
Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Horticulture and Crop Science
Fiscal Unit/Academic Org Horticulture & Crop Science - D1127
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3797.03
Course Title Chile: Agriculture and Agroecosystems
Transcript Abbreviation ChileAbroad
Course Description Chile is a major exporter to the US of high-value horticultural produce, seed, fruits, and value-added products. In this course, students will be exposed to a range of topics on the landscape, history, culture, and agricultural ecosystems of Chile in preparation for their subsequent study abroad experience.
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? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Admission to the Chile: Agriculture and Agroecosystems education abroad program and permission of the instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 01.1103
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

Lived Environments; Intercultural and Global Awareness

Course Details

Course goals or learning objectives/outcomes

- Characterize the major historical, socio-political and cultural factors that have shaped the development of modern Chile and its agricultural systems
- Understand how the unique aspects of Chile's geography, geology, and climate influence the dominant agro-ecological systems
- Understand how crops produced in Chile are exported and marketed throughout the world
- Understand how a wide range of industrial and natural resource management issues (e.g. mining, forestry, and fisheries) influence agriculture and environmental quality
- Identify factors of the environment, history, culture, and society that influence the success of a world-class agricultural and food exporting country
- Investigate how natural resources and agricultural practices can be managed differently while seeking long-term sustainability and operational efficiency of agribusiness operations
- Compare environmental, political, and cultural aspects of Chile to those of the United States
- Analyze and counterbalance challenges associated with agricultural production, social welfare and regional development from a neutral perspective

Content Topic List

- Ecosystems & landscape diversity in Chile
- Chilean coastal landscape and biodiversity
- The geology of Chile
- Agricultural soils: a comparative assessment Chile versus the Midwest USA
- Volcanic soils: What can we learn from them about the past?
- Soil conservation and sustainable agricultural practices in Chile
- Colonial Chile – Early colonization period, conflicts and adaptations
- Cultural confluences: Spanish influences and the native resistance
- Society and indigenous communities of Chile
- Modern cultural contributions: Nobel prize recipients in literature
- Chile Economy: macroeconomic indicators and development
- The Chile Project: the rise and downfall of neoliberalism
- The Chilean agribusiness sector: international trade and its importance
- Fruit crops of Chile: production value, practices, and trade
- Wines of Chile: History and the birth of a key producing region
- The Chile mining industry
- Aquaculture in Chile: value chain linkages & operational performance
- Pressing issues in Chile agribusiness sectors
- The recent political history: the dictatorship period and its impacts
- Principles of observational methods, data recording, and reporting
- Higher education in Chile

Sought Concurrence

Yes

Attachments

- Cover letter_new HCS 3797.03 syllabus.docx: cover letter
(Cover Letter. Owner: Luikart, Meredith Marie)
- GE Theme course submission worksheet HCS 3797.03.docx: GE Theme Worksheet
(Other Supporting Documentation. Owner: Luikart, Meredith Marie)
- Ed Aboard Inventory Form HCS 3797.03.pdf: Inventory
(Other Supporting Documentation. Owner: Luikart, Meredith Marie)
- AEDE Concurrence.pdf: AEDE Concurrence
(Concurrence. Owner: Luikart, Meredith Marie)
- Arts and Sciences Concurrence.pdf: Arts and Science Concurrence
(Concurrence. Owner: Luikart, Meredith Marie)
- FCOB Concurrence.pdf: FCOB Concurrence
(Concurrence. Owner: Luikart, Meredith Marie)
- SENR Concurrence Responses.pdf: SENR Concurrence
(Concurrence. Owner: Luikart, Meredith Marie)
- HCS 3797.03 Syllabus_AU25_v5.docx: Syllabus
(Syllabus. Owner: Luikart, Meredith Marie)

Comments

- Minor revision as per email message 2 December 2024

Revise as per COAA via email message 7 November 2024

Add required forms per email message 1 October 2024 *(by Osborne, Jeanne Marie on 12/02/2024 10:15 AM)*

- As far as I can tell, all the necessary forms have been added. The syllabus is the most recent version and addresses the comments provided on Oct. 1, 2024. *(by Klooster, Wendy Sue on 10/30/2024 03:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Luikart, Meredith Marie	09/30/2024 03:48 PM	Submitted for Approval
Approved	Klooster, Wendy Sue	09/30/2024 03:49 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	10/01/2024 11:17 AM	College Approval
Submitted	Luikart, Meredith Marie	10/30/2024 11:55 AM	Submitted for Approval
Approved	Klooster, Wendy Sue	10/30/2024 03:22 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/07/2024 02:31 PM	College Approval
Submitted	Luikart, Meredith Marie	11/27/2024 10:04 AM	Submitted for Approval
Approved	Klooster, Wendy Sue	11/27/2024 10:45 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	12/02/2024 10:15 AM	College Approval
Submitted	Luikart, Meredith Marie	12/03/2024 02:28 PM	Submitted for Approval
Approved	Klooster, Wendy Sue	12/03/2024 02:44 PM	Unit Approval
Approved	Osborne, Jeanne Marie	12/03/2024 04:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/03/2024 04:03 PM	ASCCAO Approval

September 27th, 2024

HCS & CFAES Academic Affairs committee members:

This cover letter accompanies the updated syllabus for HCS 3797.03 ‘Chile: Agriculture and Agroecosystems’ Study Abroad Program. Since new directives from the College of Food, Agricultural, and Environmental Sciences Academic Affairs, the existing HCS 5097.03 ‘Chile Study Abroad Pre-Departure’ course syllabus has no longer met credit-hour requirements.

Hereby, the instructors, Dr. Guilherme Signorini (HCS/CFAES) and Dr. Ryan Haden (ATI/CFAES) submit the new syllabus and seek approval for a completely revamped course. Taking advantage of the reformulation effort, the instructors have designed the new course to meet the requirements of the new General Education (GE) program launched in Autumn 2022. Also accompanying this request, reviewers will find the GE Theme course submission worksheet, filled out to demonstrate the fitness of the new course to the Lived Environments GE theme.

