

Term Information

Effective Term Spring 2024

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.)
- (9-25-23) Final SPAN_4542_CoverLetter_090623.pdf: Cover Letter
(Cover Letter. Owner: Sanabria, Rachel A.)
- (9-25-23) Final Taco_Planet_Syllabus_090623.pdf: Syllabus - Final for revision request
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- See documentation dated (9-25-23) in "File Name" for revision requests. *(by Sanabria, Rachel A. on 09/25/2023 03:57 PM)*
- Please see Panel feedback email sent 11/21/2022. *(by Hilty, Michael on 11/21/2022 06:12 PM)*
- 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)*

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 |
| Revision Requested | Hilty, Michael | 11/21/2022 06:12 PM | ASCCAO Approval |
| Submitted | Sanabria, Rachel A. | 09/25/2023 03:57 PM | Submitted for Approval |
| Approved | Sanabria, Rachel A. | 09/25/2023 03:57 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 10/05/2023 04:28 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 10/05/2023 04:28 PM | ASCCAO Approval |

Taco Planet Summary of Revisions June 5, 2023

On Tuesday, November 8th, 2022 the Themes 2 Panel of the ASC Curriculum Committee reviewed my proposal for an undergraduate course for OSU's General Education Theme "Sustainability" and the Panel provided detailed feedback. The present summary provides information about how my new draft of the syllabus for SPAN 4542: "Taco Planet: Food, Sustainability and Latin(x) American Cultures" addresses the ASC Curriculum Committee's concerns and suggestions. My remarks below address the Panel's helpful feedback, which I have organized numerically according to the six items I was asked to consider:

1. The Panel requested more details surrounding how this course will meet the ELOs of the category. Specifically, they would like further information in the course syllabus about how students are expected to gain insights into the idea of sustainability.

A week-by-week breakdown of course content provides further information on how students will gain insights into the idea of sustainability:

Week One: The key terms addressed in the first week will be "sustainability," "Latin American foodways," and "actionism."

Sustainability through the lens of cultural studies: How might the humanities offer a case for sustainability in the US? Considered as a process of achieving survival for humanity, ecological health, and economic viability for current and future generations, we look at how Western "disposable" ideas about culture are historically situated, learned attitudes that can be adjusted to suit the needs of our present realities if and when people are willing to start telling a different story about who we are and what matters most.

Latin American foodways: As Zilkia Janer summarizes in her volume *Latino Food Culture*, "Maize is the staple that gives Latino cuisine a cohesive identity" (17). While this may be true for a pan-Latina/o/x assessment of hemispheric foodways, it is especially the case for Mexican society and culture, where maize was first domesticated. With Mexican activist slogans such as "We are people of corn," and "Without corn there is no country," we deal with how tacos, made from corn (maize) tortillas, are not only a source of human sustenance, but also as the foundation of regional Mesoamerican identity and autonomy that is under threat by unsustainable corporate agricultural practices and global warming.

Actionism: Coined by food systems thinker and "actionist" Wayne Roberts (1944–2021), this term expresses an enthusiasm to create the change you want to see, emphasizes the transformative project of sustainability studies, and centers on the agency of individuals and communities to move the needle in the fight against climate destruction. As a guiding philosophy of the course, the emphasis will not be on generating guilt or despair, but rather learning about what works, and taking moments to celebrate even the seemingly small victories that can represent larger shifts in consciousness.

2. The Panel, while noting that the proposed course was very grounded in the human-environmental systems relation, asked that further context be provided to help students connect the sustainability piece to the theme.

Context & Connections

The sustainability theme is emphasized throughout the course. Instead of providing an annotation for every single reading, I have chosen a representative text and quote that demonstrate how the context of Latinx cultural studies amplifies the course's ELOs. In the classroom, students will engage with these assigned readings through pre-reading focus question, in-class experiential activities, small group discussions, individual presentations, classroom-wide discussions, and kinetic learning opportunities. Following the excerpted text, I provide the ELOs that correspond to the content of the given reading.

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

Week One

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

"Here's a typical suggestion I offer up on a platter. It doesn't sound too appetizing, but it whets the appetite for thinking outside the box of food problems and throws open the windows to food system strategies. start with a typical people-caused food problem begging for a solution – two billion tons of food tossed onto the garbage heaps of the world every year – well over a third of the food that's produced. The beginning of wisdom here is to recognize that waste is a verb, not a noun. nature has no toxic waste dumps or landfills. Only human civilizations create those. Wasting is an action that actually costs money – check the cost of pick-up, hauling, land-filling and landfill maintenance to any local government. By contrast, converting rotting food to high-end compost or biofuel, and then selling the finished products, is a money-maker and job creator for any city. Likewise, it costs more to haul stale but safe food to a dump than to provide it for livestock, another way to make both food and money instead of wasting food and money. Unsolvable problems are just brilliant disguises for great opportunities, Us President Eisenhower used to say in the can-do 1950s. From this perspective, people who classify food as a problem have got the chain of causation backward. Food is the solution, a cause for joy and positive energy, not a problem, a source of anxiety and conflict" (Roberts, 17-18).

- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.

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Week Two

Read: Paloma Martinez-Cruz, “From Juan Valdez to Third Wave Cafés: Lattes and Latinidad in the Marketplace” in *Food Fight! Millennial Mestizaje Meets the Culinary Marketplace*, 88-115.

“While it is far from perfect, fair trade benefits workers on several levels when compared with conventional production models. Fair trade policies offer guaranteed minimum wages; participants and cooperatives engaged in the fair trade supply chain report less financial indebtedness than their counterparts. Lateral benefits include increased levels of formal educational attainment among the children of fair trade coffee producers. Shade-grown coffee supports the biodiversity and sustainability of traditional agricultural practices and heritage foodsheds and provides an alternative to emigration in the regions where coffee producers can rely on price guarantees that withstand the uncertainties of market fluctuations. The downsides of fair trade include the increased cost of labor for producers, who must pay significantly more wages for the labor-intensive crops to maintain organic and fair trade certifications, and the rigors of regulations, including bureaucracies and middlemen with unyielding timelines that compromise the ability of producers to address issues that arise around production and labor in real time” (104).

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Week Three

Read: Luz Calvo and Catriona Rueda Esquibel, *Decolonize Your Diet*, (Vancouver: Arsenal Pulp Press), 11-39.

“Fast food seems like liberation from the sexual politics of food preparation, but this so-called solution is having disastrous consequences. We are, in effect, giving up control of our sustenance to an industry whose primary concern will always be to turn a profit. Fast food is toxic to our people, our animal relatives, and Mother Earth. We need to find another way” (11-39).

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

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.

Week Four

Read: Gustavo Esteva and Salvatore J. Babones, “Alternatives to the Cult of Growth” in *The Future of Development* (2013), 49-72.

“To extend its attraction of the ideal, to forestall gathering criticisms, development goals got a more sensible appearance. They focused, for example, on the basic needs approach, or on attaining minimum acceptable standards of living. This trend is evident today in the MDGs. The alleviation of poverty and hunger became the chief priority of development. But the universal nature of the enterprise was never abandoned. Greening it, giving it a human face, or adding slogans such as participation or self-help did not eliminate its illusory and ethnocentric nature—nor its colonial stamp” (55).

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Week Five

Read: Jeffery Pilcher, "A Tale of Two Tacos," in *Planet Taco: A Global History of Mexican Food* (2012), 1-20.

"So which was the fast food, the carne asada from Hermosillo or the grilled steak from Taco Bell? Both delivered a quick meal for about the same price. Yet the labor that produced them-not to mention the experience of dining-could hardly have been more different. The industrial taco, mass-produced in a central commissary and served under a fiberglass mission bell, seemed worlds away from the taco grilled to order and eaten under the open skies of Mexico.

It is the ersatz version that has shaped the global image of Mexican cuisine. The sociologist George Ritzer has attributed this outcome to the technological rationalization of kitchen labor, a corporate logic of standardization and efficiency that he dubbed "McDonaldization." Or in the words of Taco Bell's founder, Glen Bell, a former hot-dog vendor who had first sampled tacos in Mexican-owned restaurants in California: "If you wanted a dozen ... you were in for a wait. They stuffed them first, quickly fried them and stuck them together with a toothpick. I thought they were delicious, but something had to be done about the method of preparation." That something was the creation of the "taco shell," a prefried tortilla that could be stored indefinitely in plastic wrap and filled on demand for waiting customers" (4).

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, present, and future.

Week Six

Read: Paloma Martinez-Cruz, "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.

"While this might be the case for establishments that do not actively rely on cultural stereotypes, brownface establishments exaggerate carnivalesque and bordertown lawlessness to encourage sales. Charles Ramirez Berg draws a parallel between Edward Said's Orientalism and "Latinism," describing the discursive process of stereotypical mass media representations of Latinos as the construction of Latin Americans and U.S. Latinx in a manner that justifies United States' imperialistic goals. The exotic Other, in the restaurants visited, bear the imprint of specific colonial impulses that, in brownface restaurants, tend to be coded as a Mexican celebration of moral decadence in keeping with sex-and-booze-crazed spring breaks in Cancun and overindulgence on Cinco de Mayo" (52).

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, present, and future.

Week Seven

Read: Laura Pulido and Devon Peña, "Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm" *Race, Gender & Class* 6:1, 1998 (33-50).

