

OHIO STATE NEW COURSE REQUEST

College: **Food, Agricultural, and Environmental Sciences (CFAES)**

Academic unit: **Dept. of Food Science and Technology** Book 3 Listing: **Food Science and Technology (FD SC&TE)**
(e.g., Portuguese)

Proposed

Course No: **597.02** Full Title of Course: **Food & Health Controversies in the 21st Century**

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: **2007** (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the *OAA Academic Organization and Curriculum Handbook*.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: **Food Controversies** Level U G P Credit Hours: **05**

Description (not to exceed 25 words): **This course examines current controversies surrounding food. Topics include biotech foods, dietary supplements, childhood obesity and public policies domestically and abroad that fuel the controversies.**

Quarter offered (check): SU AU WI SP *Distribution of class time/contact hours: **2 2.5-hr cl.**
Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): **n/a**

Exclusion or limiting clause: **3rd or 4th year standing only**

Repeatable to a maximum of **0** credit hours.

Cross-listed with: **n/a**

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement: Yes No GEC: Yes No Admission Condition
Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information: **GEC Category 8. Issues in the Contemporary World**
(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code **02.0301** Subsidy Level (V, G, T, B, M, D, or P) **G**
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

1. Provide the rationale for proposing this course: **Currently, only six 597 courses are offered by departments in CFAES. Of the 30 some contemporary issues courses offered at Ohio State, none address many of the controversial issues related to food and health facing Americans at home and abroad today. The Department of Food Science and Technology is uniquely able to offer the proposed course.**

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one) Required Elective Other (Explain) : **GEC 597**

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. n/a

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: n/a

6. Expected section size: 40 Proposed number of sections per year: 1-2

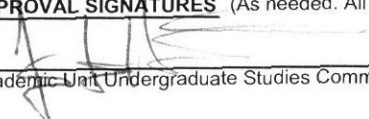
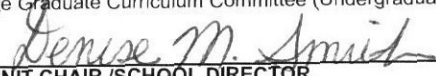
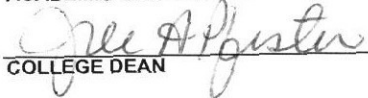
7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

Attachments: (1) FDSC&TE59702 Syllabus, (2) FDSC&TE 59702 Statement

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

	Jeannine Delwiche	7-27-06
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course)	Printed Name	Date
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course)	Printed Name	Date
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
School /College Graduate Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
	Denise M. Smith	7-26-06
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR	Printed Name	Date
		10-1-06
COLLEGE DEAN	Printed Name	Date
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate))	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date
ACADEMIC AFFAIRS	Printed Name	Date

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Department of Food Science and Technology

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

Food Science and Technology (FD SC&TE) 597.02

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

GEC Category 8. Issues of the Contemporary World

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category.

5. Proposed Effective Date Spring Quarter 2007

6. If your unit has faculty members on any of the regional campuses, have they been consulted? n/a

7. Select the appropriate descriptor for this GEC request:

- Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.
- Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.
- New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Denise M. Smith 7-26-06
Academic Unit Denise M. Smith, Chair Date

Jess A. Pheasant 10-1-06
College Office/College Curriculum Committee Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction Date

Office of Academic Affairs Date

DEPARTMENTAL COURSE REVIEW CONCURRENCE FORM

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Dept. of Food Science and Technology Date: 08.04.06

Registrar's Listing: FD SC&TE (Food Science and Technology)

Course Number: 597.02 Level: U P G Credit Hours: 05

Course Title: Food & Nutrition Controversies in the 21st Century

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Units with related interests asked to review the request:

Date responses are needed: Earliest convenience (or August 25, 2006)

B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
- The academic unit **does not support** the proposal.

Please explain:
 GENERAL SUBJECT AREAS ARE SAME AS HN415, HOWEVER
 FST 597 WILL FOCUS ON POLICIES, WHEREAS HN415 PRIMARILY CONSIDERS
 The academic unit suggests: METABOLISM AND HEALTH

Mark Failla

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Mark L. Failla
Chair, Dept. of Human Nutrition

Statement of General Principles of the GEC Model Curriculum & Specific Goals of a Contemporary Issues Course

The proposed contemporary issues course offering of the Dept. of Food Science and Technology focuses on food and health issues that are stirring debate internationally among national governments, public health professionals, industry executives, and scientists, if not (or if not enough) among American consumers. The course is designed to facilitate the integration of each student's knowledge and experience with that of other students as members of an interdisciplinary team in order to achieve a common goal. The students must define and analyze a current food or health controversy, assess the potential consequences to society of proceeding on the current course, and develop a strategy to address the situation through changes to the U.S public policy and social environment. In the process, each student must use oral and written communication skills as well as critical thinking and interpersonal skills.

