

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Food, Agricul, & Enviro Sci
Fiscal Unit/Academic Org Food Agric & Env Sci Adm - D1100
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3797.05
Course Title Panama: Through the Lens of AgriCulture, Diversity and Sustainability
Transcript Abbreviation Study Abroad
Course Description Provide perspective of agriculture and other economic sectors that influence food, fiber, and fuel. Designed to educate and prepare students to experience various applications of agriculture and production systems within socioeconomic and ethnically diverse contexts.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Field Experience
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Admission to the Panama: Through the Lens of AgriCulture, Sustainability, and Diversity education abroad program and permission of the instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 01.9999
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

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

- Understand the various practices of agriculture and industrial sectors in a developing country that has a great impact on the world. [CG1]
- Understand a setting of an intermix racial population and their engagement in communities. [CG2]
- Compare the traditional role of American agricultural practices (i.e., animals, traditional agriculture, environment, culture, and community) to those of a developing world country. [CLO1]
- Distinguish agricultural practices in a developing world culture. [CLO2]
- Identify various socioeconomic statuses on agricultural outcomes. [CLO3]
- Examine economic sustainability by comparing life outcomes of Panamanian and US residents. [CLO4]
- Investigate the uniqueness of this developing world country and its advances in specific agricultural, technological, and sustainable initiatives. [CLO5]
- Analyze fundamental background information and compare applications from Ohio to Panama, a developing country that varies within itself. [CLO6]

Content Topic List

- Agricultural practices in Panama
- Common Challenges to Panama's Industries
- Perceptions of Central America
- History of Panama
- Contemporary Issues of Panama
- Panamanian Culture
- Spanish Language
- Panama Canal
- Economic impact of sustainable practices
- Management practices for large and small farmers
- Relating professionally with people from different cultures
- Panama economy
- Sustainability in Panama
- Agricultural practices in the U.S. vs Agricultural practices in Panama

Sought Concurrence

No

Attachments

- FAES 3797.05 Course Change Request rev.docx: Rationale
(Other Supporting Documentation. Owner: Meadows, Kendyl Ann)
- FAES 3797.05 Ed abroad inventory.pdf: Ed Abroad Inventory
(Other Supporting Documentation. Owner: Meadows, Kendyl Ann)
- FAES 3797.05 submission-lived-environments Oct 2022.pdf: GE Theme Worksheet
(Other Supporting Documentation. Owner: Meadows, Kendyl Ann)
- FAES 3797.05 Panama new course syllabus12Dec2022.pdf: Syllabus
(Syllabus. Owner: Meadows, Kendyl Ann)
- FAES 3797.05 response to ASC Committee Feedback, 12Dec2022.pdf
(Other Supporting Documentation. Owner: Meadows, Kendyl Ann)

Comments

- Please see Panel feedback e-mail sent 12/06/22. *(by Cody, Emily Kathryn on 12/06/2022 04:47 PM)*
- This course request reflects the combination of two approved courses (FAES 3790.04 and 3797.04). Because of the substantive change, per Registrar guidance it is a new course request rather than a course change request of FAES 3797.04. *(by Osborne, Jeanne Marie on 10/19/2022 11:10 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Meadows, Kendyl Ann | 10/18/2022 05:02 PM | Submitted for Approval |
| Approved | Osborne, Jeanne Marie | 10/19/2022 11:10 AM | Unit Approval |
| Approved | Osborne, Jeanne Marie | 10/19/2022 11:10 AM | College Approval |
| Revision Requested | Cody, Emily Kathryn | 12/06/2022 04:47 PM | ASCCAO Approval |
| Submitted | Meadows, Kendyl Ann | 12/13/2022 09:08 AM | Submitted for Approval |
| Approved | Osborne, Jeanne Marie | 12/13/2022 09:32 AM | Unit Approval |
| Approved | Osborne, Jeanne Marie | 12/13/2022 09:32 AM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 12/13/2022 09:32 AM | ASCCAO Approval |

Response to the ASC Curriculum Committee regarding feedback for FAES 3797.05

Thank you for the feedback you have provided for the GE Theme: Lived Environments, Integrative Practice: Education Abroad and Away course proposal for FAES 3797.05. We very much appreciate the time and insight provided and have made the adjustments to address the comments listed as a Contingency and have addressed the Recommendations as well.