"What differentiates environmental justice and mainstream environmental issues? Is it the use of a justice framework (Capek 1993), an ability to connect environmental and social justice concerns (Novotny 1995), the skin color and income of the participants (Austin and Schill 1991), or the

type of issue involved? Issue identification has been particularly important in conveying the message that the environmental concerns of communities of color and low-income groups are distinct from, and perhaps more pressing than, the concerns of the mainstream agenda. “They [mainstream environmentalists] perceive environmentalism as conservation but for us it’s the survival of our communities” (Gauna and Martinez 1991)” (34).

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Week Eight

View: PBS, *Latino Americans*: "Farmworker Movement"

<https://wosu.pbslearningmedia.org/resource/df492426-ffec-4eef-bed1-caca19c08b41/the-farm-worker-movement/>

Video Description provided on *PBS* website: “Farm workers play a crucial role in feeding the nation and ensuring the viability of commodities, yet they have suffered extremely poor working conditions for many years. Explore the early days of the United Farmworkers under the guidance of Cesar Chavez and Dolores Huerta. See the conditions that led to the organization of a farm labor union and the initial challenges to its work.”

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Week Nine

Read: Danyi Qi & Brian Roe, “Food Waste: An Introduction and Overview” (56 pp. with large format slides)

WHY FOCUS ON FOOD LOSS AND WASTE?

1. The amounts are staggering

A great waste of the resource used to produce those (sic) food

-Water: 70% of global freshwater withdrawals are used for irrigation (Postel et al., 1996).

-Land use: 37% of the earth’s land surface is occupied by agricultural lands, and 70% of the grassland, 50% of savanna, 45% of the temperate deciduous forest, and 27% of the tropical forest biome is cleared or converted by agricultural (Pretty, 2008).

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Week Ten

Spring Break

Week Eleven

Read: Anuradha Varnasi, “You Asked: Should We All Go Vegetarian or Vegan to Reduce Our Carbon Footprint?” 2 pp.

[https://news.climate.columbia.edu/2019/09/26/vegetarian-vegan-diets-climate-change/#:~:text=To%20answer%20the%20question%20on,percent\)%20on%20a%20commodity%20basis.](https://news.climate.columbia.edu/2019/09/26/vegetarian-vegan-diets-climate-change/#:~:text=To%20answer%20the%20question%20on,percent)%20on%20a%20commodity%20basis.)

“To answer the question on whether going vegan helps in terms of reducing carbon footprint, the short answer is: yes. According to the Food and Agriculture Organization of the United Nations, after beef production, cattle milk is responsible for the most emissions (20 percent) on a commodity basis. The two major greenhouse gases that are being emitted due to animal agriculture are methane and nitrous oxide, because of manure storage and the use of fertilizers, respectively.”

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Week Twelve

Read: “Why Composting Matters,” US Composting Infrastructure Coalition, 3 pp.

“Food scraps and yard trimmings, when sent to landfills, produce methane, a greenhouse gas with a global warming potential 84 times more powerful than carbon dioxide in the short term. By composting instead, we can greatly reduce the greenhouse gas emissions currently emitted from landfills. Trash incinerators are also huge emitters of greenhouse gases.”

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Week Thirteen

Read: Priscilla Totiyapungprasert, “The origin and base of Mexican food: For them, vegan isn’t a trend, it’s history reclaimed,” 10 pp.

“But as Mexican cuisine continues to evolve, some longtime omnivores are exploring what Mexican food can taste like without meat, inspired by the desire to improve personal health, fight the climate crisis, advocate for animal welfare, reconnect with their Indigenous heritage — or a combination of those reasons” (1).

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Week Fourteen

Read: Martinez-Cruz, Paloma *Food Fight!* (2019) “Farmworker to Table: Decolonizing Haute Cuisine,” 17-39.

For Linda Tuhiwai Smith, the claims by Western researchers to authority in the cultural production of indigenous communities represent the continuation of colonial expansionism. The Western observer frequently sees the benefits of their contribution as representing an emancipatory ideal, as somehow “saving” a newly “discovered” and oppressed community. This narrative is observable in the work of Bayless, who is styled as the “rescuer” of mestizo foodways from their massification and corruption, and thereby acts as a savior, rather than an oppressor, of native knowledge. Tuhiwai Smith writes:

It galls us that Western researchers and intellectuals can assume to know all that is possible to know of us, on the basis of their brief encounters with some of us. It appalls us that the West can desire, extract and claim ownership of our ways of knowing, our imagery, the things we create and produce, and then simultaneously reject the people who created and developed those ideas and seek to deny them further opportunities to be creators of their own culture and own nations” (33).

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Week Fifteen

Communities of Practice Presentations:

Group presentations by students answer the question: How can communities change their actions? They are encouraged to develop imaginative, action-oriented proposals.

Applying the community-based learning model to the food and sustainability studies areas of inquiry, field-based experiential learning with community partners constitutes an instructional strategy and a course requirement. Together, students will be exploring heritage dining establishments as well as local OSU campus composting and other local waste programs (See Week Twelve “So Wasted” on the course syllabus) in order to participate in real-world settings and reflect in a classroom setting on their community experiences. Both of these experiential, site-specific, community-based Communities of Practice group assignments bring together ELOs 1-3 and engage critical thinking on sustainability, self-assessment, and require students to develop meaningful responses to the impacts of human activity on human society and the natural world.