The course assignments are designed to facilitate student achievement of the course objectives and learning outcomes. First, the situation analysis assignment expects each student, in consultation with his/her team, to pursue a deeper understanding of a current food or health issue by considering historical context, current government and industry policies, and current consumer behavior and opinion. The student must demonstrate he/she can communicate his/her understanding objectively in writing and persuasively in a formal debate. Second, the policy proposal assignment asks each interdisciplinary team to design a strategy to change the status quo. To be successful, the team must integrate what each member brings from the situation analysis assignment and from prior knowledge and experience to formulate a sound strategy to move the issue forward. Third, each student is expected to make an oral presentation of one

component of his/her team's strategy and the class as a whole will discuss each team's final product. Fourth, each student will be asked to write a reflection on his/her course experience, including what he/she contributed to the class, learned from the class, and can offer as skills and abilities to colleagues and fellow community members. Finally, each student is expected to participate in class discussion to strengthen his/her oral communication and interpersonal skills and so that fellow students have the opportunity to hear and consider different thoughts and perspectives.

By deconstructing current food and health issues and controversies in class, each student should become more capable and confident in his/her ability to contemplate complex issues and make informed and well-reasoned decisions and recommendations as life situations demand.

Course Assessment Plan

The success of the proposed course will be assessed using the measures of teaching effectiveness identified in the OSU Department of Food Science and Technology (FST) Pattern of Administration document (revised May 17, 2004). First, the FST peer review procedure consisting of direct observation in the classroom and examination of the syllabus by senior FST faculty will be used. Second, the standard Student Evaluation of Instruction survey as well as a comparison of the initial and final student reflection papers (please refer to the proposed course syllabus for a description) will be used as a means of course assessment.

07.26.06

ABOUT THE COURSE

Course Listing: This course examines current controversies surrounding food. Topics include biotech foods, dietary supplements, childhood obesity and public policies domestically and abroad that fuel the controversies.

Instructor: Stephanie A. Smith, Ph.D., Dept. of Food Science and Technology
229 Parker Food Science Building, 2015 Fyffe Rd, Columbus, OH 43210
Phone: 292-3867; E-mail: smith.5231@osu.edu; Office hours: Tbd

Course No: FD SC&TE 597.02; Short Course Title: Food Controversies
Call No.: Tbd; Course Structure: 2 2.5-hr cl., GEC Issues of the Contemporary World
Prerequisites: 3rd or 4th year standing
Meeting dates, times, classroom location: T, R 2:30-5:00p, Parker Food Sci Bldg 118
Required readings: Course packet (Cop-ez) and on-line (Carmen)

COURSE OBJECTIVES

The United States arguably has the safest and most abundant food supply in the world, in large part, due to the incorporation of new scientific and technological advances into food production and processing. Yet, countries in Europe, Asia, and Africa are refusing import of some U.S. food products at the behest of their citizens affecting both international trade and food aid. Here in the U.S., Americans are eating more and exercising less with an alarming increase in the incidence of obesity in children. Americans are also spending vast amounts of money on herbals and botanicals that have not been proven either effective or safe.

In this course, we will explore these food and health issues and consider the role of the U.S. government and American corporations in these controversies at home and around the globe. Specifically, has the U.S. government struck an appropriate balance among the basic American tenets of free market, personal choice, and public health? We will examine the competing interests, rights and responsibilities of food companies to sell products, consumers to choose products, and the government to protect consumers from unsafe products and economic fraud.