CONTINGENCY: The reviewing faculty kindly request a credit hour rationale that outlines in detail how the course will meet the contact hour requirements for a 4-credit-hour study abroad — for both the “pre-departure” and the on-the-ground/abroad components of the course. In particular, the committee asks to see more information about the details of the daily schedule abroad, especially where the direct instruction contact hours will come into play. Further information on Education Abroad Credit Hour Allocation is available here: <https://ascas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs> (Also, for an exemplar course credit hour rationale, please see the following German 3798.02 proposal available at this link: https://ascnet.osu.edu/storage/request_documents/5381/German%203798.02%20Revised%2011-28-2022.pdf)

We appreciate the comments of the committee and recognize that the contact hours for a 4-credit hour course were not clearly identified. In addition, with further review of the exemplar provided, we recognize that the most appropriate place to add lecture-type contact is in the pre-departure component of the course since the duration of the education abroad component is shorter than the exemplar. The additional time spent in the pre-departure component of the course will enhance the students’ ability to engage fully with the people and understanding of the historical and cultural significance of the areas they will visit while in-country. As a result, the following changes were made:

- Pre-departure course was changed to 2.5 credit hours, meeting twice per week on Tuesday and Thursday evenings.
- On pages 3- 4, the Credit hours and Work expectations section has been updated to reflect the course hours change in both the pre-departure and in-country parts of the course.
- A detailed daily schedule for the Panama portion of the course reflects a more accurate timeline of the structured educational experiences. The exemplar was utilized to add color coding of the structured and guided educational experiences in Panama. A detailed chart is included.
- Pages 19-22 reflect the new daily schedule for the Panama portion of the course.
- Page 23 contains the new table with the credit hour allocation.

RECOMMENDATION: The reviewing faculty recommend separating the pre-departure/on-campus parts of the course from the abroad components in the syllabus document to avoid confusion.

Headings were adjusted in the Assignments component of the course to delineate the Predeparture assignments and activities from the In-country components (see: pp. 7-11).

RECOMMENDATION: The Panel recommends that the syllabus feature the most current mental health statement (found on page 16 of the document). The up-to-date language is available here: <https://ascas.osu.edu/curriculum/syllabus-elements>

Upon review of the CCS statement found in the syllabus and the language provided at the ASC syllabus-elements webpage, it was verified that the language in the syllabus is correct, and this was verified by Emily Cody. **No change required.**

Panama: Through the Lens of AgriCulture, Diversity, and Sustainability Syllabus

FAES Course # 3797.05 [Autumn 2023]

Course Information

- **Course times and location:** Tuesday and Thursday, 5:00 p.m. – 6:15 p.m.
- **Credit hours:** 4
- **Mode of delivery:** In-Person

Instructor

- **Name:** Dr. Tiffany Halsell
- **Email:** halsell.5@osu.edu
- **Phone Number:** 614-688-0319
- **Office location:** 234 Agricultural Administration Building
- **Office hours:** by appointment, please email me to schedule an appointment.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Admission to the Panama: Through the Lens of AgriCulture, Sustainability, and Diversity education abroad program and permission of the instructor.

Course Description

The course will give students a different perspective of agriculture and other economic sectors that influence food, fiber, and fuel. This course is designed to educate and prepare students to experience the various applications of agriculture and production systems on varying scenarios, especially within a socioeconomic and ethnically diverse context.

- Topics include Agricultural practices in Panama; Common challenges to Panama's industries; Perceptions of Central America; History of Panama; Contemporary issues of Panama; Panamanian culture; Spanish language; Panama Canal; Economic impact of sustainable practices: Management practices for large and small farmers; Relating professionally with people from different cultures; Panama economy; Sustainability in Panama; and Agricultural practices in the U.S. vs Agricultural practices in Panama;

Course Learning Goals and Outcomes

By the end of this course, students will

1. Understand the various practices of agriculture and industrial sectors in a developing country that has a great impact on the world [CG1]
2. Understand a setting of an intermix racial population and their engagement in communities [CG2]

As a result, students will be able to:

1. Compare the traditional role of American agricultural practices (i.e., animals, traditional agriculture, environment, culture, and community) to those of a developing world country. [CLO1]
2. Distinguish agricultural practices in a developing world culture [CLO2]
3. Identify various socioeconomic statuses on agricultural outcomes. [CLO3]
4. Examine economic sustainability by comparing life outcomes of Panamanian and US residents. [CLO4]
5. Investigate the uniqueness of this developing world country and its advances in specific agricultural, technological, and sustainable initiatives. [CLO5]
6. Analyze fundamental background information and compare applications from Ohio to Panama, a developing country that varies within itself.[CLO6]

General Education Expected Learning Outcomes

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

1. Successful students will analyze "Lived Environments" at a more advanced and in-depth level than in the Foundations component.
 - 1.1 Student will engage in critical and logical thinking about the topic or idea of lived environments. (CLO1, CLO2, CLO3)



- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments. (CG1, CG2; CLO3, CLO4, CLO5, CLO6)
- 2. Successful students will integrate approaches to understanding lived environments 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.
 - 2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments. (CLO1, CLO2, CLO3, CLO4)
 - 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. (CG1, CG2; CLO1, CLO3, CLO4, CLO5, CLO6)
- 3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
 - 3.1 Engage with the complexity and uncertainty of human-environment interactions. (CG2)
 - 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. (CG2; CLO5)
- 4. Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
 - 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors (CG2; CLO4, CLO5)
 - 4.2 Describe how humans perceive and represent the environments with which they interact. (CG2; CLO5)
 - 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments. (CG2; CLO1, CLO4)

