with instructor permission owing to reasonable circumstances as defined above.

Grading Criteria for Written Work

- MLA formatting is required on written assignments, including the Works Cited page and in-text citations. The following link can help you get started:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.
- “A” work is well written, without significant flaws in grammar, diction, or spelling, and demonstrates strength, precision, and variety in its vocabulary and syntax. It is capable of expressing sophisticated relationships, such as analogy, antithesis, contradiction, or contingency. It demonstrates a nuanced understanding of the primary text in question, elaborates critical views of it, and extends points made in class or in critical readings to novel perspectives.
- “B” work is competently written, without significant flaws in grammar, diction, or spelling. It demonstrates some recognition of sophisticated relationships such as analogy, antithesis, contradiction, or contingency. It reflects an accurate understanding of the primary text and attempts to extend points made in class or in critical readings to novel perspectives.
- “C” work demonstrates adequate writing, which manages to communicate basic ideas more or less accurately despite some confusions caused by errors in grammar, diction, or spelling. It characterizes the primary text, and competently rehearses points made in class.

HOW YOUR GRADE IS CALCULATED

ASSIGNMENT CATEGORY	POINTS
Attendance, Preparation, Participation	20
Reflection & Analysis	15
Individual Presentation	15
Group Presentations: Communities of Practice	30
ePortfolios and Research Paper	20

Academic Misconduct

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the *Code of Student Conduct*."

Academic Misconduct, Cont.

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class and plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the Internet is not only dishonest; it's also liable to be caught. Paraphrase your information and **do not** "cut and paste" whole paragraphs from the web. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct, visit <http://oaa.osu.edu/coam.html>.

COPYRIGHT DISCLAIMER

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.

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 or calling 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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. 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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

STATEMENT FROM THE DEPARTMENT OF SPANISH AND PORTUGUESE

Structural, institutionalized racism has a very long history here in the US as well as in Latin America, Europe and other parts of the world. The events surrounding the senseless deaths of George Floyd, Ahmaud Arbery, Breonna Taylor, Tamir Rice and so many other African-Americans have brought the issue and the everyday instances of racial injustice experienced by so many into sharp relief. The Department of Spanish and Portuguese denounces racist violence based on colonial ideologies of white supremacy enacted against the afro-descendent populations in the United States and the entire American continent. We condemn police brutality and support the efforts of the Black Lives Matter movement and the multiracial coalitions that have been built around that movement, along with similar black protest movements in Latin America, Portugal and Spain. Beyond that condemnation, the department believes that it has an important role to play in finding concrete ways to intervene and help to create the conditions for racial justice. We commit to creating a safe and welcoming environment for all students, faculty and staff. We dedicate ourselves to opening up more sustained dialogue about racism, anti-racism and the coloniality of power.

LAND ACKNOWLEDGEMENT

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

**Course Schedule Fall 2022
(Subject to Modifications)**

Week 1: **Introducing Food Systems and Food "Actionism"**

Tu Introductions; overview; defining Mexican food, appropriation, and consumer agency

Th Read: Roberts, Wayne. *No-nonsense Guide to World Food* (Oxford, UK: New Internationalist Publications, 2010), 11-31.

Week 2: **Tacos and Identity**

Tu View: "How to Avoid Cultural Appropriation in Food"
<https://youtu.be/8RLxJbni5PA> (5:20 minute viewing)
Read: Martínez-Cruz, Paloma, "On Cinco de Drinko and Jimmiechangas: Culinary Brownface in the Rust Belt Midwest" in *Food Fight! Millennial Mestizaje Meets the Culinary Marketplace* (University of Arizona Press, 2011), 40-59.
Recommended Viewing: "How to Shoot Food Photos Like a Pro"
https://www.youtube.com/watch?v=c2NGArDViSk&ab_channel=CNET
In-Class organization of Communities of Practice (CoP) preparation for visit to heritage food establishment; collaborative list of locations

Th View: Carlos Pérez Osorio, *Taco Chronicles*, Netflix Volume 1, episode 1 "Pastor" (please contact instructor if you do not have Netflix access) (28 minute viewing)
Read: Rodriguez, Roberto Cintli, "Introduction: Okichike ka Centeotzintli" in *Our Sacred Maíz Is Our Mother* (University of Arizona Press, 2014), 3-25.