The new HCS 3797.03 syllabus summarizes the proposed activities and practices. The course is organized as a 3000-level course and shall require 7.5 hours of study per week from the average student, including 2.5 class hours and 6 hours of study per week during the on-campus section. During the in-country section, students are expected to dedicate 6 hours per day to structured educational activities. The in-country section will last ten days. The adopted course designation HCS 3797.03 follows the standard designation X797 for study abroad courses.

We trust the proposed course is an important addition to the new GE program at Ohio State and will help the University meet strategic goals related to enhancing students’ experiential learning.

Please do not hesitate to contact us for questions or clarifications.

Sincerely,

Guilherme Signorini, Ph.D.

Assistant Professor – Department of Horticulture and Crop Science, CFAES
Howlett Hall Rm. 225, 2001 Fyffe Rd., Columbus, OH – 43210

V. Ryan Haden, Ph.D.

Associate Professor, Agricultural Technical Institute, CFAES
1328 Dover Rd., Wooster, OH – 44691

Chile: Agriculture and Agroecosystems Syllabus

HCS Course #3797.03 [Autumn 2025]

Course Information

- **Course times and location:** This course is divided in two portions. The on-campus section will take place on Mondays and Wednesdays, 5:00 p.m. – 6:15 p.m. in person in Kottman Hall room 312 or online via video conference. The in-country international section is in Chile (varying locations) and will occur between December 14, 2025 and December 24, 2025.
- **Credit hours:** 4
- **Mode of delivery:** Hybrid

Instructor

- **Name:** Dr. Guilherme Signorini and Dr. Ryan Haden
- **Email:** signorini.2@osu.edu and haden.9@osu.edu
- **Phone Number:** 614-688-0180
- **Office location:** 225 Howlett Hall
- **Office hours:** by appointment. Please email the instructors to schedule an appointment.
- **Preferred means of communication:**
 - The preferred method of communication for questions is **email**.
 - 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/Co-Requisites

Admission to the Chile: Agriculture and Agroecosystems education abroad program and permission of the instructor.

Course Description

A land of great contrasts, Chile's diverse geography, climate, population and economy provide ideal settings to study management of agro-ecosystems and the issues facing an export-driven



farming economy. Chile is a major exporter to the US of high-value horticultural produce, seed, fruits, and value-added products. In this course, students will be exposed to a range of topics on the landscape, history, culture, and agricultural ecosystems of Chile in preparation for their subsequent study abroad experience.

Students will be exposed to the many facets of the Chilean natural environment, culture, economy, and agriculture with an emphasis upon seed, fruits and value-added products and the impact of these industries upon the US economy. They will also gain an understanding of the interactions of geography, colonization patterns, demographics, social structure and market opportunities and how these led to the modern agriculture industry of Chile. Implications for the future of the relationship of nations throughout the Americas will be considered.

Course Learning Goals and Outcomes

By the end of this course, students will:

- Characterize the major historical, socio-political and cultural factors that have shaped the development of modern Chile and its agricultural systems [CG1].
- Understand how the unique aspects of Chile's geography, geology, and climate influence the dominant agro-ecological systems [CG2].
- Understand how crops produced in Chile are exported and marketed throughout the world [CG3].
- Understand how a wide range of industrial and natural resource management issues (e.g. mining, forestry, and fisheries) influence agriculture and environmental quality [CG4].

As a result, students will be able to:

- Identify factors of the environment, history, culture, and society that influence the success of a world-class agricultural and food exporting country [CLO1].
- Investigate how natural resources and agricultural practices can be managed differently while seeking long-term sustainability and operational efficiency of agribusiness operations [CLO2].
- Compare environmental, political, and cultural aspects of Chile to those of the United States [CLO3].
- Analyze and counterbalance challenges associated with agricultural production, social welfare and regional development from a neutral perspective [CLO4].

General Education Expected Learning Goals and Outcomes

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

- Successful students will analyze Lived Environments at a more advanced and in-depth level than in the Foundations section of the General Education program
 - Engage in critical and logical thinking about topics and ideas of Lived Environments (CLO1, CLO3).
 - Engage in an advanced, in-depth, scholarly exploration of Lived Environments (CG1, CG2, CG3, CG4; CLO2, CLO4).
- Successful students will integrate approaches to 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.
 - Identify, describe, and synthesize experiences while applying concepts and methodologies of relevance to lived environments (CLO1, CLO2, CLO3, CLO4).
 - 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, CG3, CG4; CLO1, CLO2, CLO4).
- 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.
 - Engage with the complexity and uncertainty of human environment interactions (CG2, CG4).
 - Describe examples of human interaction and the impact on environmental change and transformation over time and across space (CG1; CLO4).
- Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
 - Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors (CG1, CG3; CLO1, CLO3).
 - Describe how humans perceive and represent the environments with which they interact (CG1; CLO2, CLO3).
 - Analyze and critique conventions, theories, and ideologies that influence discourses around environments (CG4; CLO3, CLO4).

This course fulfills these learning goals and outcomes by asking students to engage in research, discussions, and presentations, which help them identify and understand the impact of socioeconomic aspects and macroeconomic policies on agricultural outcomes and environmental protection decisions in the United States and Chile. Course activities will allow



students to apply concepts and analytical methodologies pertinent to agriculture, ecosystems, and regional development in a biodiverse and ethically distinct country. Students will be challenged to think critically, communicate effectively, and work in team settings. Students will use principles of exploratory research to investigate and describe the interaction of Chilean society and minority groups with agro-ecosystems in different regions of Chile. They will examine indicators of production efficiency, social welfare, and regional development resulting from adopted macroeconomic policies and management decisions. Students will be exposed to the history of policy decisions pertaining to the business environment in which agricultural and food exporting firms are embedded and pertaining to producers' access to natural resources. Successful students will be able to exhibit an understanding of various practices of agriculture and industrial sectors in Chile and explain the impact of political, social, and environmental factors on Chile's exports, international competitiveness, and macroeconomic performance.