This course fulfills these learning outcomes by encouraging students to engage in research, discussions and presentations which help them identify and understand the impact of various socioeconomic statuses on agricultural outcomes in the United States and Panama while providing opportunities to explore the various applications of agriculture and production systems in varying scenarios, especially within a socioeconomic and ethnically diverse context. Students will be challenged to think critically, communicate effectively and work in team settings. Students will investigate and compare agricultural practices in different areas of Panama, examine the economic impact of sustainability on Panamanian residents and agricultural practices, and recognize how the history, government, and geography can affect agricultural and industrial economy and culture. Successful students will be able to exhibit an understanding of various practices of agriculture and industrial sectors in Panama and demonstrate the impact of Panama to the world through various assignments.

How This Course Works

Mode of delivery: The predeparture course will be offered in-person on the Columbus campus with Zoom sessions set up for Wooster and regional campus students. Attendance is required



either in-person in the scheduled classroom or via Zoom for students on the Regional or Wooster Campuses. We have two required sessions each week for the predeparture course on Tuesday and Thursday evenings. The predeparture course will meet twice each week for 75 minutes on the Columbus campus. Students will also be required to visit a farmer's market outside of class. The in-country part of the course will take place in Panama.

In-person class time will include selected lectures, guided discussion, active learning exercises, presentation of supplemental audio-visual material, and small group presentations and discussion facilitation. Lectures will focus on reviewing and enhancing understanding of the day's topic, including the introduction of supplemental content provided by students and guest presentations. Assignments to be completed outside of class will enhance in-class work.

Pace of activities: This course is divided into **weekly lectures** and assignments. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. During the 14 week in-person predeparture class, students will spend 2.5 hours each week spent on direct instruction (weekly class meetings), and about 6 hours per week on assignments and other homework (e.g., reading and assignment preparation, discussion posts), according to Ohio State bylaws on instruction ([go.osu.edu/credit hours](http://go.osu.edu/credit%20hours)). During the in-country part of the course, which will last 10 days, students should expect an average of 5-6 hours of structured educational experiences each day which will be guided by local experts and tour guides, along with assignments.

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

- **Participating in class activities for attendance: weekly for on-campus predeparture class, daily for in-country experience**
On-campus class: You are expected to attend class lectures and participate in class activities every week. You are expected to login to the course in Carmen at least once each week; most weeks you will likely login several times. If you have a situation that might cause you to miss a class, discuss it with me *as soon as possible*.
In-country Panama class: all scheduled events and educational experiences are required. If you have a situation that might cause you to miss an activity discuss it with me *as soon as possible*.
- **Participation in discussions: weekly for predeparture class, daily for in-country**
- **Office hours: Optional**
 My office hours are optional. Please schedule an appointment with me if you have questions or would like to further discuss course content.

Course Materials, Fees, and Technologies

Required Materials

- Text : Easy Spanish Phrase Book New Edition: Over 700 Phrases for Everyday Use Dr. Pablo Garcia Loaeza ISBN:9780486499055
- **Additional readings** are posted on the course's Carmen Modules and Guided Reading Assignments. The links to the required readings and videos for each class are in Carmen (<https://carmen.osu.edu>) – Weekly Modules. You need to familiarize yourself with the materials prior to participating in sessions and completing assignments. All materials, including library e-books and research papers are accessible through Ohio State University Library Services at no cost. You would need to use the Off-Campus Sign In to access some articles and book chapters.
- Journal – 5.75" x 8" bound with a pocket ([example journal available at Staples](#))

Fees and/or Additional Requirements

- A program fee is associated with every education abroad program. The fee for the program associated with this course, will be set prior to the program application deadline and shared with applicants.
- There is \$150 application fee, due at the time of application submission. This fee is refundable if you are not accepted into the education abroad program.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection (only required for the predeparture component of the course).
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication, photographs and videos (if student elects to use videos in assignments)
- **Other:** camera to take photos if smartphone or tablet unavailable

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

Required Software

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

Carmen Canvas Access

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

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step



instructions.

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

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

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating Carmen Canvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

Technology Support

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

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

Grading and Faculty Response

How Your Grade is Calculated

| Assignment Category | Points | General Education ELO |
|---------------------------------------|--------|-------------------------|
| Predeparture class assignments | | |
| Group paper or visual artifact | 20 | 1.1, 1.2, 2.1, 3.1, 3.2 |
| Group presentation | 20 | 1.1, 1.2, 2.1, 3.1, 3.2 |
| Group work rubric | 20 | 1.2 |

| | | |
|--------------------------------------|------------|-------------------------|
| Trip to farmer's market | 10 | 3.1, 3.2, 4.2 |
| Predeparture paper | 20 | 1.1, 1.2, 2.2, 4.3 |
| Spanish language quizzes (2 quizzes) | 20 | 1.1 |
| Participation | 15 | 1.2 |
| In-country Panama assignments | | |
| Travel journal | 40 | 1.1, 2.1, 2.2, 4.1, 4.2 |
| Structured experience presentation | 20 | 1.1, 1.2, 2.2 |
| Shopping exercise | 10 | 1.1, 3.1, 3.2, 4.2 |
| Participation | 15 | 1.2, 3.2, 4.3 |
| Final reflection paper | 30 | 1.1, 3.2, 4.1 |
| Total | 240 | |

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

Descriptions of Major Course Assignments: Predeparture

Group Assignments

Students will be assigned into groups based upon topic of interest: agriculture, economy, cultural regions, cultural awareness, history, or sustainability practices of Panama. Students will be assigned into groups the second week of class and notified via Carmen email.