Week 3: **The Agricultural Matrix of Mesoamerican Civilizations**

Tu View: "Biodiversity is Collapsing Worldwide. Here's Why"
https://www.youtube.com/watch?v=1cvMX82iwRM&ab_channel=OurChangingClimate (8:34 minute viewing)
Read: Calvo, Luz and Catriona Rueda Esquibel, *Decolonize Your Diet*, (Vancouver: Arsenal Pulp Press), 11-39.

Th **CoP presentations #1: Mock Spanish and Mexican food in Columbus**

Week 4: **Corn and Contemporary Mexico**

Tu Read: Galvez, Aylshia, *Eating NAFTA*, "Laying the groundwork for NAFTA," (Berkeley: University of California Press, 2018), 27-88.

Th Galvez, Aylshia. *Eating NAFTA*, "NAFTA: Free Trade in the Body," 89-116.
Visiting Scholar: Aylshia Galvez
Due: Reflection #1

Week 5: Tacos in Mexico and the United States

Tu Read: Pilcher, Jeffery. *Planet Taco: A Global History of Mexican Food* (2012), "A Tale of *Two Tacos*," 1-20.
Galvez, Aylshia. *Eating NAFTA*, "NAFTA: Nostalgia, Prestige, and a Party Every Day," 173-201.

Th Read: Arellano, Gustavo "The United States of Mexican Food"
<https://www.eater.com/2019/4/23/18305251/regional-mexican-american-dishes-hot-tamales-sweet-pork> (approximately 4 pp online reading)
Read: Lemon, Robert "Engaging Taco Truck Space" in *The Taco Truck: How Mexican Street Food Is Transforming the American City* (University of Illinois Press, 2019), 1-18.

Week 6: Tacos in Mexico and the United States, Continued

Tu Read: Pilcher, Jeffery, *Planet Taco: A Global History of Mexican Food* (2012), "Inventing the American Taco," 130-162.
View: Osorio, Carlos Pérez, *Taco Chronicles*, Netflix Volume 2, episode 3 "Cabrito" (29 minute viewing)

Th View: Osorio, Carlos Pérez, *Taco Chronicles*, Netflix Volume 2, episode 4, "American Taco" (32 minute viewing)

Week 7: Farmworker-to-Table Mexican

Tu Martinez-Cruz, Paloma *Food Fight!* (2019) "Farmworker to Table: Decolonizing Haute Cuisine," 17-39.
Magdoff, Fred and Harold van Es *Building Soils for Better Crops: Ecological Management for Healthy Soils*, 49-61.

Th **CoP presentations #2: Columbus Taco Site Visit Report**

Week 8: Farmworker Movements and Fair Food

Tu Faber, Daniel, "The Struggle for Ecological Democracy and Environmental Justice" in *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States* (New York: The Guilford Press, 1998), 1-26.

Th Coalition of Immokalee Workers
View: PART 1: "Ohio State University and "4 for Fair Food Tour"
<https://ciw-online.org/blog/2019/02/4-for-fair-food-tour-osu/> (3 pp reading)
Read: Williams, Amy Bennet, "CIW Debuts Fair Food Label Nationwide"
<https://ciw-online.org/wp>. (3 pp reading; 6:30 minute viewing)
Visiting Scholar: Larry Bogad, "From Spectator to Actor"
Due: Reflection #2