By the end of the course, each student should understand:

- The complexity of specific food and health issues and the factors (cultural, economic, political, and scientific) contributing to the controversies surrounding them
- The roles of governmental agencies and non-governmental organizations (industry, consumer, and environmental groups) in the formulation of United States and United Nations food and health policy and the influence of the U.S. policies in other countries

To be successful, each student will demonstrate the ability to:

- Write and speak clearly, logically, and critically on a food or health issue
- Define and analyze a current food or health controversy
- Develop a strategy designed to defuse the controversy and move the underlying issue forward to informed and effective public policy

METHODS OF EVALUATION

Reflection paper (initial): One page statement that addresses the following:

- Why I chose to take this class, what I expect from the class
- What background and skills I bring to the class, to my team
- What I know about genetically engineered foods, childhood obesity, dietary supplements

Situation analysis outline: Topic, scope, items to be addressed, preliminary list of sources

Situation analysis paper: Five-page statement that attains the following:

- Objectivity, clarity, comprehensiveness, relevance
- Use of diverse, current, reliable sources
- Critical analysis, logical presentation

Policy Proposal paper: Five-page statement that attains the following:

- Comprehensiveness – approach, objectives
- Strength of strategy – logic, rationale
- Creativity
- Feasibility

Debate: Clarity of speech and of content; strength of position

Oral Proposal presentation: Clarity of speech and of content; ability to address questions

Final Reflection paper: One-to-two page statement that addresses the following:

- What I brought to my team and what I learned from my team members
- My thoughts about the topics covered now compared to before I started the course
- What do I still need to learn and how can I continue learning

Discussion: Sharing thoughts and differing perspectives with fellow students is essential and will be part of each class meeting. In addition, teams will be given time during each class meeting to work together on their projects.

GRADING

Criteria

First-day Reflection paper	Week 1	5 pts
Situation Analysis outline	Week 3	5 pts
Situation Analysis paper	Week 5	20 pts
Debate (student evaluated)	Week 6	5 pts
Policy Proposal paper	Week 8	15 pts
Proposal presentation (student & instructor evaluated)	Week 9	10 pts
Final Reflection paper	Week 10	15 pts
Quizzes (3)	Weeks 3, 6, 8	15 pts
Discussion (unexcused absences, minus 0.5 pts per class)		10 pts
TOTAL		100 pts

Scale	A = 93-100%	A- = 90-92%	B+ = 87-89%	B = 83-86%
	B- = 80-82%	C+ = 77-79%	C = 73-76%	C- = 70-72%
	D+ = 67-69	D = 63-66%	E = 62% or less	

Topical Outline

WEEK 1: INTRODUCTION

- ◆ Food and health issues in the news
- ◆ Discuss course assignments and expectations, form teams

Assignment: First-day reflection paper (in class)

WEEKS 2-3: GENETICALLY ENGINEERED FOODS— Frankenfoods or Poverty's Panacea?

- ◆ The science of biotechnology and genetically engineering foods
- ◆ U.S. policy and approach to regulatory oversight
- ◆ European Union regulatory oversight, policies in other countries
- ◆ Real and perceived costs and benefits
- ◆ Consumer acceptance domestically and abroad; GMOs and foreign food aid
- ◆ Case studies: Flavr Savr, Starlink, Golden rice

Assignment: Situation Analysis outline due, Quiz 1

WEEKS 4-5: CHILDHOOD OBESITY—A National Epidemic: Who is Responsible?

- ◆ Review of public health data
- ◆ U.S. public schools – What ever happened to Phys. Ed. and recess?
- ◆ The fast food, soft drink, candy industries – Super-size and advertise!
- ◆ New initiatives: Clinton Foundation “Alliance for a Healthier Generation”

WEEKS 5-6: DIETARY SUPPLEMENTS— Strong Sales vs. Strong Science?

- ◆ GNC and a \$13 billion industry
- ◆ Premarket approval: Food and drugs versus supplements
- ◆ Case studies: Natural fen-phen (ephedra, Ma Huang) – Selling health or death?

Assignment: Situation Analysis due, Quiz 2

WEEKS 7-8: U.S. AND INTERNATIONAL FOOD AND HEALTH POLICY

- ◆ Federal agency responsibilities – public health, food production, sales– FDA, FSIS, FTC
- ◆ International governmental organizations and food safety – FAO, WHO, WTO
- ◆ Non-governmental organization (NGO) influence on U.S. and United Nations policy – Center for Science in the Public Interest, CFA, Greenpeace, others
- ◆ Global food trade and international food aid, recent WTO rulings
- ◆ Where do my Members of the United States Congress stand on the issues?
- ◆ How do I participate in public policy-making?

