

Term Information

Effective Term Autumn 2023
[Previous Value](#) [Spring 2014](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

AEDE has updated the course description to better align with the new learning outcomes (specifically aligning with the Lived Environment and Sustainability GE Themes) and course topics, eliminated the prerequisite, deleted the reference to the quarter system, and included all campuses of offering.

What is the rationale for the proposed change(s)?

We are seeking approval for the Lived Environment and Sustainability GE Themes.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4597.01
Course Title	Food, Population, and the Environment
Transcript Abbreviation	Fd, Pop, Environ
Course Description	This course analyzes the challenges of feeding the growing human population, while conserving the environmental and natural resources on which agriculture and other economic activities depend. Given the uneven patterns of population growth, attention will be focused on developing regions, which are projected to experience the majority of population increase.
Previous Value	Issues related to world-wide population increases, food production, and associated environmental stress; policy options for lessening these concerns, especially in low-income countries.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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
Previous Value [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites None
Previous Value [Prereq: Jr or Sr standing.](#)

Exclusions Not open to students with credit for 4597.01H, AEDEcon 4597.01, or AEDEcon 4597.01H.
Previous Value Not open to students with credit for 597.01, 4597.01H (597.01H), AEDEcon 4597.01 (597.01), or AEDEcon 4597.01H (597.01H).

Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in AEDEcon.

Subject/CIP Code

Subject/CIP Code 01.0103
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

General Education course:
Cross-Disciplinary Seminar (597 successors and new); Lived Environments; Sustainability
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Cross-Disciplinary Seminar (597 successors and new)
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

- Explain emerging issues in the food economy like obesity, food waste and meat consumption and its potential to shape consumer behavior.
- Analyze the determinants of food demand and food supply in varying settings.
- Analyze the role of governments and global trade in shaping outcomes in food production and exchange.
- *Analyze population issues and achievement of food security, especially in poor countries.*
- *Examine environmental consequences of agricultural development.*
- *Understand the role of public policy in the food economy.*

Previous Value

Content Topic List

- Malthus, Neo-Malthus, Demographic Transition
- The Demand for Food - Population growth and income
- The Supply of Food
- Aligning Food Demand and the Supply of Food
- Agricultural Policies and Food Supply
- Agriculture and the environment. Market and intervention failure
- Farmland degradation, climate change, deforestation, and other problems
- Globalization, agriculture and international trade
- Agriculture and economic development. Food security
- Emerging issues: Obesity, Food Safety

Previous Value

- *Population and food-demand growth*
- *Agricultural development and the environment*
- *Markets and public policy*

Sought Concurrence

Yes

Previous Value

No

Attachments

- AEDE-INSTDS 4597.01 GEN and GEL Syllabus 12-1-22.docx: Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- GEN Theme Submission-lived-environments_11-21-22.pdf: GEN Lived Environments Theme Submission
(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)
- GEN Theme Submission-sustainability_11-21-22.pdf: GEN Sustainability Theme Submission
(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)
- Informal Concurrence _SENR.pdf: Concurrence SENR
(Concurrence. Owner: Meltz, Richard Lee)
- Informal Concurrence _FST.pdf: Concurrence FST
(Concurrence. Owner: Meltz, Richard Lee)

Comments

- AEDEcon has not submitted their course version yet. The curriculum committee of CFAES has asked them for revisions. Since they are the lead submitters, you will need to wait until their materials are finalized before submitting this request. Please ask them for finalized materials once they are at that point. *(by Vankeerbergen, Bernadette Chantal on 02/13/2022 02:59 PM)*
- Course lead is from AEDEcon. INTSTDS is cross-listed department in ASC. *(by Meltz, Richard Lee on 01/25/2022 01:48 PM)*

COURSE CHANGE REQUEST
4597.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/03/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Meltz, Richard Lee	01/25/2022 01:48 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	01/25/2022 02:33 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/13/2022 03:00 PM	College Approval
Submitted	Meltz, Richard Lee	12/01/2022 03:05 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	12/05/2022 01:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/03/2023 03:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/03/2023 03:42 PM	ASCCAO Approval

AEDE/INTSTDS 4597.01

Syllabus

Food, Population, and the Environment - Autumn 202X

Course Information

- **Course times and location:** Tuesdays and Thursdays, 3:55-5:15pm in Townshend Hall 255
- **Credit hours:** 3
- **Mode of delivery:** In-person