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3. The Panel requested that the course assignments be further and better linked to the idea of sustainability and the GEN Theme ELOs.

The revised assignments from the syllabus are provided below and demonstrate closer linkages to the concept of sustainability and the ELOs. After each assignment, I provide a narrative about how the assignment connects to the theme and contributes to student success. The ELOs that most closely correspond to the course assignments are listed at the end of the narrative.

Attendance, Preparation, Participation (15%)

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.

Narrative on Attendance, Preparation, Participation:

As a hemispheric Latinx and Latin American cultural studies professional developing the sustainability theme in the classroom, I am guided by two major questions: How are our attitudes in Ohio important to Latin American and Latinx conditions and prospects, and how can new consumer habits shift our practices toward more sustainable flows at the local and global levels? In my classes, I approach these questions by fostering a learning environment in which students feel both empowered and invested, and their attendance, participation, and preparation is the most important learning tool in the development of empathy, mutual buy-in, and the coherence of our semester-long scaffolding.

Developed as an in-person class, I employ performance pedagogy and experiential learning to amplify safety across difference. With my undergraduate students, I view the classroom setting as the opportunity to explore social accountability through techniques that emphasize community building as the main objective of a humanities class, rather than its mere byproduct. On a broader level, my classroom works as a model for creating a healthy democracy, which I achieve by scaffolding community-building exercises to bring objects of study to life and maximize authentic, universal participation.

Reflection Papers (25%)

Five written reflections on assigned readings in short essay form submitted electronically via Carmen in on due dates indicated on the syllabus. A minimum of 600 words per Reflection. The syllabus shows details on each of the reflections.

Narrative on Reflection Papers:

While students will make individual choices about which readings they cover in their reflections, for each reflection, they will choose from the body of readings covered prior to the due date. A description of the possible topics tied to each of the dates follow:

Reflection #1 covers readings from Weeks 1-4 and will deal the topics of: world food; Latinx identity and food; the cultivation of maize; biodiversity; hemispheric food policy; threats to the sustainability of Mexican heritage foodways; and alternatives to neoliberal patterns of economic development.

Major Corresponding ELOs

3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.

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Reflection #2 covers readings from Weeks 5-8 and will deal the topics of: Tacos in Mexico and the United States; stereotypes and cultural bias in our food chains; environmentalism and race;

farmworkers and pesticides; ecological democracy; the Coalition of Immokalee Workers; and Ohio State students in farmworker campaigns.

Major Corresponding ELOs

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- 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, present, and 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.

Reflection #3 covers student food waste diaries. Please see appendix at the conclusion of this summary. After three days of tracking their own food waste, students will upload their reflection guided by the following questions: What did I waste? Are there patterns? What was the impact of this waste? Do I need to make some changes? What might those changes look like? Can I commit to adjusting a pattern?

Major Corresponding ELOs

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

Reflection #4: “How I Took an Action to Prevent Food Waste.” Taking into account food waste diaries, composting opportunities on campus, and other approaches to the prevention of food waste, students will document and describe an action they took and discuss why it was a meaningful approach.

Major Corresponding ELOs

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.

- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and 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.

Reflection #5: Finding, eating, and reflecting on a Vegan Taco in Columbus, Ohio. Covers readings from Weeks 9-12 and will deal the topics of: food waste; Mexican climate; vegetarianism and veganism; composting; and OSU opportunities to participate in sustainability initiatives.

Major Corresponding ELOs

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

Individual Presentation (15%)

Each student will provide one 10-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.

Narrative on Individual Presentation:

At the beginning of the semester, students will decide which reading they cover to develop an individual presentation on an assigned reading. Please see response to Panel Q1 for a weekly overview of the assigned readings that students will choose from for their individual presentations and how the readings correspond to the theme's ELOs. Please see Rubric following this summary for more details on how the students are required to connect their presentation to the ELOs.

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 two CoP presentations throughout the semester dealing with the themes of: (1) a site visit to a heritage dining establishment that serves tacos and (2) an "Ohio Actionism" presentation on

“moving the needle” in which students respond critically and creatively to the problems of food, social equity, and Latinx national inclusion and propose local solutions to engage and amplify our prospects for environmental and cultural responsibility.