Paper or visual artifact

Description: Groups will have the option to submit a paper or visual artifact for their topic along with a group presentation. All students are expected to fully contribute to this assignment to receive full credit.

OPTION 1: Each group will write a one paper (4-5 pages) on assigned topic. If you need



guidance on how to write a paper, please review the information on the Writing Center [website](#).

Each group member will upload the paper to Carmen Canvas. Papers must be formatted using the following criteria: 12 pt. font; Arial; 1-inch margins; and 1.5 spacing.

OPTION 2

Visual artifact- Each group will create a visual artifact for their assigned topic. Visual artifacts can take many forms including photography, storybooks, mind maps, etc. **If your group selects this option, you must contact me via email to set up an appointment to discuss your idea and to receive my approval before you begin this project.**

You will add your assignment to Carmen Canvas.

Presentation

Description: Each group must prepare and present a 10 – 20-minute presentation during class time based upon the group paper or visual artifact submitted by the group. Feel free to be creative in your presentation. Each student will be graded on the following areas: presentation content (5 points), design (5 points), and oral delivery (10 points). Students will be provided a detailed rubric for the presentation. As this presentation will be based upon the group paper or visual artifact, the content must match the information included for that assignment. Students may choose a desired platform for presentation delivery including PowerPoint, Prezi, Google slides, or Canva.

Group Work rubric

Description: As a member of a group, students are expected to fully participate with their group members and will be provided a rubric to evaluate each group member in terms of contributions/attitude, team role fulfillment, communication, correctness, and cooperation with others. Each individual group member will submit an evaluation for the other group members to assess level of involvement with the group assignments. Each student can earn between 5-20 points based upon the average scores of their evaluations by their team members. Students who do not submit group evaluations will receive a zero (0) on this assignment. The instructor reserves the right to moderate points for each student.

Individual Assignments

Trip to farmer's market

Description: Each student will visit a farmer's market to gather pricing information to feed a family of four (protein, starch, and vegetable are minimum requirements). **You will need to take photographs of the items but are not expected to purchase them.** This assignment will be repeated in Panama as a shopping exercise, the difference will be you will purchase items during the trip in Panama.

Students will submit, via Carmen, a 1–2-page paper and at least 3 photographs on their experience shopping or a 5–7-minute video about the experience, which will include a summary of their thoughts about the experience, challenges and what they learned from this exercise.

You can find a link to local farmer's market [here](#). There are several options that are on the COTA bus route, allowing you to use your BUCK-ID for free transportation.

Predeparture paper

Description: Each student will submit an individual paper (minimum of 3 pages) to include a reflection about what you have learned about Panama as compared to the US, what theories or ideologies that might have influenced Panama in the past and present, your expectations of the travel experience to Panama, and what you hope to take away from this experience. Review information in Carmen for more information.

Papers must be formatted using the following criteria: 12 pt. font; Arial; 1-inch margins; and 1.5 spacing. If you need guidance on how to write a paper, please review the information on the [Writing Center website](#).

Written assignments: Your written assignments should be your own original work. In formal assignments, you should follow [APA style](#) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. If you need guidance on how to write a paper, please review the information on the Writing Center [website](#).

Spanish language quiz

Description: During the predeparture component of the course, students will have two quizzes covering Spanish language basics during class, these will be administered using Carmen. For students who do not have access to an electronic device during class, a paper option will be provided by the instructor. Quizzes will occur in week 7 and week 13 and are worth 15 points each.

Participation: Predeparture

Description: Promptness and participation are always expected of students. Attendance for every class is expected (if you need to miss a class, please discuss this with me). Your thoughts, experiences, and contributions to the discussions are an important part of the collective learning. You are encouraged to speak up in class and contribute to class discussions. Though participation can be hard for people who feel unsure or are typically quieter, the activity is meant to offer you a chance to apply the information you are learning in new ways, gain confidence in speaking up and engage with fellow students to promote learning.

High quality participation includes asking questions, participating in group discussions by sharing impressions, and being of good attitude and energy. It also includes supporting others while they participate in class discussions. Participation encompasses more than speaking in class; it is coming to class prepared, showing an interest in the discussions or presentations (through verbal or non-verbal cues), interacting in small groups and being mindfully present

during the class time. Total of 15 points spread across the 14-week predeparture class, 1 point per class meeting, bonus point for attending all class sessions.