Instructor

- **Name:** Nick Dadzie
- **Email:** Dadzie.5@osu.edu
- **Phone Number:** 614-292-6225
- **Office location:** Agricultural Administration, Room 318
- **Office hours:** Mondays and Wednesdays, 1:30-2:30pm and by appointment on Zoom:
<https://osu.zoom.us/j/8338755144?pwd=UmIPUGE1NUU5YWZMaWVJUGIWR0N1QT09>
- **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 and via email. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

This course analyzes the challenges of feeding the growing human population, while conserving the environmental and natural resources on which agriculture and other economic activities depend. Given the uneven patterns of population growth, attention will be focused on developing regions (Asia, Latin America and Sub-Saharan Africa), which are projected to experience the majority of population increase.

Learning outcomes



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

- Explain emerging issues in the food economy like obesity, food waste and meat consumption and its potential to shape consumer behavior
- Analyze the determinants of food demand and food supply in varying settings
- Analyze the role of governments and global trade in shaping outcomes in food production and exchange.

Course Prerequisites

None

Course Exclusions

INTSTDS 4597.01

General Education Goals and Expected Learning Outcomes

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

Goal 1. Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of lived environments.

ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the lived environments.

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 lived environments.

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.

Specific Expectations of Courses in Lived Environments:



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.

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.

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

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.

How This Course Meets the ELOs:

AEDE 4597 fulfills these learning outcomes through activities and tasks which help students to re-evaluate their perception of the agricultural and natural environments. The impact of varying agricultural systems on environmental resources is analyzed. This ranges from the advanced mechanized systems in developed countries to the smallholder less-intensive systems in developing regions. Students analyze the short-term and long-term impacts of such systems and the incentives and markets which sustain them. Additionally, students examine the perspective of the consumer and government which influence the decisions and the interactions within the agricultural environment. Final sections of this course (involving essays and presentations) helps students to challenge long-held views of farming and critically examine the interplay of cultural and economic forces in shaping the environmental outcomes across the globe.

General Education Goals and Expected Learning Outcomes

As part of the **Sustainability Themes** in the General Education curriculum, this course is designed to prepare students to be able to do the following:

General Expectations of all themes:

Goal 1. Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of sustainability

ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability

Goal 2. Successful students will integrate approaches to sustainability 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 sustainability

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.

Specific Expectations of Courses in Sustainability:

Goal 3: Successful students will 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.

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

ELO 3.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 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.

How This Course Meets the ELOs:

This course fulfills these learning outcomes by engaging students in several class activities with the aim of describing, analyzing, and explaining the complex issues related to food, population and the environment. Sustainably feeding the growing world population remains a global challenge and the Food and Agricultural Organization (FAO) projects that global food supplies would have to increase by approximately 70% by 2050 to meet this increased food demand. Global population surges are also predicted to be uneven and will be dependent on the fertility rate, female education, and economic development. The course explores the countries and environments where food demand is projected to be the highest, the types of food consumption in such environments and the implications of such trends. From a production standpoint, we examine the different environments where food is produced in advanced economies versus developing regions. Students become intimately familiar not only with the human roles in these lived environments but the natural limitations present. Sustainable production and climate

change mitigation are key concepts emphasized. Finally, the role of governments and international organizations are examined. Students gain an understanding of the production and trade of commodity products (cocoa, coffee) and the restrictions and volatilities with cereals in different places in the world.

General Education Goals and Expected Learning Outcomes- Legacy (for students starting at OSU prior to Autumn 2022)

As part of the Cross-Disciplinary Seminar within the General Education Legacy curriculum, AEDE/INTSTDS 4597.01 helps students attain an understanding of the increasingly global nature of the contemporary world by drawing upon multiple disciplines in an enriching capstone experience. Consistent with this goal are three expected learning outcomes:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

This course meets the General Education Legacy Cross-Disciplinary Seminar learning outcomes by analyzing food security through international development, environmental, economic and agricultural lenses.

How This Course Works

Mode of delivery: We will meet in person for lectures twice a week (Tuesdays and Thursdays) for 80 minutes.

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

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

- **Class Participation: Twice per week (during our scheduled class times)**
You are expected to show up to class, complete assigned readings, and participate actively in class discussions. Attendance and participation are necessary and help determine your grade in this course. Most of the concepts build upon each other therefore consistent attendance is strongly encouraged. In case of emergencies and other circumstances that prevent you from attending class, inform the instructor as soon as possible so alternative arrangements can be made.
- **Office hours: Optional**
I host office hours on Mondays and Wednesdays. If Mondays and/or Wednesdays do not work with your schedule, please email me your availability and I will arrange another time. I am also willing to meet virtually over Zoom.