Narrative on Communities of Practice:

“Service Learning, Community-Based Learning” are two approaches included on the list of “High-Impact Educational Practices” (AAC&U, 2010) on the document “High-Impact Practices subcommittee report 2020-01-31.” Applying the community-based learning model to the food and sustainability studies areas of inquiry, field-based experiential learning with community partners constitutes an instructional strategy and a course requirement. Together, students will be exploring heritage dining establishments as well as local OSU campus composting and other local waste programs (See Week Twelve “So Wasted” on the course syllabus) in order to participate in real-world settings and reflect in a classroom setting on their community experiences. Both of these experiential, site-specific, community-based Communities of Practice group assignments bring together ELOs 1-3 and engage critical thinking on sustainability, self-assessment, and require students to develop meaningful responses to the impacts of human activity on human society and the natural world.

Major Corresponding ELOs

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

Final Research Project (25%)

A final 1500-word research paper with five scholarly sources based on one of the assigned topics from the course containing a scholarly argument. Students may choose from the following approaches:

Lat Crit: Choose a key concept from the class; analyze three cultural and/or social works that exemplify this concept and its significance in Latinx sustainability studies. Cultural and social works we analyze include poetry, film, campaigns aimed at policies, advertising systems, recipes, restaurants, menus, websites, and more.

Taco Sustainability Photo Essay: You are a roving investigative journalist. Cover two food establishments in the Ohio Latinx community and discuss how one can achieve environmentally sustainable and socially responsible experiences when dining there.

Temple of Confessions: Oral history meets performance art! Staged and/or documented by group, this will draw on the performance work of Gómez-Peña to gather and present confessions about community behaviors relating to our Taco Planet themes.

Bricolage: Choose your own adventure based on the above.

Narrative on Final Research Paper:

The final research paper brings together diverse elements students have been engaging with over the course of the semester and asks them to draw on extant literatures to develop their own argument on sustainability and Latinx cultural studies. Criticism is the application of criteria: Emphasis will be placed on definitions of key terms, thematic unity, organization, and clear linkages to the course goals. By choosing from the above “Lat Crit,” “Taco Sustainability Photo Essay,” “Temple of Confessions,” or “Bricolage” approaches, this will ensure that they maintain consistent accountability to the theme of sustainability within the matrices of food studies and Latinx cultural studies.

Major Corresponding ELOs

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

4. The Panel considered that the topic of food waste may be a productive link with culture and sustainability as well as how ideas such as climate change impact what can be grown and how this may affect cultural food considerations.

Several changes have been made to accommodate this suggestion. In particular, weeks 9-12 deal explicitly with food waste, and students have two reflection assignments that deal with food waste and actions that can be taken to reduce or eliminate waste. The sections of the syllabus that deal most overtly with food waste follow:

Week 9 Brining it Home: Ohio Connections

- | | |
|----|---|
| Tu | Read: Danyi Qi & Brian Roe, “Food Waste: An Introduction and Overview” (56 pp. with large format slides) View: Food Waste: Last Week Tonight with John Oliver (HBO) (17 min) |
| Th | Read: “Environment Stats: compare key data on Mexico & United States” Read: “Characterization and Management of Food Loss and Waste in North America,” Commission for Environmental Cooperation. (48 pp. with large format slides) Reflection #3: Food Waste Diary |

Week 11 What We Do Here Matters Everywhere

- Tu Read: “Tackling food loss and waste: A triple win opportunity - FAO, UNEP Mexico Climate,” 3 pp.
Read: The Climate Reality Project, “How is Climate Change Affecting Mexico?” 5 pp.
Read: Johan C.I. Kuylenstierna, Frances Dixon, and Eleni Michalopoulou, “Why we must reduce methane emissions now to solve the climate crisis”
Eat: A vegan taco before Week 13!
- Th Living Connections to Our Food Waste
Read: Anuradha Varnasi, “You Asked: Should We All Go Vegetarian or Vegan to Reduce Our Carbon Footprint?” 2 pp.
Read: Victoria Bisset and Ellen Francis, “Scientists Ran a Health Check on the Earth – and the Results are Worrying,” *Washington Post*, 2 pp.

Week 12 So Wasted: Ohio Actionism

- Tu Read: Ohio State University Extension, “Composting at Home,” 2 pp.
Read: Susan Shain, “How Central Ohio Got People to Eat Their Leftovers,” *New York Times*, 2 pp.
Read: “Why Composting Matters,” US Composting Infrastructure Coalition, 3 pp.
Due: Reflection #4: How I Took an Action to Prevent Food Waste
Taking into account food waste diaries, composting opportunities on campus, and other approaches to the prevention of food waste, students will document and describe and action they took and describe why it was a meaningful approach.

5. The reviewing faculty asked that the GE Goals and explanatory rationale paragraph be added to the course syllabus.

The GEN Goals and ELOs were located and I copied and pasted from the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.

6. The Panel requested that a cover letter be provided that details all changes made as a result of this feedback.

The present summary and supplementary materials detail the changes made to the syllabus for Spanish 4542 as a result of the Panel’s feedback and address request #6.

Taco Planet Food Waste Diary

Day 1 **What did you throw away?**

In order to understand how much food we waste at home, please keep track of food you throw out at each meal and snack for 3 days. Make sure you are only counting the edible parts of the food, not peels, seeds, cores, and other things that can't be eaten.