Week 9	Campesinos/as (Farmworkers) and Environmental Justice
Tu	View: PBS, <i>Latino Americans</i> : "Farmworkers Strike" https://www.pbs.org/video/latino-americans-farmworkers-strike/ (16:20 minute viewing) Read: Pulido, Laura and Devon Peña, "Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm" <i>Race, Gender & Class</i> 6:1, 1998 (33-50).
Th	Read: Perkins, Tracy, "The Environmental Justice Legacy of the United Farm Workers of America: Stories from the Birthplace of Industrial Agriculture," <i>Tales of Hope and Caution in Environmental Justice</i> http://hfe-observatories.org/stories/the-environmental-justice-legacy-of-the-united-farm-workers-of-america-stories-from-the-birthplace-of-industrial-agriculture/ (7 pp reading)
Week 10	SEMESTER BREAK
Week 11	Monocrops and Banana Republics
Tu	G. Tyler Miller, Jr. and Scott E. Spoolman (2021), "Food Production and the Environment," 62-88. View: Wolfe, Samuel, <i>The Banana Wars</i> https://www.arcgis.com/apps/Cascade/index.html?appid=e275b96e5120481daed9b0ba533f9721 (6 minute viewing)
Th	Read: G. Tyler Miller, Jr. and Scott E. Spoolman (2021), "Food Production and the Environment," 89-121.
Week 12	Alternative Food Networks
Tu	Goodman, David, E. Melanie DuPuis, Michael K. Goodman (2012), "Introducing alternative food networks, fair trade circuits, and the politics of food," 3-10. Read: Martínez-Cruz, Paloma, "From Juan Valdez to Third Wave Cafés: Lattes and Latinidad in the Marketplace" in <i>Food Fight! Millennial Mestizaje Meets the Culinary Marketplace</i> , 88-115.
Th	CoP presentations #3: Columbus Alternative Food Networks
Week 13	Decolonizing the Diet
Tu	Due: Thesis statement and THREE scholarly sources In-class ePortfolio and blog workshop View: KCET Media Group and the Autry Museum, <i>Decolonizing the Diet: How Native Peoples are Reclaiming Traditional Foods</i> (2017) https://www.kcet.org/shows/tending-the-wild/episodes/decolonizing-the-diet (14:52 minute viewing)

Th **MEET IN OHIO UNION INSTRUCTIONAL KITCHEN**
Visiting Chef: Dominica Rice-Cisneros

Week 14 The Bitter and Sweet of Chocolate

Tu Read: Simran Sethi, "Cocoa has a poverty problem. You can help by eating more dark chocolate" (online reading, approx. 8 pp)
View: Brian McKenna, *Big Sugar* (Part 1) Gala Film, 2005
(52:25 minute viewing)

Th View: Brian McKenna, *Big Sugar* (Episode 2) Gala Film, 2005
(52:26 minute viewing)

Week 15 Communities of Practice Presentations

Tu **Due: PRINTED paper outline for in-class swap, revised thesis, introduction, bibliography (FIVE scholarly sources)**
In-class ePortfolio and blog workshop

Th **CoP presentations #4: Spectator to Actor presentations and blog site post**

ePortfolio: Online submission of ePortfolio, including research paper, April 30 by end of calendar day

Subject: FW: Seeking concurrence
Date: Wednesday, May 11, 2022 at 12:21:20 PM Eastern Daylight Time
From: Romero, Eugenia
To: Sanabria, Rachel
Attachments: image001.png, image002.png, image003.png

We got concurrence!

E



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

romero.25@osu.edu

Website: <https://u.osu.edu/romero.25/>

Pronouns: she/her/hers

From: Birkhold, Matthew <birkhold.22@osu.edu>
Date: Friday, May 6, 2022 at 2:09 PM
To: Romero, Eugenia <romero.25@osu.edu>
Subject: Re: Seeking concurrence

Dear Eugenia,

My apologies for the delay! I instantly wrote an enthusiastic "yes" to the concurrence request, but thought I should check with the other members of the EAH steering committee and forgot to return to the e-mail. I am so sorry!

Yes, we would be delighted to have your course included in the Environmental Arts and Humanities minor. Please do be in touch if your department develops any additional courses that might be a good fit. I am eager to have Hagerty well represented in the new program.