Course Materials, Fees and Technologies

Required Materials and/or Technologies

- This course will use the TopHat response tool during lectures. This system requires that you have access to either a computer with internet access, a smartphone with the free mobile app, or a phone capable of sending text messages. To fully participate in class, you will need to have one of these devices with you every day. As an OSU student your TopHat account will be free of charge. You can sign up at <https://tophat.com>. Select “Ohio State University” and then login with your university login and password. You should sign up for your account on a computer rather than a mobile device to make sure your account syncs properly.
- The required textbook is: D. Southgate, D. Graham, and L. Tweeten, The World Food Economy, Second Edition (John Wiley and Sons, 2011).
- Additional readings will be posted on Carmen.

Fees and/or Additional Requirements

- None

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication and also for TopHat use.

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.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to 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](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating and using TopHat
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

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

- **Self Service and Chat:** go.osu.edu/it
- **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
Attendance and Participation	4%
In-Class Quizzes	16%
Paper 1	20%
Paper 2	20%
Group Presentation	15%
Final Examination	25%
Total	100%

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

Descriptions of Major Course Assignments

Attendance and Class Participation (4%)

Description: You are expected to show up to class, complete assigned readings, and participate actively in class discussions. We will rely on Top Hat (class polling software referenced in the technology section) to document participation for everyone. You are allotted 2 excuses without notifying the instructor. Additional excused absences will be given for events (sports commitment) you know in advance will cause you to miss class. Inform instructor within first 2 weeks about planned absences.

Academic integrity and collaboration: Responses to questions and class discussions should be our own original thoughts. If the information or comment shared is from another source, be ready to credit the original source. You are expected to be courteous and respectful when talking.



In-Class Quizzes (16%)

Description: Quizzes will be given in-class throughout the semester. These will be useful in preparing for the final exam. Quiz format will include multiple choice questions, true/false questions and essay questions and will be administered in class. Quizzes are structured to test your familiarity with core concepts and your ability to analyze and apply them. There will be about 5 quizzes. Quiz dates will be confirmed at least one class in advance. The lowest quiz will be dropped. Online quizzes (administered via Carmen) will be an option for students with documented excuses.

Academic integrity and collaboration: You must complete quizzes yourself, without any external help or communication.

Papers (40%)

Description: Two papers are due in the course. The first will focus on food demand issues for a developing economy you choose. You will draw on secondary data, research articles and other sources to make inferences on the state of the population growth (demographic transition) and its effect on food demand. Additionally, you will use the country's economic data to determine the income effects on food demand. Using data on urbanization trends, you will examine its effect on diets and consumption choices. You will compare these with neighboring countries and regional data to help provide a contextual background. This will highlight the channels that humans interact with the environment and further critique ideologies and theories in this field. Further details on Paper 1 will be shared on Carmen. Paper 2 will focus on the supply of food in the same country. Using relevant data sources, you will analyze the extent of intensification for the country, agricultural land use and the impact on forest land. The level of mechanization will also be analyzed, and you will identify reasons for the use (or lack of use) of agricultural equipment for the selected country. Similarly, you will compare these with neighboring countries and regional data to help provide a contextual background. Further details on Paper 2 will be shared on Carmen.

Academic integrity and collaboration: Written assignments should be your own original work. In formal assignments, you must follow APA or MLA 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.

Group Presentation (15%)

Description: Presentations will be based on geographic regions. Each country you have selected belongs to a particular region. For example, Group 3's region might be East Africa. Therefore, the group will present a summary of the countries that each individual has analyzed and present a pressing food security, environmental or population issue in the regions (can be unique to a country or common to the region). As part of your presentation, you would provide highlights of the food supply and consumption trends in the regions and the challenges faced. This task will enable you to unravel the complexities in the human-environment relations and its

effects on household livelihoods and wellbeing. Additionally, you would provide solutions to some of the challenges presented. Policies used to address this issue will be analyzed and criticized. A full description of the presentation will be provided on Carmen. Ensure that your selected country has relevant information and data to complete the papers. Once countries are selected, you will use them for the subsequent tasks.