Descriptions of Major Course Assignments: In-country

Travel Journal

Description: Throughout the in-country portion of the class, you will record observations and perceptions in a journal. You are required to purchase a journal with bound paper to avoid loose pages. In addition, journals should include pockets for pictures, brochures, etc.

Journals will be reviewed during the in-country portion on days 6 and 10.

Once in Panama, students will record daily activities and observations in the form of a journal. Students will record visits, conversations with the people of Panama, and anything that may be of benefit. The student's Travel Journal will provide information and reflections that will be used in the Final Reflection Paper assignment.

A few key elements of journal writing will include challenges noted per visit; comparison and contrasting of resources between Panama and the U.S.; documentation of emotions and thoughts on visits and/or situations; etc.

Structured experience presentation

Description: Students will be assigned to research a specific structured experience prior to departure from Columbus. Students will provide a brief, oral presentation on the topic either the day before the experience or during the ride to the experience. See Course Schedule for topics.

Shopping exercise

Description: Students will be given an assignment during the program to experience “the life of a Panamanian” with two distinct differences. Students will experience purchasing food to feed an average family of four (protein, starch, vegetable are minimum requirements). Funding for this assignment is included in the course fee and equivalent to \$25USD. Resources to use would include common “grocery stores” and/or “wet markets” to determine the best value for their wage.

Fundamentals of the assignment include recording information in notebooks, capturing imagery on camera, interaction with community and business owners, etc. This is to assist with individual reports.

Students will submit a 1–2-page handwritten paper (supplied by instructor) on their experience shopping or a 5–7-minute video about the experience (uploaded to Carmen), which will include a summary of their thoughts about the experience, challenges and what they learned from this exercise. Our hotel in Panama will have wifi included in our rooms. If you choose the



video option, you must submit the video to Carmen using your personal device. If you cannot upload to Carmen, you must submit a handwritten paper. I suggest testing your connection and upload abilities prior to selecting the video option for this assignment.

Final Reflection Paper

Description: Each student will submit a 2-page written reflection paper. Your paper must include thoughts comparing your expectations vs the actual experiences you had while in Panama. This will be an informal paper as you will likely not have access to a computer while in Panama. You will be given time on the final day of the trip to write and submit the paper. Paper will be supplied by the instructor.

Participation: In-country

Description: Promptness and participation are always expected of students. Attendance for every class is expected (if you need to miss a class, please discuss this with me). Your thoughts, experiences, and contributions to the discussions are an important part of the collective learning. You are encouraged to speak up in class and contribute to class discussions. Though participation can be hard for people who feel unsure or are typically quieter, the activity is meant to offer you a chance to apply the information you are learning in new ways, gain confidence in speaking up and engage with fellow students to promote learning.

During the in-country Panama part of this course, students are expected to fully engage in structured educational experiences, be on time for all activities, and contribute to discussions in a thoughtful and meaningful manner. Attendance for all activities is expected; in case of illness, please work with the resident directors to address participation expectations. Total of 15 points spread across the 10 days in country trip, 1 point for each day in Panama, 2 points per day on days 3-7 due to longer engagement time periods.

Academic Integrity and Collaboration (applicable to all course assignments)

Quizzes and exams: You must complete the exams yourself, without any external help or communication.

Written assignments: Your written assignments should be your own original work. In formal assignments, you should follow [APA style](#) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. If you need guidance on how to write a paper, please review the information on the Writing Center [website](#).

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past



research or revisit a topic you have explored in previous courses, please discuss the situation with instructors.

Falsifying observations/research or results: All observations/research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your conclusions or your library research look more successful than it was.

Collaboration and informal peer-review: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that plagiarizing on an assignment and final report is not permitted. If you are unsure about a situation, please feel free to ask ahead of time.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

A 10% per calendar day grade reduction will be applied on all late assignments. Assignments will not be accepted after three days of set deadline unless arrangements have been made with the instructor. In the event of an emergency, please contact me as soon you can to discuss your situation and possible solutions.

You will not be penalized for a late assignment or absences during the academic term due to the following unavoidable or legitimate documented circumstances:

- emergencies,
- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- student's dependent childcare due to COVID-19 school closings;
- participation in intercollegiate athletic events;
- subpoenas and jury duty;
- military service;
- bereavement, including travel related to bereavement;
- religious observances: At the beginning of the semester, you should notify me of any religious holiday(s) that will necessitate your request for deadline extension. A week before a religious holiday, send me a notification that you will miss a deadline to observe a religious holiday. Because religious holidays are scheduled in advance, the instructor has the right to insist, where feasible, that you complete the course work prior to the anticipated absence.

The instructor is not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

Students must notify me of circumstances identified above or other circumstances leading to a request for a deadline modification as soon as possible and provide information to explain the late assignments. Generally, technical glitches such as a bad internet connection, laptop and computer malfunction are not acceptable excuses for missing a deadline.