How This Course Works

Mode of delivery: This course will be offered in-person on the Columbus campus with Zoom synchronous sessions set up for Wooster and regional campus students. Students based at the Agricultural Technical Institute in Wooster are also eligible to take the course provided that they are admitted to the study abroad program (see course prerequisites). Attendance is required either in-person in the scheduled classroom (312 Kottman Hall) or via Zoom for students from Wooster or regional campuses. We have two required sessions each week on Mondays and Wednesday evenings. The course will meet twice each week for 75 minutes on the Columbus campus. Students will also be required to visit a farm field or other "lived environment" of their choice outside of class. The in-country section of the course will take place in Chile.

In-person or online class meetings include lectures, tutored discussions, quizzes, presentation of supplemental audio-visual materials, and group presentations followed by questions & answers. Each lecture meeting is designed to cover a pre-determined topic (see course schedule on page 18), including supplemental contents whenever applicable. Assignments to be completed outside of class will be proposed at the end of the lecture meetings.

Pace of activities: This course is divided into weekly lectures and assignments that are released one week ahead of time. 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 15-week in-person lecture meetings, students should expect 2.5 hours per week spent on direct instruction (weekly lecture meetings) in addition to 6 hours of homework (studying, reviewing assigned articles, editing notes, and completing discussion posts, and preparing answers to proposed assignments) to receive a grade of C. During the in-country section 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 the instructors, local experts, tour guides, or the host professor. Visit the [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours) for further details on credit hours.

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:

- **Participation in lecture activities for attendance:** weekly for on-campus or online lecture meetings; daily during the in-country course section

On-campus or online lecture meetings: You are expected to attend or login to the lecture meeting every week using the provided virtual link. 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 the instructors *as soon as possible*.

In-country Chile section: all scheduled events and educational experiences are required. If you have a situation that might cause you to miss an activity discuss it with the instructors *as soon as possible*.

- **Participation in discussion forums:** weekly for on-campus or online lecture meetings; daily during the in-country course section

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. During the in-country course section, you are expected to actively participate in group discussions.

- **Office hours:** optional
Office hours are optional. Please schedule an appointment with the instructors if you have questions or would like to further discuss course content.
- **In the case of emergency or illness:** contact the instructors as soon as possible to discuss possible accommodations. Bring the appropriate documentation to support your request.

Course Materials, Fees and Technologies

Required Materials

- Pankhurst, R.J., and Herve, F. 2007. Introduction and overview. In: T. Moreno and W. Gibbons (Eds.) *The Geology of Chile*, Geology of Series, Geological Society, London, UK. (Available at <https://doi.org/10.1144/GOCH.1> through the OSU libraries).
- Gibbons, W., and Moreno, T. 2007. Introduction and overview. In: T. Moreno and W. Gibbons (Eds.) *The Geology of Chile*, Geology of Series, Geological Society, London, UK. (Available at <https://doi.org/10.1144/GOCH.13> through the OSU libraries).
- Munch, F.J. 1970. Review of Spanish Policy in Colonial Chile: The Struggle for Social Justice, 1535-1700, by E. H. Korth. *Revista de Historia de América*, 69: 170-172. Available at: <http://www.jstor.org/stable/20138917>

- World Bank Group. Chile; Country Profile. Online resource. Available at: https://databank.worldbank.org/views/reports/reportwidget.aspx?Report_Name=Country_Profile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=CHL&gl=1*1g23r68*_gcl_a_u*NDIyMzAzMzU2LjE3MjU0NjYxMjk.
- InvestChile, Foreign Investment Promotion Agency. 2022. *Mining: Projection & Opportunities Report*. Ebook Series. Available online and from instructors.
- InvestChile, Foreign Investment Promotion Agency. 2021. *Food Industry in Chile: Projection & Opportunities Report*. Ebook Series. Available online and from instructors.
- Crano, W.D., Brewer, M.B., and Lac, A. 2024. Systematic Observational Methods (Chapter 13). In: *Principles and Methods of Social Research* (4th Ed.). Routledge, New York, NY, USA. Available at: <https://doi.org/10.4324/9781003271734-16>
- Journal or electronic device of your choice to use for the in-country Chile section assignments (see details below on page 10).

Optional Materials

- Neruda, P., Hirsch, E., Merwin, W. S., Tapscott, S., Bly, R., Schmitt, J., & Peden, M. S. (1998). Poetry: Pablo Neruda. *The Wilson Quarterly* 22(2): 113-118. Available at: <http://www.jstor.org/stable/40259760>
- Mistral, G. 2003. *Selected poems*. The University of New Mexico Press, Albuquerque, NM, USA.
- Edwards, S. 2023. *The Chile Project: The Story of the Chicago Boys and the Downfall of Neoliberalism*. Princeton University Press, Princeton, NJ, USA.
- Movie: No (2012). Directed by Pablo Larraín. Available to purchase via stream platforms.
- Movie: Avocado wars: The battle over water rights in Chile. Earth Focus, season 2, episode 2. Available on YouTube at <https://youtu.be/2qBsIN9DfU4>
- Movie: The avocado war. Rotten Docuseries, season 2, episode 1. Available Netflix.
- Knowles, T. 2002. The history and development of Chilean Wines. *International Journal of Wine Marketing* 14(2): 7-16. Available online and from instructors.

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 section 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.