Academic integrity and collaboration: Your slides for presentation should be original work from you and your colleagues. In formal assignments, you should follow APA style (see: <https://guides.osu.edu/c.php?q=605168&p=7880510>) to cite the ideas and words of your research sources. You are encouraged to take turns to revise and review your work before submission. There should be no external assistance.

Final Examination (25%)

Description: There will be one final exam. This will not be comprehensive but will be based on selected readings and topics.

Academic integrity and collaboration: You must complete the exam yourself, without any external help or communication.

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.

Inform the instructor of any issue which can affect the on-time submission of papers. Late work (for term papers) will have a 15% penalty for each day that it is late. If there are extenuating circumstances which prevents on-time submission, exceptions can be made if supporting documentation is shown. In such cases, contact instructor as soon as possible.

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 **36 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 and via email. Please check [your notification preferences](#) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Quizzes:** I will have quiz grades shared with you within a week.
- **Papers:** Feedback will be given in approximately ten days.

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

Cell Phones:

Cell phones should not be used during class unless it is for a class-related activity. Please turn your phone off or put it on silent before class begins.

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.

- **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 particularly well in online exchanges. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Academic Integrity Policy

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

Ohio State's Academic Integrity Policy

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

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

so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

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

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

Copyright for Instructional Materials

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

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

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

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

1. Online reporting form at equity.osu.edu,

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

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 Counseling and Consultation Services (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

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to

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

Disability Services Contact Information

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

Accessibility of Course Technology

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

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

Course Schedule

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

Week	Topics, Assignments, Due Dates and Readings	Assignments
1 8/24-8/26	Introduction	
	<i>Readings:</i> Chapter 1: Southgate, Graham and Tweeten	
2 8/31-9/2	Malthus, Neo-Malthus, Demographic Transition GE ELO: 2.1; LE: ELO 3.1, 3.2; SUS: ELO 3.2	
	<i>Readings:</i> Chapter 2: Southgate, Graham and Tweeten The Population Bomb – Paul Ehrlich – Chapter 1 Population Bomb – Documentary: the overpopulation theory that fell flat https://www.youtube.com/watch?v=DBTgEzhJNM0 The Demographic Future: What Population Growth—and Decline—Means for the Global Economy by Nicholas Eberstadt Foreign Affairs, Vol. 89, No. 6, The World Ahead (November/December 2010), pp. 54-64. GE: ELO 2.1, 2.2; LE: ELO 3.1, 4.1; SUS: ELO 3.1, 3.2,	
3 9/7-9/9	The Demand for Food – Population growth and income	
	<i>Readings:</i> Chapter 2: Demand for food: Population Growth and Income Growth Thanks to education, global fertility could fall faster than expected https://www.economist.com/international/2019/02/02/thanks-to-education-global-fertility-could-fall-faster-than-expected , GE: ELO 1.1, 1.2; LE: ELO 3.1, 3.2, 4.2; SUS: ELO 3.1, 3.2	

<p>4 9/14-9/16</p>	<p>The Supply of Food – Part 1</p> <p><i>Readings:</i> Chapter 3: Supply of Food Green Revolution: Curse or blessing, Peter Hazell. Policy Brief by International Food Policy and Research Institute (2002) GE: ELO 1.2; LE: ELO 3.1,3.2 ; SUS: ELO 3.3</p>	
<p>5 9/21-9/23</p>	<p>The Supply of Food – Part 2</p> <p><i>Readings:</i> Green Revolution: Impact, Limits and the Path ahead, Prabhu L. Pingali https://www.pnas.org/content/109/31/12302 Factory fresh farming - https://www.economist.com/technology-quarterly/2016-06-09/factory-fresh GE: ELO 1.1, 2.1; LE: ELO 3.1, 4.1; SUS: ELO 3.1, 3.2</p>	
<p>6 9/28-9/30</p>	<p>Aligning Food Demand and the Supply of Food</p> <p><i>Readings:</i> Chapter 4: Southgate, Graham and Tweeten Dairy Farmers looking to Supply Management to steady US Agriculture - Article Why the US pays Farmers not to work: https://www.youtube.com/watch?v=QeWtigqJ6Ec Four facts about the Soaring Consumer Prices – IMF Blog https://blogs.imf.org/2021/06/24/four-facts-about-soaring-consumer-food-prices/ GE: ELO 1.2, 2.1; LE: ELO 3.1, 4.2, 4.3; SUS: ELO 3.2</p>	<p>Paper 1 due</p>
<p>7 10/5-10/7</p>	<p>Agricultural Policies and Food Supply</p> <p><i>Readings:</i> Chapter 4: Southgate, Graham and Tweeten GE: ELO 1.1, 2.1; LE: ELO 3.1, 4.1, 4.3; SUS: ELO 3.3</p>	