REFLECTION PAPER:

At the conclusion of three days, please upload your reflection on the following questions: What did I waste? Are there patterns? What was the impact of this waste? Do I need to make some changes? What might those changes look like? Can I commit to adjusting a pattern?

| MEAL? | WHAT? | HOW MUCH? | WHY? |
|-------|-------|-----------|------|
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Day 2 What did you throw away?

| MEAL? | WHAT? | HOW MUCH? | WHY? |
|-------|-------|-----------|------|
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Day 3 What did you throw away?

| MEAL? | WHAT? | HOW MUCH? | WHY? |
|-------|-------|-----------|------|
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Name:

Topic:

Date:

TACO PLANET

Evaluation: Individual Facilitation (15% of final grade)

10-MINUTE PRESENTATION followed by approx. 10 MINUTES OF CLASS DISCUSSION

Each student will lead one discussion of the key terms and identifications, which should include independent research on background information on the day's readings and/or screenings and the preparation of questions to promote class discussion.

| CRITERIA | APPROACH | NOTES/EXPANSION |
|--|----------|-----------------|
| KEY TERMS; COMPREHENSION & EXPANSION (15 pts) -Discusses assigned "Key Terms" and how they connect to course ELOs 1-3 on pg. 2 of the syllabus. -Expands on assigned reading. -Asks 2-3 questions about the text to generate discussion. | | |
| PREPARATION (5 pts) -Engages the class; does not merely read the presentation -Thorough command of material including evidence of secondary sources | | |
| SUPPORTING MATERIALS (5 pts) -Can include visual, biographic, historical and other information that helps the class understand the text | | |

TOTAL:

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: Paloma Martinez-Cruz
Email: martinez-cruz.2@osu.edu
Hours of Instruction: TBD
Location of Instruction: TBD
Office: Hagerty Hall 232

Description and Rationale

Evidence about alternative food networks confirms that when students are more educated about the south-to-north trajectories of food products, 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 history, policies, visual representations, culinary techniques, restaurants, and taco shops 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 three-credit hour course, students should expect three hours on direct instruction (contact hours with instructor and Carmen activities) in addition to six hours of homework, preparation, and assignments. Every credit hour assigned to the class equates to total of 3 hours of work per week (one hour of instruction and two additional study hours per week).

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
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.

3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes:

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.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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, present, and 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 CarmenCanvass 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

Grade Breakdown by Assignment

Attendance, Preparation, Participation (15%)

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 Papers (25%)

Five written reflections on assigned readings in short essay form submitted electronically via Carmen in on due dates indicated on the syllabus. Students will submit a minimum of 600 words per reflection.

Reflection #1 covers readings from Weeks 1-4 and will deal the topics of: world food; Latinx identity and food; the cultivation of maize; biodiversity; hemispheric food policy; threats to the sustainability of Mexican heritage foodways; and alternatives to neoliberal patterns of economic development. This first reflection specifically addresses ELO # 3 (see above) and asks students to comment on the dependence of humans on Earth and environmental systems and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.

Reflection #2 covers readings from Weeks 5-8 and will deal the topics of: Tacos in Mexico and the United States; stereotypes and cultural bias in our food chains; environmentalism and race; farmworkers and pesticides; ecological democracy; the Coalition of Immokalee Workers; and Ohio State students in farmworker campaigns. The second reflection addresses ELOs #1-3 and emphasizes direct student experience with these themes.

Reflection #3 covers student food waste diaries. Please see Waste Diary at the end of this syllabus. After three days of tracking their own food waste, students will upload their reflection guided by the following questions: What did I waste? Are there patterns? What was the impact of this waste? Do I need to make some changes? What might those changes look like? Can I commit to adjusting a pattern? The third reflection addresses ELO #2 with emphasis on self-assessment, and ELO #3 with an emphasis on devising meaningful responses to problems in the area of sustainability.

Reflection #4: “How I Took an Action to Prevent Food Waste.” Taking into account food waste diaries, composting opportunities on campus, and other approaches to the prevention of food waste, students will document and describe an action they took and discuss why it was a meaningful approach. The fourth reflection brings together ELOs 1-3 in that it engages critical thinking on sustainability, self-assessment, and a meaningful response to the impacts of human activity on human society and the natural world.

Reflection #5: Finding, eating, and reflecting on a vegan taco in Columbus, Ohio. Covers readings from Weeks 9-12 and will deal the topics of: food waste; Mexican climate; vegetarianism and veganism; composting; and OSU opportunities to participate in sustainability initiatives. Given that beef production and cattle milk contribute significantly to greenhouse gas emissions, this reflection explores diet-related decisions as an aspect of environmental activism. Like the previous reflection, the fifth reflection brings together ELOs 1-3 in that it engages critical thinking on sustainability, self-assessment, and requires students to develop meaningful responses to the impacts of human activity on human society and the natural world.

