
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 2242 or 2322 / Ethnic Studies 2242, 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.)
- 11-8-23 Taco_Planet_Syllabus_UPDATED STATEMENTS & readings.pdf: Updated syllabus w/ contingencies addressed
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- See documentation dated (9-25-23) in "File Name" for revision requests.
RS: See 11-8-23 adjusted syllabus attached. Note that the pre-reqs have also been adjusted so that they are in line with new cross listed course numbers in Ethnic Studies and Comp Studies. *(by Sanabria,Rachel A. on 11/08/2023 10:57 AM)*
- Please see Subcommittee feedback email sent 11/03/2023. *(by Hilty,Michael on 11/03/2023 04:33 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
Revision Requested	Hilty,Michael	11/03/2023 04:33 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	11/08/2023 10:57 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/08/2023 10:58 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/08/2023 11:37 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/08/2023 11:38 AM	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: 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 <http://studentlife.osu.edu/csc/>.

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

DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the **Safe and Healthy Buckeyes site** for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at **slds@osu.edu**; 614-292-3307; or **slds.osu.edu**.

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>

RELIGIOUS ACCOMMODATIONS

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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: Humanities and the Environment: The Story of Now

Tu Read: Holm, Adamson, et. Al. “Humanities for the Environment: A Manifesto of Research and Action,” *Humanities* 2015, 4(4), 977-992

Th Read: Wayne Roberts, *No-nonsense Guide to World Food* (Oxford, UK: New Internationalist Publications, 2010), 32-53.

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?

Day 2 What did you throw away?

MEAL?	WHAT?	HOW MUCH?	WHY?

Day 3 What did you throw away?

MEAL?	WHAT?	HOW MUCH?	WHY?

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

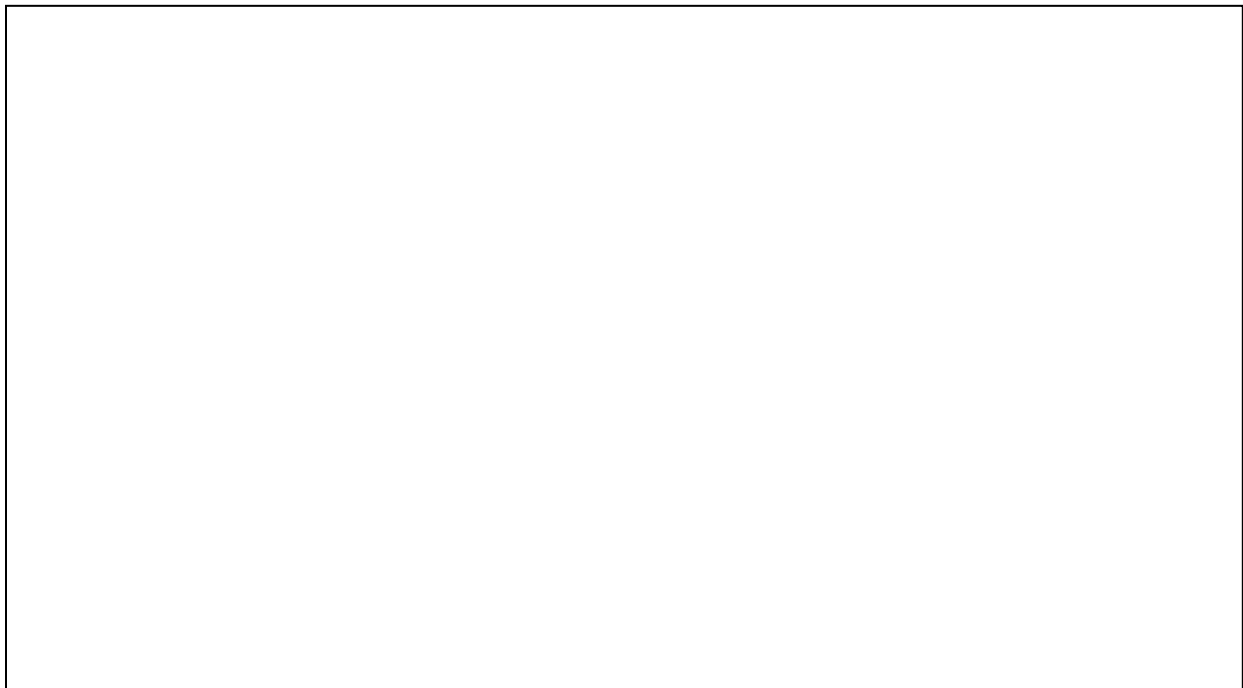
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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
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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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