<p style="text-align: center;">8</p> <p style="text-align: center;">10/12</p>	<p>Agriculture and the environment. Market and intervention failure.</p> <p><i>Readings:</i></p> <p>Chapter 5: Southgate, Graham and Tweeten The Challenge to be Climate-smart with the World's Agriculture https://blogs.worldbank.org/climatechange/challenge-be-climate-smart-world-s-agriculture</p> <p>GE: ELO 2.1, 2.2; LE: ELO 3.1, 4.2, 4.3; SUS: ELO 3.1, 3.2, 3.3</p>	<p>Quiz 3</p>
<p>AUTUMN BREAK 10/14 – 10/15</p>		
<p style="text-align: center;">9</p> <p style="text-align: center;">10/19-10/21</p>	<p>Farmland degradation, climate change, deforestation, and other problems</p> <p><i>Readings:</i></p> <p>The Role of Markets and Government in Helping Society Adapt to Climate Change – Mendelsohn R. https://link.springer.com/article/10.1007/s10584-006-9088-4</p> <p>How Markets Adapt to Climate Change - https://www.perc.org/2021/07/19/how-markets-adapt-to-climate-change/</p> <p>Options for keeping the food systems within environmental limits: M Springman et al (2018)</p> <p>GE: ELO 1.2, 1.2; LE: ELO 3.1, 3.2, 4.1, 4.3; SUS: ELO 3.1, 3.2, 3.3</p>	
<p style="text-align: center;">10</p> <p style="text-align: center;">10/26-10/28</p>	<p>Globalization, agriculture, and international trade – Part 1</p> <p><i>Readings:</i></p> <p>Chapter 6: Southgate Graham and Tweeten</p> <p>Link to Black Gold (Documentary on Global Coffee trade from an Ethiopian Fair-trade advocate) https://osu.kanopy.com/video/black-gold-0</p> <p>GE: ELO 2.1, 2.2; LE: ELO 3.1, 3.2, 4.2; SUS: ELO 3.2</p>	<p>Paper 2 due</p>



11 11/2-11/14	Globalization, agriculture, and international trade – Part 2	Quiz 4
	<p><i>Readings:</i></p> <p><i>Food Security in Developing Countries: Is There a Role for the WTO?</i> https://www.cgdev.org/publication/food-security-developing-countries-there-role-wto</p> <p>GE: ELO 1.2; LE: ELO 3.1, 4.2, 4.3; SUS: ELO 3.1, 3.2</p>	
12 11/9	Agriculture and economic development. Food Security	
	<p><i>Readings:</i></p> <p>Chapter 7: Southgate Graham and Tweeten</p> <p>GE: ELO 1.1, 1.2; LE: ELO 3.1, 3.2, 4.3; SUS: ELO 3.2</p>	
VETERANS DAY 11/11		
13 11/16-11/18	Emerging issues: Obesity, Food safety	Quiz 5
	<p><i>Readings:</i></p> <p><i>WHO Obesity factsheet.</i> https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight</p> <p><i>What is the Beef with Food miles/?</i> https://www.youtube.com/watch?v=sfBzwBxl-zQ</p> <p>GE: ELO 1.2, 2.2; LE: ELO 3.1, 4.2, 4.3; SUS: ELO 3.1, 3.2,</p>	
14 11/23	Group Presentations GE: ELO 1.2, 2.1; LE: ELO 3.2, 4.1, 4.2, 4.3; SUS: ELO 3.2, 3.3	
THANKSGIVING BREAK 11/24-11/26		
15 11/30-12/2	Group Presentations GE: ELO 1.2, 2.1; LE: ELO 3.2, 4.1, 4.2, 4.3; SUS: ELO 3.2, 3.3	
16 12/7	Review	
Final Examination		



From: [Brooks, Jeremy S.](#)
To: [Parkman, Anna](#); [Johnston, Renee](#)
Cc: [Zimmerman, Katie](#); [Dadzie, Nicholas](#)
Subject: Re: Informal Concurrence
Date: Monday, January 3, 2022 8:16:01 AM
Attachments: [image001.png](#)

Hi Anna,

This looks good. With no major changes in learning objectives or content, we're supportive of the modifications.