All best,
Matthew

From: Romero, Eugenia <romero.25@osu.edu>
Sent: Friday, May 6, 2022 9:44 AM
To: Birkhold, Matthew <birkhold.22@osu.edu>
Subject: Seeking concurrence

Hi Matthew,

I'm following up on this message I sent to you couple of weeks ago after the ASCC meeting. I'm a member of the committee and it was a pleasure to meet you then. The reason I emailed you, is because the Department of Spanish and Portuguese put forward a course for the sustainability theme, and I, as Director of Undergraduate Studies in the department, was hoping we could get concurrence from you. I think this is a course that could be added to the new minor in Environmental Arts and Humanities.

Thank you so much in advance,

Eugenia



Dr. Eugenia R. Romero, PhD
Vice-Chair & Director of Undergraduate Studies
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Pronouns: she/her/hers

From: Romero, Eugenia <romero.25@osu.edu>
Date: Friday, April 22, 2022 at 9:49 AM
To: Birkhold, Matthew <birkhold.22@osu.edu>
Subject: Re: Environmental Arts and Humanities Minor

Hi Matthew,

It was a pleasure meeting you this morning. I wanted to share with you a course that SPPO is putting forward for the sustainability theme, and I was wondering if we could get concurrence from you. Perhaps you can see it as a course that can be added to the new minor.

Thanks in advance,

Eugenia



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

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Pronouns: she/her/hers

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.

Course subject & number

General Expectations of All Themes

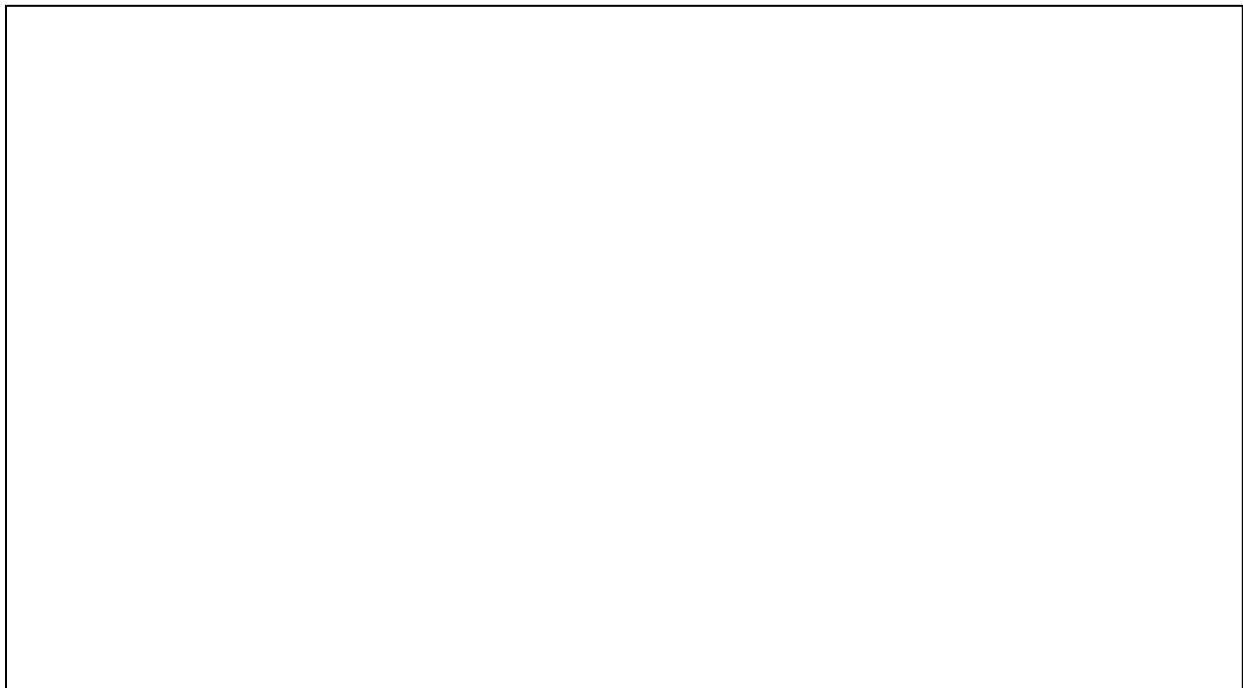
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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)*

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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)

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Course subject & number

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)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)