Assignments: Debates and Policy Proposals due, Quiz 3

WEEK 9: STUDENT PROPOSAL PRESENTATIONS AND CLASS DISCUSSION (*Assignment*)

WEEK 10: EMERGING INTERNATIONAL FOOD AND HEALTH ISSUES

Assignment: Final Reflection paper (in class)

STATEMENT ON ACADEMIC MISCONDUCT

I am obligated to report all instances of alleged academic misconduct to the Committee on Academic Misconduct (Faculty Rule 3335-5-487). The term "academic misconduct" includes but is not limited to plagiarism and dishonest practices in connection with examinations or assignments. For additional information, see the Code of Student Conduct http://studentaffairs.osu.edu/resource_csc.asp.

STATEMENT ON DISABILITY

If you are a student with a disability and you have been certified by the Office for Disability Services (ODS), I will gladly accommodate you so please inform me as soon as possible of your needs. The ODS is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Date: Sat, 12 Aug 2006 09:45:53 -0400
 From: Mark Failla <MFailla@hec.ohio-state.edu>
 Subject: RE: FST 597 Course Proposal - Thank you
 To: Stephanie A Smith <smith.5231@osu.edu>
 Thread-topic: FST 597 Course Proposal - Thank you
 Thread-index: Aca9ZZSnO7srlacWSFaTyF+FDpAn4QAr1Hug
 X-MS-Has-Attach:
 X-MS-TNEF-Correlator:
 X-Spam-Score: 0.00 () [Tag at 5.00]
 HTML_60_70,HTML_MESSAGE,HTML_NONELEMENT_30_40
 X-CanItPRO-Stream: 11_tagonly_no_subject
 X-Scanned-By: CanIt (www.roaringpenguin.com) on 128.146.216.84
 Original-recipient: rfc822;smith.5231@osu.edu

Jill,
 This is a copy of
 my email exchange
 w/ Mark, FYI.

PS Denise thinks
 "health" may be
 better regards.

Hi Stephanie:

I appreciate your willingness to consider deleting nutrition from title. I met with Denise for the first time this week and we discussed many things. One of the topics was our faculty's concern regarding the continued use of Food Science and Nutrition for the program name in FST when there are no nutrition scientists on the faculty. She seemed to understand and may further discuss with FST faculty. This was likely the basis for what I considered the emotional response from several. You know that we simply share our opinion with you and you can use or discard as you move forward with the approval process. As indicated on the paperwork being returned to you, I am supportive of your initiative – deletion of nutrition from the title may make for good politics if you agree to do so. Thanks, Mark

From: Stephanie A Smith [mailto:smith.5231@osu.edu]
Sent: Friday, August 11, 2006 12:47 PM
To: Mark Failla
Cc: smith.5732@osu.edu
Subject: FST 597 Course Proposal - Thank you

Hi Mark

First, I appreciate what I consider *quick* feedback particularly in the summer, so thank you!

Second, if it would better suit your faculty, I will gladly take out the word "nutrition" since it's not integral to the proposed course. As you mentioned, I intend to focus on public policy (w/o putting it in the title!!) and industry practices, e.g labeling, health claims, advertising, portion sizes. Thanks for working with me on this Mark. If I can reassure any of your faculty, I will gladly talk/meet with them.

Sincerely, Stephanie

At 04:39 PM 8/10/2006, you wrote:

Hi Stephanie:

I hope all is well with you. I am sorry for the delayed communication regarding your proposed course. I shared with several faculty and there was a concern regarding considerable overlap of topics with HN 415, Issues and controversies in nutrition. I believe the response was somewhat emotional – the topics of GMOs, supplements and childhood obesity are quite broad. My reading of your syllabus suggests that your course will emphasize policies rather than the nutrition science, so I do not see conflict but rather a different perspective. Such complex issues should be discussed from a variety of perspectives, so I am support. I will complete the form and get it back to you. Good luck, Mark

Stephanie A. Smith, Ph.D.
 Dept. of Food Science & Technology
 The Ohio State University
 229 Parker Bldg.