CarmenCanvas 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. Information can be found at [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu).
- Users will only receive one SMS passcode at a time. Using the “Trust Browser” feature on a user’s first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours.
- [Install the Duo Mobile application](https://it.osu.edu/learner-technology-handbook/ch3/duo) (https://it.osu.edu/learner-technology-handbook/ch3/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 CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://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	Percentage/Weight	General Education ELO
<u>On-campus or online assignments</u>		
In-class and discussion forums participation	5%	1.2
Reading quizzes	20%	1.1
Observational research paper	10%	2.1, 3.1, 3.2, 4.2
Expectations paper	10%	1.1, 1.2, 2.2, 4.3
<u>In-country Chile section assignments</u>		
In-country participation	10%	1.2, 3.1, 3.2, 4.1
Travel journal	20%	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
Structured topic presentation	10%	1.2, 2.2
Final reflection paper	15%	1.1, 2.1, 3.2, 4.1, 4.3
Total	100%	

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

Descriptions of Major Course Assignments

In-class and discussion forums participation

Description: Promptness, participation, and attendance are always expected of students. In this course, the instructors adopt a participatory approach and will ask open-ended questions for students to develop their critical thinking and address or expand on the topic being covered.

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. 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. Grades will be attributed based on the frequency and quality of the class contribution. The same is applicable to participation in discussion forums posted on CarmenCanvas. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. Exert your best effort to engage and provide your input on the proposed discussion topics. If you need to miss a class, please discuss your case with the instructors. Points for this activity will be determined weekly and will account for 5% of your final grade.

Reading quizzes

Description: During the on-campus or online section of the course, students will have six assignments related to the required reading materials. The quizzes will be administered through the CarmenCanvas course site. Quizzes will occur in weeks 3, 4, 5, 7, 9, and 10. Answers to the quizzes will account for 20% of your final grade.

Observational research paper

Description: Students will be assigned a research topic to conduct this activity. Following the principles of observational methods, the students will select a central element associated with the assigned topic and investigate the element from a minimum of four scientific perspectives. This exercise will invite students to sharpen their observational skills, enhance their ability to ask questions and seek answers using appropriate references. Students are expected to document their thought process in a 2-page paper. Further details about this activity will be shared via CarmenCanvas weeks before this assignment is due.

Papers must be formatted using Arial font, 12-point font size, and 1.5 line spacing. The page must be setup with 1-inch margins. If you need guidance on how to write a paper, please review the information on the [Writing Center website](#).

Expectations paper

Description: Students are required to work individually and submit a 3-page paper to describe what they learned through the on-campus or online lectures and what they expect to observe during the in-country section of the course. It is expected that students will sustain their arguments using materials presented during the lectures or references identified through reviewing the literature. The list of optional materials listed on the syllabus may serve this purpose.

The formatting directions provided above (see Observational research paper assignment) also apply for the expectations paper assignment.

In-country participation

Description: During the in-country section 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. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. In case of illness, please work with the resident directors to address participation expectations. This activity accounts for 10% of your final grade.

Travel journal

Description: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. As you log observations, pictures, brochures, and other types of written materials collected at the visited sites may enrich your documentation. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment.

Students are required to purchase a journal with bound paper to avoid loose pages or maintain an e-journal to document travel observations and self-reflection. The journals will be reviewed by the instructors on days 6 and 10 during the in-country portion of the program. Physical journals will be submitted and reviewed by the instructors. Digital files created using eJournals must be submitted via email (see Course Schedule in-country section, pages 20-21 for details).

Structured topic presentation

Description: Each student will be required to give a 10-minute oral presentation on one of the topics discussed during on-campus or online lectures and experienced during the in-country section in Chile. Topics will be assigned to each student at the beginning of the semester to allow time for research, documentation, and preparation of supporting materials. We encourage students to organize and prepare for the presentations without counting on electronic aids like PowerPoint slides or videos. The presentations will occur during the in-country section of the course.

Final reflection paper

Description: Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as you will likely not have access to a computer during the trip. You will be given time on the final day to write and submit the paper. Paper, pencils, and pens will be supplied by the instructors.

Academic integrity and collaboration

Quizzes: You must complete the quizzes yourself, without any external help or communication. There will be six quizzes, which will be based on the respective week's content.

Written assignments: Your written assignments – discussion posts, observational research paper, expectations paper, travel journal, and final reflection paper - must 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 the instructors.

Falsifying Research or Results: All observations and research you will document in this course is intended to be a learning experience; you should never feel tempted to make your results 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 comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.

Late Assignments

Please refer to Carmen for due dates. (Also presented in the course schedule below, pages 19-22). Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Late work will have 20% of the total points deducted for each day it is late. Five (5) days late will yield zero (0 points). When applicable, the timestamp in CarmenCanvas will be used as a reference and anything submitted after the deadline is the next day and 20% off. This policy applies to on-campus and in-country assignments.

In the case of documented emergency or illness, or in the case of an excused absence, please contact the instructors as soon as possible to discuss accommodations. Generally, technical glitches such as a bad internet connection, laptop and computer malfunction are not acceptable excuses for missing a deadline. Assignment due dates may be adjusted at the discretion of the instructors.

Instructor Feedback and Response Time

We are providing the following list to give you an idea of the intended instructors' 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 the instructors first through the Ohio State email address. We will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** The instructors will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** We will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, we 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

186–200: A
 180–185.9: A-
 174–179.9: B+
 166–173.9: B
 160–165.9: B-
 154–159.9: C+
 146–153.9: C
 140–145.9: C-
 134–139.9: D+
 120–133.9: D
 Below 120: E

Other Course Policies

Discussion and Communication Guidelines

The following are the instructors' 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 online. 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. Use [APA format](#) for citations.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.
- **Synchronous sessions:** During our online lecture meetings I ask you to use your real name and a clear photo of your face in your Carmen profile. During our lecture time, you may turn your camera off if you choose. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

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

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 we suspect that a student has committed academic misconduct in this course, the instructors are obligated by University Rules to report our 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 the instructors for this course.