Best

Jeremy



THE OHIO STATE UNIVERSITY

Jeremy Brooks

Associate Professor

College of Food, Agricultural, and Environmental Sciences

School of Environment and Natural Resources

469D Kottman Hall, 2021 Coffey Rd, Columbus, OH 43212

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Buckeyes consider the environment before printing.

From: Parkman, Anna <parkman.6@osu.edu>
Date: Wednesday, December 22, 2021 at 1:46 PM
To: Johnston, Renee <johnston.230@osu.edu>, Brooks, Jeremy S. <brooks.719@osu.edu>
Cc: Zimmerman, Katie <zimmerman.865@osu.edu>, Dadzie, Nicholas <dadzie.5@osu.edu>
Subject: Informal Concurrence

Hi Renee and Jeremy,

As the current Chair of the AEDE Academic Affairs Committee I am reaching out to let you know that the AEDE faculty has approved the course changes for AEDE 4597.01 Food Population, and the Environment. I've attached the syllabus here. The changes in the syllabus were made to align it with requirements for courses seeking approval in the new GE as a Sustainability Theme offering and a Lived Environments Theme offering. Given the very nature of the course, the changes were minimal. I am sharing the syllabus with you here seeking an informal concurrence. I've cc'd Nick Dadzie here, the faculty member in AEDE responsible for the changes and teaching the course.

Please let me know if you have any questions, comments, or concerns.

I hope you have a wonderful holiday break.

Best,

Anna

Anna W. Parkman, PhD

Pronouns: She, Her, Hers [What are pronouns?](#)

Undergraduate Program Leader

Department of Agricultural, Environmental, and Development Economics

Internship & Study Abroad Coordinator

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parkman.6@osu.edu

From: [Rodriguez-Saona, Luis](#)
To: [Parkman, Anna](#)
Cc: [Zimmerman, Katie](#); [Dadzie, Nicholas](#); [Barringer, Sheryl](#)
Subject: Re: Informal Concurrence
Date: Friday, January 7, 2022 12:47:32 PM

Dear Anna:

Thank you for addressing the concerns brought by our unit. We will provide concurrence to the proposed changes for AEDE 4597.01 Food, Population, and the Environment.

Best Regards,

Luis

From: "Parkman, Anna" <parkman.6@osu.edu>
Date: Friday, January 7, 2022 at 12:06 PM
To: "Rodriguez-Saona, Luis" <rodriguez-saona.1@osu.edu>
Cc: "Zimmerman, Katie" <zimmerman.865@osu.edu>, "Dadzie, Nicholas" <dadzie.5@osu.edu>, "Barringer, Sheryl" <barringer.11@osu.edu>
Subject: RE: Informal Concurrence

Hi Luis,

Thank you for your quick response to the request for informal concurrence regarding the changes made to our existing course, AEDE 4597.01 Food, Population, and the Environment. We very much appreciate the input from the FST academic affairs committee on how we might bolster our submission to the Sustainability Theme Committee (comments 1-9 below). We see these comments as collegial input. While some things we cannot change (i.e. the vagueness of the theme ELO's), others we can assure we address in our responses to the theme committee concerning how we will meet those theme objectives.

Below, you mention two concerns related to our request for informal concurrence. The first deals with the course title. It is not our intent to change the course title as we see it as appropriate given the breadth of content in the course. We have not changed anything in the course that merits a course title change. The second concern refers to the treatment of sustainability related to dependence of the food supply on energy. Energy issues are discussed in the course, specifically in Chapter 3 and the limits to intensification are also addressed. Given that this is not an explicit energy and sustainability course we limit the focus on this area.

The AEDE faculty has approved the change request for this existing course. Your input will be taken into consideration as we review our responses to the questions in the Sustainability Theme approval process.

I am hopeful you will reflect on this response to your email and feel comfortable in offering informal concurrence for the minimal course changes to our existing course, AEDE 4597.01 Food, Population,

and the Environment.