Individual Presentation (15%)

Each student will provide one 10-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.

Individual presentations on our assigned readings provide an opportunity to imagine change to food provisioning systems, emphasizes the transformative project of sustainability studies, and centers on the agency of students and communities to reshape how Ohio deals with environmental degradation. As a guiding philosophy of the course, the emphasis will not be on generating guilt or despair, but rather learning about what works, and taking moments to celebrate even the seemingly small victories that can represent larger shifts in consciousness.

Group Presentations: Communities of Practice (20%)

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 two CoP presentations throughout the semester dealing with the themes of: (1) a site visit to a heritage dining establishment that serves tacos and (2) an “Ohio Actionism” presentation on “moving the needle” in which students respond critically and creatively to the problems of food, social equity, and Latinx national inclusion and propose local solutions to engage and amplify our prospects for environmental and cultural responsibility.

Applying the community-based learning model to the food and sustainability studies areas of inquiry, field-based experiential learning with community partners constitutes an instructional strategy and a course requirement. Together, students will be exploring heritage dining establishments as well as local OSU campus composting and other local waste programs (See Week Twelve “So Wasted” on the course syllabus) in order to participate in real-world settings and reflect in a classroom setting on their community experiences. Both of these experiential,

site-specific, community-based Communities of Practice group assignments bring together ELOs 1-3 and engage critical thinking on sustainability, self-assessment, and require students to develop meaningful responses to the impacts of human activity on human society and the natural world.

Final Research Project (25%)

A final 1500-word research paper with five scholarly sources based on one of the assigned topics from the course containing a scholarly argument.

Lat Crit: Choose a key concept from the class; analyze three cultural and/or social works that exemplify this concept and its significance in Latinx sustainability studies. Cultural and social works we analyze include poetry, film, protest campaigns, advertising systems, recipes, restaurants, menus, websites, and more.

Taco Sustainability Photo Essay: You are a roving investigative journalist. Cover two food establishments in the Ohio Latinx community and discuss how one can achieve environmentally sustainable and socially responsible experiences when dining there.

Temple of Confessions: Oral history meets performance art! Staged and/or documented by group, this will draw on the performance work of Gómez-Peña to gather and present confessions about community behaviors relating to our Taco Planet themes.

Bricolage: Choose your own adventure based on the 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.

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 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

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>

Spanish 4542
Taco Planet: Food, Sustainability and Latin(x) American Cultures
Course Schedule Spring 2024

Week 1: Introducing Food Systems and Food “Actionism”

- Tu Introductions and course overview. Discussion of key terms: sustainability, Latin American foodways, “actionism”
- Th Read: Wayne Roberts, “Brave New Food,” *No-nonsense Guide to World Food* (Oxford, UK: New Internationalist Publications, 2010), 11-31.

Week 2: Food and Latinx Identity in the United States

- Tu Read: Wayne Roberts, *No-nonsense Guide to World Food* (Oxford, UK: New Internationalist Publications, 2010), 32-53.
View: Helena Solberg, *Bananas is My Business* (91 minutes)
- Th Read: Paloma Martinez-Cruz, “From Juan Valdez to Third Wave Cafés: Lattes and Latinidad in the Marketplace” in *Food Fight! Millennial Mestizaje Meets the Culinary Marketplace*, 88-115.

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: Luz Calvo and Catriona Rueda Esquibel, *Decolonize Your Diet*, (Vancouver: Arsenal Pulp Press), 11-39.
- Th Read: Aylshia Gálvez, *Eating NAFTA*, “Laying the groundwork for NAFTA,” (Berkeley: University of California Press, 2018), 27-45.

Week 4: Maize and Contemporary Mexico

- Tu Read: Guillermo Gómez-Peña “Temple of Confessions” in *Dangerous Border Crossers*, 29-49.
View: Gustavo Vazquez, *Keepers of the Corn* (60 min)
- Th Gustavo Esteva and Salvatore J. Babones, “Alternatives to the Cult of Growth” in *The Future of Development* (2013), 49-72
Due: Reflection #1 “Aware of; Surprised about; Related to”

Week 5: Tacos in Mexico and the United States

- Tu Read: Jeffery Pilcher, “A Tale of *Two Tacos*,” in *Planet Taco: A Global History of Mexican Food* (2012), 1-20.

Th Read: Robert Lemon, “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: Paloma Martinez-Cruz, “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.

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

CoP presentation #1: Columbus Taco Site Visit Report

Week 7: Farmworker-to-Table: Historical Perspectives

Tu Read: Laura Pulido and Devon Peña, “Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm” *Race, Gender & Class* 6:1, 1998 (33-50).

Th Read: Tracy Perkins, “The Environmental Justice Legacy of the United Farm Workers of America: Stories from the Birthplace of Industrial Agriculture,” *Tales of Hope and Caution in Environmental Justice*
<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.