If you have concerns about meeting one of the specified deadlines, please be in contact with me prior to the deadline so that we can discuss your situation and possible solutions.

In the event of an emergency, please contact me as soon as you can to discuss your situation and possible solutions.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Other Course Policies

Discussion and Communication Guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling,



and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** Please cite your sources to back up what you say in all assignments, including Discussion Submissions. Use [APA format](#) for citations.

Academic Integrity Policy

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

Ohio State's Academic Integrity Policy

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

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

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

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

Copyright for Instructional Materials

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

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

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

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

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

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

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

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or

expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

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

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

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

For students in the College of Food, Agricultural, and Environmental Sciences located at the Wooster campus, Dr. Schaad, schaad.15@osu.edu, is the CFAES embedded mental health counselor in Wooster. She is available for new consultations and to establish routine care. To schedule with Dr. Schaad, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

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

Students are encouraged to contact instructors to discuss Course Attendance/Deadline Modifications (ADM) agreement. This document outlines expectations for both students and instructors and provides a structure for determining reasonable flexibility.

Additional reasons for absence from group-based working sessions and other attendance/deadline modifications may include the following:

- Illness, physical or mental, or injuries of the student or a student's dependent
 - [Carmen Canvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- 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
- Subpoenas; Jury duty; Military service; Bereavement, including related travel

Course Schedule Predeparture

Refer to the Carmen Canvas course for up-to-date due dates.

| Week | Topics, Readings | Assignments Due |
|------|--|--|
| 1 | Introductions: Meet Professors & Discussion | |
| 2 | Guest Speaker – Panamanian Culture and Spanish Language | |
| 3 | Perceptions of Central America, Spanish language Basics | |
| 4 | Conducting Research – Guest Speaker | |
| 5 | History of Panama, Spanish language Basics | Group Presentation & paper; Group rubric |
| 6 | Relating professionally with people from different cultures, Spanish language Basics | Group Presentation & paper; Group rubric |
| 7 | Agricultural Practices in Panama vs United States | Group Presentation & paper; Group rubric; Spanish quiz |
| 8 | Contemporary Issues of Panama | Group Presentation & paper; Group rubric |
| 9 | Common Challenges to Panama's Industries, Spanish language Basics | Group Presentation & paper; Group rubric |
| 10 | Panama Economy, Spanish language Basics | Group Presentation & paper; Group rubric |
| 11 | Panama Canal, Spanish language Basics | Group Presentation & paper; Group rubric |
| 12 | Sustainability in Panama, Spanish language Basics | Group Presentation & paper; Group rubric |
| 13 | Economic Impact of Sustainable practices, Spanish language Basics | Group Presentation & paper; Group rubric; Spanish quiz |
| 14 | Management Practices for Large and Small Farmers, Packing Tips | Predeparture paper; Farmer's market |
| 15 | Final Predeparture Meeting | |

Travel to Panama

Green highlighted activities = structured or guided educational experiences.

| | Date | Schedule | Assignment |
|---|--------------------------|---|--|
| 1 | Thursday, December 28 | Travel to Panama -Depart Columbus to Arrive in Panama City – Tocumen International Airport. Check-in to hotel Overnight in Panama City | |
| 2 | Friday December 29 | 8:00-9:00 a.m. Breakfast 9:30 a.m. Departure from hotel Breakfast, lunch, & dinner included 10:00 a.m. – 1:00 p.m. Guided tour of the Panama Viejo ruins and museum to understand the founding of Panama City 1:00 p.m. – 2:00 p.m. Lunch 2:30 p.m. – 5:30 p.m.- Guided tour of Casco Viejo's winding cobblestone streets and enjoy the colonial architecture of the old city, (UNESCO World Heritage Site). 6:00 p.m. Return to hotel 7:00 p.m. Dinner Overnight in Panama City | Structured experience presentations |
| 3 | Saturday, December 30 | 8:00-9:00 a.m. Breakfast 9:30 a.m. Departure from hotel Breakfast, lunch, & dinner included 10:00 a.m. – 12:00 p.m. Guided tour of the Panama Canal corridor and Canal museum 12:15 p.m. Travel to Gamboa 1:15 p.m. Lunch 2:30 p.m.- 5:30 p.m. Guided visit to the industrial park (old U.S. Army barracks) near the Panama Canal where you will meet with young entrepreneurs. We will also meet with one of the founders of the Green Tech Council to discuss the movement in Panama to be more sustainable 6:00 p.m. Return to hotel 7:00 p.m. Dinner Overnight in Panama City | Structured experience presentations |
| 4 | Sunday, December 31 | 8:00-9:00 a.m. Breakfast 9:30 a.m. Check out of hotel & departure from hotel* Breakfast, 11:00 a.m. -12:30 p.m. Guided tour of a | Structured experience presentations *We will be moving to a different |