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:

- Online reporting form at equity.osu.edu,
- Call 614-247-5838 or TTY 614-688-8605,
- 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:

- <http://odi.osu.edu/>
- <http://odi.osu.edu/resources/student-resources>
- <http://cbsc.osu.edu>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at cfaesdei.osu.edu/about-us/cfaes-principles-community. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (cfaesdei.osu.edu). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at 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 through the 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. In Wooster, Dr. Schaad, schaad.15@osu.edu, is the CFAES embedded mental health counselor. 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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the

first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#). Please [visit this webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather.

Accessibility accommodations for students with disabilities

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructors know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let the instructors know immediately. In cases where

illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

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 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 (on-campus section)

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

Week	AU25	Topic	Assignments Due
1	Aug 26	Course structure: syllabus, expectations, rights, & meeting the instructors	
	Aug 28	Why Study Abroad? Why Chile?	
2	Sep 2	Ecosystems & landscape diversity in Chile	
	Sep 4	Chilean coastal landscape and biodiversity	
3	Sep 9	The geology of Chile	
	Sep 11	Agricultural soils: a comparative assessment Chile versus the Midwest USA	
4	Sep 16	Vulcanic soils: What can we learn from them about the past?	Answer to quiz #1 due
	Sep 18	Soil conservation and sustainable agricultural practices in Chile	
5	Sep 23	Colonial Chile – Early colonization period, conflicts and adaptations	Answer to quiz #2 due
	Sep 25	Cultural confluences: Spanish influences and the native resistance	
6	Sep 30	Society and indigenous communities of Chile	Answer to quiz #3 due



	Oct 2	Modern cultural contributions: Nobel prize recipients in literature	
7	Oct 7	Chile Economy: macroeconomic indicators and development	
	Oct 9	The Chile Project: the rise and downfall of neoliberalism	
8	Oct 14	The Chilean agribusiness sector: international trade and its importance	Answer to quiz #4 due
	Oct 16	Autumn Break – NO CLASS	
9	Oct 21	Fruit crops of Chile: production value, practices, and trade	
	Oct 23	Wines of Chile: History and the birth of a key producing region	
10	Oct 28	The Chile mining industry	Answer to quiz #5 due
	Oct 30	Aquaculture in Chile: value chain linkages & operational performance	
11	Nov 4	Student panel: Experience sharing + recommendations	Answer to quiz #6 due
	Nov 6	Pressing issues in Chile agribusiness sectors	
12	Nov 11	Veterans Day – NO CLASS	
	Nov 13	The recent political history: the dictatorship period and its impacts	
13	Nov 18	Principles of observational methods, data recording, and reporting	
	Nov 20	A day on your own: observational research practice and documentation	
14	Nov 25	Higher education in Chile.	Observational research project paper due
	Nov 27	Thanksgiving – NO CLASS	
15	Dec 2	Meet the host professor.	Expectations paper due
	Dec 4	Pre-departure meeting & tips	
16	Dec 9	Final Project presentations	

Course Schedule (in-country section)

Travel program TBD. Sample itinerary provided below (based on the 2023 in-country section).

Date	Time	Activities	Assignments Due
Thu 12/14	TBD	Flight departure from Columbus, OH to TBD	
	TBD	Flight departure from TBD to Santiago, Chile	
Fri 12/15	7:00	Flight arrival in Santiago, Chile	
	10:00	Flight departure to Puerto Montt	

	14:00	Flight arrival in Puerto Montt, Lunch & bus to Puerto Varas	
	15:00	Hike or boat ride near Mt. Osorno in Vicente Perez Rosales National Park?	
	19:00	Dinner in Puerto Varas	
	21:00	Lodging in Puerto Varas	
Sat 12/16	6:00	Bus to Ancud (Chiloe), Tour Puñihuil Penguin Reserve, Visit rookeries by boat.	
	12:00	Lunch: Mapuche/Huilliche Indigenous Experience	
	15:00	Tour Biological Station Senda Darwin	
	19:00	Dinner in Puerto Varas	
	21:00	Lodging in Puerto Varas	
Sun 12/17	8:00	Check out from hotel (breakfast at hotel)	
	9:00	Tour fish farm - AquaChile	
	11:00	Tour dairy farm - Fundo Playa Venado	
	13:00	Lunch at fish market in Puerto Montt	
	15:00	Flight departure from Puerto Montt	
	19:00	Flight arrival in Santiago	
	20:00	Dinner near hotel in Santiago (Barrio Lastarria)	
	22:00	Lodging in Santiago	
Mon 12/18	7:00	Breakfast at hotel	
	8:00	Tour PUC, San Joaquin Campus	
	11:00	Tour cherry production/processing site?	
	13:00	Lunch "on the road"	
	14:00	Tour Sewell Mining Town (UNESCO) and El Teniente Copper Mine	
	20:00	Group dinner at Rodrigo Figueroa's home	
	22:00	Lodging in Santiago	
Tue 12/19	7:00	Check out from hotel (breakfast at hotel)	Travel journals or digital files due at 7:00am.
	12:00	Lunch & tour at vineyard/winery in Casablanca	
	15:00	Tour Neruda's house in Valparaiso	
	19:00	Dinner at restaurant in Reñaca	
	21:00	Lodging in Reñaca	
Wed 12/20	7:00	Check out from hotel (breakfast at hotel)	
	8:00	Tour avocado production site	
	12:00	Lunch "on the road" to La Serena by bus	
	15:00	Coquimbo - Exotic Fruit Production: Agricola HC	
	19:00	Dinner in La Serena	
	21:00	Lodging in La Serena	
Thu 12/21	7:00	Breakfast at hotel	