Week 8: Contemporary Farmworker Movements and Environmental Justice

Tu Daniel Faber, “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)
View: PBS, *Latino Americans: “Farmworker Movement”*
<https://wosu.pbslearningmedia.org/resource/df492426-ffec-4eef-bed1-caca19c08b41/the-farm-worker-movement/>
(16:20 minute viewing)

Due: Reflection #2 “Aware of; Surprised about; Related to”

Week 9 Brining it Home: Ohio Connections

Tu Read: Danyi Qi & Brian Roe, “Food Waste: An Introduction and Overview” (56 pp. with large format slides)
View: Food Waste: Last Week Tonight with John Oliver (HBO) (17 min)

Th Read: “Environment Stats: compare key data on Mexico & United States”
Read: “Characterization and Management of Food Loss and Waste in North America,” Commission for Environmental Cooperation. (48 pp. with large format slides)
Reflection #3: Food Waste Diary

Week 10 SEMESTER BREAK

Week 11 What We Do Here Matters Everywhere

Tu Read: “Tackling food loss and waste: A triple win opportunity - FAO, UNEP Mexico Climate,” 3 pp.
Read: The Climate Reality Project, “How is Climate Change Affecting Mexico?” 5 pp.
Read: Johan C.I. Kuylenstierna, Frances Dixon, and Eleni Michalopoulou, “Why we must reduce methane emissions now to solve the climate crisis”
Eat: A vegan taco before Week 13!

Th Living Connections to Our Food Waste
Read: Anuradha Varnasi, “You Asked: Should We All Go Vegetarian or Vegan to Reduce Our Carbon Footprint?” 2 pp.
Read: Victoria Bisset and Ellen Francis, “Scientists Ran a Health Check on the Earth – and the Results are Worrying,” *Washington Post*, 2 pp.

Week 12 So Wasted: Ohio Actionism

Tu Read: Ohio State University Extension, “Composting at Home,” 2 pp.
Read: Susan Shain, “How Central Ohio Got People to Eat Their Leftovers,” *New York Times*, 2 pp.
Read: “Why Composting Matters,” US Composting Infrastructure Coalition, 3 pp.
Due: Reflection #4: How I Took an Action to Prevent Food Waste
Taking into account food waste diaries, composting opportunities on campus, and other approaches to the prevention of food waste, students will document and describe and action they took and describe why it was a meaningful approach.

Th Writer’s Workshop: Developing a Taco Planet thesis statement and how to locate and apply scholarly sources

Week 13 Decolonizing and Decarbonizing Taco Tuesday

Tu Read: Gustavo Arellano, “Trademarking ‘Taco Tuesday’ is downright Trumpian,” *Los Angeles Times*, 3 pp.
View: “Taco Town,” SNL, 2 minute viewing
Read: Priscilla Totiyapungprasert, “The origin and base of Mexican food: For them, vegan isn’t a trend, it’s history reclaimed,” 10 pp.

Th Read: Paloma Martinez-Cruz, *Food Fight!* (2019) “Homegirl Café,” 60-87.
Reflection #5: Finding, eating, and reflecting on a Vegan Taco in Columbus, Ohio

Week 14 Decolonizing and Decarbonizing Cinco de Mayo

- Tu Read: Tania Lombrozo, “The Deeper Reason Trump's Taco Tweet Is Offensive,” *NPR*, 2 pp.
Chantal Martineau “How Tequila Went from Mexican Farms to American Frats,” *The Atlantic*, 8 pp.
- Th Read: Paloma Martinez-Cruz, *Food Fight!* (2019) “Farmworker to Table: Decolonizing Haute Cuisine,” 17-39.

Week 15 Communities of Practice Presentations

- Tu **Due: Upload paper outline for in-class peer review**
Outline must contain: thesis, introduction, and bibliography with five scholarly sources
- Th **CoP presentations #2: Ohio Actionism on moving the needle:** How can communities change their actions? Let’s hear your most creative proposals!
- Final:** **Online submission of final research paper, April 30 (end of calendar day)**

Taco Planet Food Waste Diary

Day 1 What did you throw away?

In order to understand how much food we waste at home, please keep track of food you throw out at each meal and snack for three days. Make sure you are only counting the edible parts of the food, not peels, seeds, cores, and other things that can't be eaten.

REFLECTION PAPER:

At the conclusion of three days, please upload your reflection on the following questions: What did I waste? Are there patterns? What was the impact of this waste? Do I need to make some changes? What might those changes look like? Can I commit to adjusting a pattern?

| MEAL? | WHAT? | HOW MUCH? | WHY? |
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Day 2 What did you throw away?

| MEAL? | WHAT? | HOW MUCH? | WHY? |
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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)*

Course subject & number

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)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

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)

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
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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
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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

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