| | | | |
|---|---|---|--|
| | lunch, & dinner included | <p>pineapple plantation</p> <p>12:30 p.m. Travel to poultry farm</p> <p>1 p.m. Lunch serving traditional Panama's national soup, Sancocho</p> <p>1:30 p.m. Guided tour of a poultry farm</p> <p>3:00 p.m. Depart for Playa Blanca</p> <p>5:00 p.m. Arrive in Playa Blanca</p> <p>5:00 p.m. Free time to explore</p> <p>7:00 p.m. Dinner</p> <p>Overnight in Playa Blanca</p> | part of Panama today, please ensure you pack all your belongings |
| 5 | Monday, January 1 Breakfast, lunch, & dinner included | <p>7:00-8:00 a.m. Breakfast</p> <p>8:30 a.m. Check out of hotel & departure from hotel*</p> <p>9:00 a.m. Travel to Las Lajas</p> <p>11:00 a.m. Arrive in Las Lajas</p> <p>11:30 a.m. Guided visit to a Guaymi village in the mountains to learn about the Guaymi culture and people</p> <p>1:00 p.m. Enjoy lunch with a Guaymi family</p> <p>3:30 p.m. Depart Guaymi village</p> <p>4:00 p.m. - 5:30 p.m. Guided tour of dairy and beef farm to learn about animal practices in Panama</p> <p>6:00 p.m. Return to hotel</p> <p>7:00 p.m. Dinner</p> <p>Overnight in Las Lajas</p> | <p>Structured experience presentations</p> <p>*We will be moving to a different part of Panama today, please ensure you pack all your belongings</p> |
| 6 | Tuesday, January 2 Breakfast, lunch, & dinner included | <p>8:00-9:00 a.m. Breakfast</p> <p>9:30 a.m. Departure from hotel and check-out</p> <p>10:00 a.m. Participate in a service-learning project with local school children and the community in partnership with Fundacion Amigos de Boquete</p> <p>1:00 p.m. Lunch</p> <p>2:30 p.m. – 4:00 p.m. Guided tour of a small local farm with different native and introduced fruit trees, a medicinal garden, and a solar drying system for fruits and vegetables</p> <p>4:00 p.m. Travel to Boquete</p> <p>6:00 p.m. Arrive in Boquete</p> <p>7:00 p.m. Dinner</p> <p>Overnight in Boquete</p> | <p>Structured experience presentations</p> <p>*We will be moving to a different part of Panama today, please ensure you pack all your belongings</p> <p>Turn in travel journals for review</p> |
| 7 | Wednesday, January 3 | <p>8:00-9:00 a.m. Breakfast</p> <p>9:30 a.m. Departure from hotel</p> | Structured experience presentations |



| | | | |
|----|---|--|--|
| | | <p>11:00 a.m. Guided visit to a rural town to engage with indigenous people of Panama</p> <p>1:00 p.m. – 2:30 p.m. Lunch with indigenous Panamanians</p> <p>3:00 p.m. – 4:30 p.m. Guided tour of coffee farm</p> <p>4:30 p.m. Depart for hotel</p> <p>7:00 p.m. Dinner</p> <p>Overnight in Boquete</p> | Shopping exercise |
| 8 | <p>Thursday, January 4</p> <p>Breakfast & dinner included</p> | <p>FREE DAY!</p> <p>Pre-scheduled trips can be arranged for a variety of half and full day tours. Options will be available at a later date.</p> <p>Overnight in Boquete</p> | |
| 9 | <p>Friday, January 5</p> <p>Breakfast, lunch, & dinner included</p> | <p>8:00 a.m. Breakfast</p> <p>9:30 a.m. Check out of hotel & departure from hotel*</p> <p>9:30 a.m. Travel to Cerro Punta</p> <p>11:30 a.m. Guided tour of a horse farm</p> <p>12:30 p.m. Chocolate demonstration and lunch</p> <p>2:30 pm Travel to airport for flight to Panama City</p> <p>8:00 p.m. Dinner</p> <p>Overnight in Panama City</p> | <p>Structured experience presentations</p> <p>*We will be moving to a different part of Panama today, please ensure you pack all your belongings</p> |
| 10 | <p>Saturday, January 6</p> | <p>8:00 a.m. Breakfast</p> <p>9:00 a.m. Departure from hotel</p> <p>9:30 a.m. Guided tour of Panama Canal transits Witness transit system in three major locks: Bridge of the Americas; Centennial Bridge; Gatun Lake; Observe Canal Construction of present and future additions</p> <p>5:00 p.m. return to hotel</p> <p>7:00 p.m. Farewell dinner</p> <p>Overnight in Panama City</p> | Structured experience presentations |
| 11 | <p>Sunday, January 7</p> | <p>Travel to Tocumen International Airport</p> <p>Return to Columbus</p> | Final paper |

Course Reading list

Required Text : Easy Spanish Phrase Book New Edition: Over 700 Phrases for Everyday Use Dr. Pablo Garcia Loaeza ISBN:9780486499055