	8:00	Visit citrus production site	
	9:00	Tour Valle del Elqui (Lunch on the road)	
	14:00	Tour Elqui Pisco Industry (Destileria Los Nichos)	
	16:00	Dinner in Vicuña	
	18:00	Mallamuca sky observatory	
	20:00	Lodging in La Serena	
Fri 12/22	7:00	Breakfast at hotel	
	8:00	Tour Punta de Choros and Isla Dama (coastal landscape and biodiversity tour)	
	12:00	Free afternoon (Beach, City walk)-La Serena	
	19:00	Dinner in La Serena	Structured topic presentations due at 5:00pm local time.
	21:00	Lodging in La Serena	
Sat 12/23	7:00	Check out from hotel (breakfast at hotel)	Travel journals or digital files at 7:00am local time.
	8:00	Bus to Santiago (5hr 30min)	
	2:00	Tour Undurraga Winery	
	17:00	Final group dinner in Santiago	Final reflection paper due at 5:00pm local time.
	TBD	Flight departure from Santiago, Chile	
Sun 12/24	TBD	Flight arrival in TBD	
	TBD	Flight departure from TBD to Columbus, OH	

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:

This course study abroad course, entitled “Chile: Agriculture and Agroecosystems” (HCS 3797.03), fits in the Lived Environments GE Theme by exposing students to a wide array of human practices and decisions shaping (and shaped by) the environments in which we live. It blends classroom activities and study abroad experiences that enable students to apply analytical methodologies from the fields of cultural studies, agriculture, environmental science and economics to identify how farmers, consumers, businesses, and policymakers affect lived environments through their decision-making processes. The pre-departure topics examined in the classroom focus on the history, culture, environment and socioeconomic factors that have shaped Chile and its agroecosystems. The course culminates in a 10-day study abroad experience which provides an opportunity for students to engage deeply with the people and lived environment of Chile and to apply cross-disciplinary techniques for evaluating their observations of lived environments abroad.

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	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Reading Quizzes: During the on-campus or online section of the course, students will have six assignments related to the required reading materials listed below. - Pankhurst, R.J., and Herve, F. 2007. Introduction and overview. In: T. Moreno and W. Gibbons (Eds.) <i>The Geology of Chile, Geology of Series</i>, Geological Society, London, UK. (Available at https://doi.org/10.1144/GOCH.1 through the OSU libraries). - Gibbons, W., and Moreno, T. 2007. Introduction and overview. In: T. Moreno and W. Gibbons (Eds.) <i>The Geology of Chile, Geology of Series</i>, Geological Society, London, UK. (Available at https://doi.org/10.1144/GOCH.13 through the OSU libraries). - Munch, F.J. 1970. Review of Spanish Policy in Colonial Chile: <i>The Struggle for Social Justice, 1535-1700</i>, by E. H. Korth. <i>Revista de Historia de América</i>, 69: 170-172. Available at: http://www.jstor.org/stable/20138917 - World Bank Group. Chile; Country Profile. Online resource. Available at: https://databank.worldbank.org/views/reports/reportwidget.aspx?Report_Name=CountryProfile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=CHL&gl=1*1g23r68*gcl_au*NDIyMzAzMzU2LjE3MjU0NjYxMjk. - InvestChile, Foreign Investment Promotion Agency. 2022. <i>Mining: Projection & Opportunities Report</i>. Ebook Series. Available online and from instructors.

	<ul style="list-style-type: none"> - InvestChile, Foreign Investment Promotion Agency. 2021. <i>Food Industry in Chile: Projection & Opportunities Report</i>. Ebook Series. Available online and from instructors. - Crano, W.D., Brewer, M.B., and Lac, A. 2024. <i>Systematic Observational Methods (Chapter 13)</i>. In: <i>Principles and Methods of Social Research (4th Ed.)</i>. Routledge, New Yourk, NY, USA. Available at: https://doi.org/10.4324/9781003271734-16 <p>- Expectations Paper: Students are required to work individually and submit a 3-page paper to describe what they learned through the on-campus or online lectures and what they expect to observe during the in-country section of the course. It is expected that students will sustain their arguments using materials presented during the lectures or references identified through reviewing the literature.</p> <p>In-Country (Chile) Assignments</p> <ul style="list-style-type: none"> - Travel Journal: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment. - Final Reflection Paper: Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper.
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme</p>	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Participation in the In-Class Discussion Forums: In this course, the instructors adopt a participatory approach and will ask open-ended questions for students to develop their critical thinking and address or expand on the topic being covered. Students' thoughts, experiences, and contributions to the discussions are an important part of the collective learning. Students are encouraged to speak up in class and contribute. Though participation can be hard for people who feel unsure or are typically quieter, the activity is meant to offer students a chance to apply the information they are learning in new ways, gain confidence in speaking up, and engage with fellow students to promote learning. Grades will be attributed based on the frequency and quality of the class contribution. - Expectations Paper: Students are required to work individually and submit a 3-page paper to describe what they learned through the on-campus or online lectures and what they expect to observe during the in-country section of the course. It is expected that students will sustain their arguments using materials presented during the lectures or references identified through reviewing the literature. <p>In-Country (Chile) Assignments</p>

	<ul style="list-style-type: none"> - Participation in the In-Country Travel Activities & Discussions: During the in-country section 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. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. - Structured Topic Presentation to Class: Each student will be required to give a 10-minute oral presentation on one of the topics discussed during on-campus or online lectures and experienced during the in-country section in Chile. Topics will be assigned to each student at the beginning of the semester to allow time for research, documentation, and preparation of supporting materials. We encourage students to organize and prepare for the presentations without counting on electronic aids like PowerPoint slides or videos.
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences</p>	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Observational Research Paper: Students will be assigned a research topic to conduct this activity. Following the principles of observational methods, the students will select a central element associated with the assigned topic and investigate the element from a minimum of four scientific perspectives. This exercise will invite students to sharpen their observational skills, enhance their ability to ask questions and seek answers using appropriate references. <p>In-Country (Chile) Assignments</p> <ul style="list-style-type: none"> - Travel Journal: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment. - Final Reflection Paper: Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper.
<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</p>	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Expectations Paper: Students are required to work individually and submit a 3-page paper to describe what they learned through the on-campus or online lectures and what they expect to observe during the in-country section of the course. It is expected that students will sustain their arguments using materials presented during the lectures or references identified through reviewing the literature. <p>In-Country (Chile) Assignments</p> <ul style="list-style-type: none"> - Travel Journal: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and