Best,
Anna

Anna W. Parkman, PhD

Pronouns: She, Her, Hers [What are pronouns?](#)

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From: Rodriguez-Saona, Luis <rodriguez-saona.1@osu.edu>

Sent: Tuesday, January 4, 2022 8:46 PM

To: Parkman, Anna <parkman.6@osu.edu>

Cc: Zimmerman, Katie <zimmerman.865@osu.edu>; Dadzie, Nicholas <dadzie.5@osu.edu>;

Barringer, Sheryl <barringer.11@osu.edu>

Subject: Re: Informal Concurrence

Hi Anna:

I sent the material for revision by our academic affairs committee and they have provided some feedback mainly to improve its revision for the sustainability theme. Dr. Helman that participates in the sustainability theme committee provided the following comments based primarily on the LOs for a course being proposed as a GE course under the Sustainability Theme. All committee members agreed with these points.

1. The course description is very vague about the where “food” fits in the course, although the title of the course suggests Food might be a prominent topic.
2. The statement under Class Structure makes frequent reference to food “production” and food “production” systems. Without a better definition of the term production, it is difficult to evaluate how the course responds to the challenge of a sustainable food supply for a growing world population.
3. The GE-SUS LOs are so vague that an evaluation of the outcomes is difficult.
4. The course is intended to challenge the students with issue about food, population and environment. It is difficult to visualize how this can happen without recognition that the issue extends well beyond production of food.
5. A review of the topics and readings to be used provides limited insight on how the food supply chain will be described and discussed:
6. There are references to “supply management” , but no evidence on how these topics are related to sustainability.
7. There are references to “agriculture and the environment”, but the emphasis seems to be on how the environment (climate change) will impact agricultural production.

8. One reference about “food systems” and “environmental limits” is encouraging, but lacks context unless the food system is understood.
9. Other references related to “food security”, “obesity” and “food safety” seem to be beyond the scope of the course unless the entire food supply chain is defined.

I have two concerns about concurrence:

1. Changing the title to “Food Production, Population and Environment” would help, but this assume the instructor for the course agrees that food production stops at the farm gate.
2. In general, the course lack depth in the treatment of sustainability, specifically related to the dependence of the food supply on energy.

Hope these comments are helpful.

Best Regards,

Luis



Luis E. Rodriguez-Saona

Professor
College of Food, Agricultural, and Environmental Sciences
Department of Food Science and Technology
2015 Fyffe Road, Columbus, OH 43210
Office: 614-292-3339; e-mail: rodriguez-saona.1@osu.edu

From: "Parkman, Anna" <parkman.6@osu.edu>
Date: Tuesday, January 4, 2022 at 11:48 AM
To: "Rodriguez-Saona, Luis" <rodriguez-saona.1@osu.edu>
Cc: "Zimmerman, Katie" <zimmerman.865@osu.edu>, "Dadzie, Nicholas" <dadzie.5@osu.edu>
Subject: FW: Informal Concurrence

Hi Luis,

I hope you had a good holiday.

I am writing today, to assure the email below is on your radar. I am working through all of my pre-holiday emails today. My guess is that your inbox is as full as mine, if not worse.

Thanks for looking at this when time allows. We have until Jan. 17th on this one.

Best,

Anna

Anna W. Parkman, PhD

Pronouns: She, Her, Hers [What are pronouns?](#)

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parkman.6@osu.edu

From: Parkman, Anna

Sent: Wednesday, December 22, 2021 1:57 PM

To: Rodriguez-Saona, Luis <rodriguez-saona.1@osu.edu>

Cc: Zimmerman, Katie <zimmerman.865@osu.edu>; Dadzie, Nicholas <dadzie.5@osu.edu>

Subject: Informal Concurrence

Hi Luis,

As the current Chair of the AEDE Academic Affairs Committee I am reaching out to let you know that the AEDE faculty has approved course changes for AEDE 4597.01 Food Population, and the Environment. This is an existing, approved course. In making changes, we have defined the content to reflect what is taught in the course more clearly. We are not adding any new information. I've attached the syllabus here. The changes in the syllabus were made to align it with requirements for courses seeking approval in the new GE as a Sustainability Theme offering and a Lived Environments Theme offering. Given the very nature of the course, the changes were minimal. I am sharing the syllabus with you here seeking an informal concurrence. I've cc'd Nick Dadzie here, the faculty member in AEDE responsible for the changes and teaching the course.

Please let me know if you have any questions, comments, or concerns. It would be very helpful to have your response for this informal concurrence no later than January 17, 2021.

I hope you have a wonderful holiday break.

Best,

Anna

Anna W. Parkman, PhD

Pronouns: She, Her, Hers [What are pronouns?](#)

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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.

(enter text here)

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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	--

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.	