Selected readings from the following books will be posted on Carmen:

Panama and the United States: The Forced Alliance, Michael I. Conniff, 2012

Emperors in the Jungle: The Hidden History of the U.S. in Panama, John Lindsay-Poland, 2003

Erased: The Untold Story of the Panama Canal, Marixa Lasso, 2019



Credit hour allocation

| Mode | Course component | Duration | Length of time | Total credit hours |
|---|--------------------|--------------------|----------------|--------------------|
| Formalized instruction | Predeparture class | 2.5 hours per week | 14 weeks | 2.5 |
| Structured and guided educational experiences | In-country Panama | 39.5 hours | 10 days | 1.5 |

Required articles will be posted on Carmen:

Edwin Collado, Anibal Fossatti, Yessica Saez. Smart farming: A potential solution towards a modern and sustainable agriculture in Panama[J]. *AIMS Agriculture and Food*, 2019, 4(2): 266-284. doi: 10.3934/agrfood.2019.2.266

Cochran, J. B., & Bonnell, R. (2005). Patterns of Sustainable Agriculture Adoption/Non-Adoption in Panamá. *Journal of Sustainable Agriculture*, 27(3), 147–162. https://doi-org.proxy.lib.ohio-state.edu/10.1300/J064v27n03_10

Santamaria-Guerra, J., & González, G. I. (2017). The contribution of agroecology to the persistence of family agriculture in Panama. *Agroecology & Sustainable Food Systems*, 41(3/4), 349–365. <https://doi-org.proxy.lib.ohio-state.edu/10.1080/21683565.2017.1286281>

Sharma, D., Vergara-Asenjo, G., Cunampio, M., Cunampio, R. B., Cunampio, M. B., & Potvin, C. (2015). Genesis of an indigenous social-ecological landscape in eastern Panama. *Ecology and Society*, 20(4).

Yao-Yi Fu. (2015). Factors that contribute to tourism students' development of intercultural competence. *Tourism* (13327461), 63(1), 7–17.

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

| | Course activities and assignments to meet these ELOs |
|--|--|
| ELO 1.1 Engage in critical and logical thinking. | |
| ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. | |
| ELO 2.1 Identify, describe, and synthesize approaches or experiences. | |
| 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. | |

Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

| | Course activities and assignments to meet these ELOs |
|--|--|
| ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions. | |
| ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. | |
| ELO 4.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. | |
| ELO 4.2 Describe how humans perceive and represent the environments with which they interact. | |
| ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. | |

Education Abroad & Away Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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

Accessibility

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

Pedagogical Practices for Education Abroad & Away

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

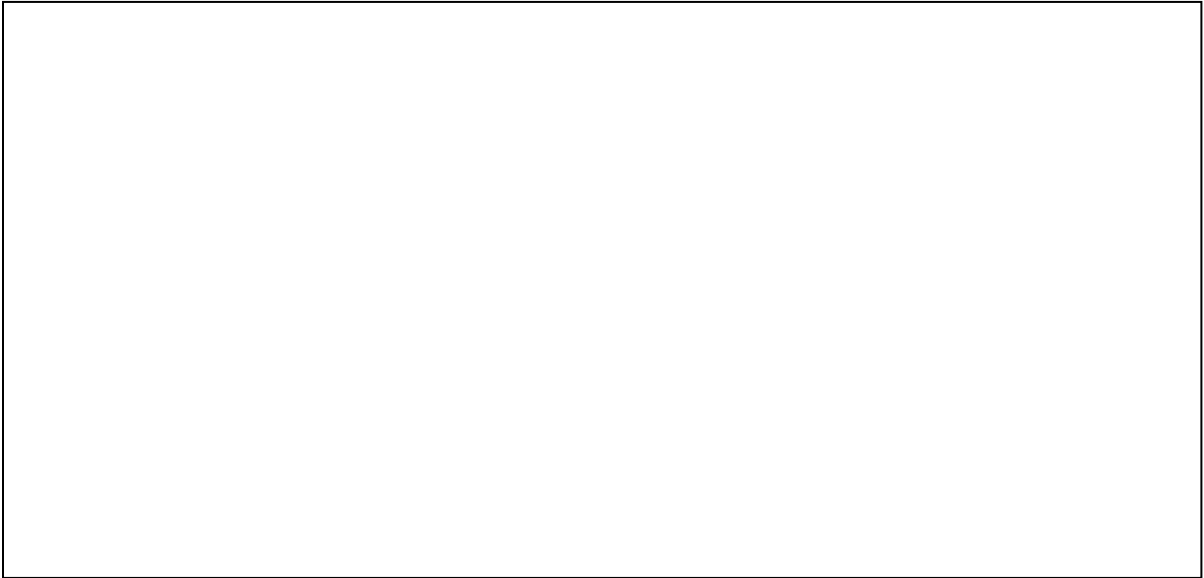
Education Abroad & Away Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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