<p>challenging contexts.</p>	<p>descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment.</p> <ul style="list-style-type: none"> - Structured Topic Presentation to Class: Each student will be required to give a 10-minute oral presentation on one of the topics discussed during on-campus or online lectures and experienced during the in-country section in Chile. Topics will be assigned to each student at the beginning of the semester to allow time for research, documentation, and preparation of supporting materials. We encourage students to organize and prepare for the presentations without counting on electronic aids like PowerPoint slides or videos. - Final Reflection Paper: Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper.
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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
<p>ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.</p>	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Observational Research Paper: Students will be assigned a research topic to conduct this activity. Following the principles of observational methods, the students will select a central element associated with the assigned topic and investigate the element from a minimum of four scientific perspectives. This exercise will invite students to sharpen their observational skills, enhance their ability to ask questions and seek answers using appropriate references. <p>In-Country (Chile) Assignments</p>

	<ul style="list-style-type: none"> - Participation in the In-Country Travel Activities & Discussions: During the in-country section 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. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. - Travel Journal: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment.
<p>ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</p>	<p>On-Campus (Pre-Departure) Assignments</p> <ul style="list-style-type: none"> - Observational Research Paper: Students will be assigned a research topic to conduct this activity. Following the principles of observational methods, the students will select a central element associated with the assigned topic and investigate the element from a minimum of four scientific perspectives. This exercise will invite students to sharpen their observational skills, enhance their ability to ask questions and seek answers using appropriate references. <p>In-Country (Chile) Assignments</p> <ul style="list-style-type: none"> - Participation in the In-Country Travel Activities & Discussions: During the in-country section 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. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. - Travel Journal: During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment. - Final Reflection Paper: Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper

<p>ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p><i>In-Country (Chile) Assignments</i></p> <ul style="list-style-type: none"> - <i>Participation in the In-Country Travel Activities & Discussions:</i> During the in-country section 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. Frequency and quality of your participation will be determined by the instructors and will reflect in your grade for this activity. - <i>Travel Journal:</i> During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment. - <i>Final Reflection Paper:</i> Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper
<p>ELO 4.2 Describe how humans perceive and represent the environments with which they interact.</p>	<p><i>On-Campus (Pre-Departure) Assignments</i></p> <ul style="list-style-type: none"> - <i>Observational Research Paper:</i> Students will be assigned a research topic to conduct this activity. Following the principles of observational methods, the students will select a central element associated with the assigned topic and investigate the element from a minimum of four scientific perspectives. This exercise will invite students to sharpen their observational skills, enhance their ability to ask questions and seek answers using appropriate references. <p><i>In-Country (Chile) Assignments</i></p> <ul style="list-style-type: none"> - <i>Travel Journal:</i> During the study abroad portion of the course in Chile, each student will be required to record observations, perceptions, and descriptions of facts as presented by country guests in a journal. Personal experiences and interpretations should follow the recorded observations for subsequent validation and refinements. Experienced challenges and comparisons between Chile and the United States are valid elements to include in the journal. Students should also log observations, pictures, brochures, and other types of written materials collected at the visited sites. A well-prepared journal will provide most of the information needed in the Final Reflection paper assignment.
<p>ELO 4.3 Analyze and critique conventions, theories, and ideologies that</p>	<p><i>On-Campus (Pre-Departure) Assignments</i></p> <ul style="list-style-type: none"> - <i>Expectations Paper:</i> Students are required to work individually and submit a 3-page paper to describe what they learned through the on-campus or online lectures and what they expect to observe during the in-country section of the course. It is expected that students will

<p>influence discourses around environments.</p>	<p><i>sustain their arguments using materials presented during the lectures or references identified through reviewing the literature.</i></p> <p><i>In-Country (Chile) Assignments</i></p> <ul style="list-style-type: none">- <i>Final Reflection Paper:</i> <i>Students are required to submit a 2-page final reflection paper. The paper must include thoughts comparing your original expectations versus the actual experiences you had while in Chile. This will be an informal paper as students will likely not have regular access to a computer during the trip. Students will be given time on the final day to write and submit the paper</i>
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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)

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)

Tuesday, November 19, 2024 at 09:48:02 Eastern Standard Time

Subject: FW: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'
Date: Thursday, November 7, 2024 at 4:29:23 PM Eastern Standard Time
From: Osborne, Jeanne
To: Luikart, Meredith, Klooster, Wendy, Barker, David
Attachments: image001.png

Concurrence from AEDE.

Take care,
Jeanne

From: Hu, Wuyang <hu.1851@osu.edu>
Sent: Thursday, November 7, 2024 4:28 PM
To: Osborne, Jeanne <osborne.2@osu.edu>
Cc: Ando, Amy <ando.21@osu.edu>
Subject: RE: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Hi Jeanne,

The AEDE academic affairs committee would like to grant concurrence to this request.

Best,

Wuyang
Representing AEDE AAC

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Thursday, October 31, 2024 3:49 PM
To: Hu, Wuyang <hu.1851@osu.edu>; Ando, Amy <ando.21@osu.edu>
Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Roe, Brian <roe.30@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Hu and Dr. Ando,

The Department of Horticulture and Crop Science in collaboration with the Office of International Education has proposed a revision to an existing education abroad course. Because of the changes that include proposing the course to the Lived Environments Theme, Global and Intercultural Learning Integrative Practice, they are submitting the course under a new course number. The existing course, HCS 5797.03, 'Agriculture and Agro-Ecosystems in Chile' has been proposed as a new course, HCS 3797.03,

'Chile: Agriculture and Agroecosystems'. In addition to proposing the course for the General Education, moving the course to a 3000 level will make it more accessible to undergraduate students at the Wooster and Regional campuses who are interested in the subject matter the course covers.

Although this is a revision to an existing and approved course, with the change in course number and adjustment to support the GE Learning Goals and Outcomes, we felt it was important to seek concurrence from the Department of Agricultural, Environmental and Development Economics. We would appreciate feedback by Friday, November 15, 2024.

Please let me know if you have any questions or need additional information.

Take care and I hope you have a wonderful weekend!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Tuesday, November 19, 2024 at 09:49:05 Eastern Standard Time

Subject: FW: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'
Date: Monday, November 18, 2024 at 4:28:00 PM Eastern Standard Time
From: Osborne, Jeanne
To: Luikart, Meredith
CC: Klooster, Wendy
Attachments: image001.png

Concurrence to attach to the resubmission of HCS 3797.03.

Take care,
Jeanne

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Monday, November 18, 2024 4:22 PM
To: Osborne, Jeanne <osborne.2@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Re: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Hi Jeanne

Apologies, I had received concurrences from history and geography. I didn't hear from any other departments. Thank you for looping in the college and good luck with the course.

Best
Andrew

The Ohio State University
Andrew W. Martin
Associate Dean for Undergraduate Education
Professor of Sociology
614-247-6641 Office
martin.1026@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Monday, November 18, 2024 4:17:50 PM
To: Martin, Andrew <martin.1026@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: RE: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Martin and Dr. Vankeerbergen,

I have not heard from any units within the College of Arts and Sciences, so may I assume that concurrence is in place for this course offering?

If I missed a response, please let me know and thank you both!

Jeanne

From: Osborne, Jeanne

Sent: Thursday, October 31, 2024 3:44 PM

To: Martin, Andrew <martin.1026@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>

Subject: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Martin and Dr. Vankeerbergen,

The Department of Horticulture and Crop Science in collaboration with the Office of International Education has proposed a revision to an existing education abroad course. Because of the changes that include proposing the course to the Lived Environments Theme, Global and Intercultural Learning Integrative Practice, they are submitting the course under a new course number. The existing course, HCS 5797.03, 'Agriculture and Agro-Ecosystems in Chile' has been proposed as a new course, HCS 3797.03, 'Chile: Agriculture and Agroecosystems'. In addition to proposing the course for the General Education, moving the course to a 3000 level will make it more accessible to undergraduate students at the Wooster and Regional campuses who are interested in the subject matter the course covers.

Although this is a revision to an existing and approved course, with the change in course number and adjustment to support the GE Learning Goals and Outcomes, we felt it was important to seek concurrence from the College of Arts and Sciences. Would you please forward the attached course syllabus to the appropriate units within your college? We would appreciate feedback by Friday, November 15, 2024.

Please let me know if you have any questions or need additional information.

Take care and I hope you have a wonderful weekend!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
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e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Tuesday, November 19, 2024 at 09:47:36 Eastern Standard Time

Subject: FW: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'
Date: Thursday, November 7, 2024 at 2:14:37 PM Eastern Standard Time
From: Osborne, Jeanne
To: Luikart, Meredith
CC: Barker, David, Klooster, Wendy
Attachments: image001.png, image002.png, image003.png

Concurrence from FCOB to attach to the course proposal in curriculum.osu

From: Croxton, Keely <croxton.4@osu.edu>
Sent: Friday, November 1, 2024 10:44 AM
To: Osborne, Jeanne <osborne.2@osu.edu>
Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Re: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Jeanne,

You have concurrence from Fisher. Thanks for asking!

Keely



Keely L. Croxton, PhD
Prof. of Logistics
Associate Dean of Undergraduate Programs
Associate Dean of Graduate Programs (interim)
Fisher College of Business
croxton.4@osu.edu



From: Osborne, Jeanne <osborne.2@osu.edu>

Date: Thursday, October 31, 2024 at 3:46 PM

To: Croxton, Keely <croxton.4@osu.edu>

Cc: Barker, David <barker.169@osu.edu>, Klooster, Wendy <klooster.2@osu.edu>, Signorini, Guilherme <signorini.2@osu.edu>, Haden, Van <haden.9@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>

Subject: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Croxton,

The Department of Horticulture and Crop Science in collaboration with the Office of International Education has proposed a revision to an existing education abroad course. Because of the changes that include proposing the course to the Lived Environments Theme, Global and Intercultural Learning Integrative Practice, they are submitting the course under a new course number. The existing course, HCS 5797.03, 'Agriculture and Agro-Ecosystems in Chile' has been proposed as a new course, HCS 3797.03, 'Chile: Agriculture and Agroecosystems'. In addition to proposing the course for the General Education, moving the course to a 3000 level will make it more accessible to undergraduate students at the Wooster and Regional campuses who are interested in the subject matter the course covers.

Although this is a revision to an existing and approved course, with the change in course number and adjustment to support the GE Learning Goals and Outcomes, we felt it was important to seek concurrence from the Fisher College of Business. Would you please forward the attached course syllabus to the appropriate units within your college? We would appreciate feedback by Friday, November 15, 2024.

Please let me know if you have any questions or need additional information.

Take care and I hope you have a wonderful weekend!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
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e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Tuesday, November 19, 2024 at 09:01:51 Eastern Standard Time

Subject: Fw: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'
Date: Tuesday, November 19, 2024 at 6:43:15 AM Eastern Standard Time
From: Osborne, Jeanne
To: Luikart, Meredith
CC: Klooster, Wendy
Attachments: image001.png, image002.png

Dear Meredith,

See below the concurrence from SENR for this course proposal. I believe that is the last of the concurrence requests outstanding.

Take care,

Jeanne

From: Pintor, Lauren <pintor.6@osu.edu>
Sent: Monday, November 18, 2024 4:33 PM
To: Osborne, Jeanne <osborne.2@osu.edu>; Haab, Timothy <haab.1@osu.edu>
Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Johnston, Renee <johnston.230@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Re: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Jeanne,

My apologies but I must have overlooked this one. SENR offers its concurrence.

Best,
Lauren



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Lauren M. Pintor, PhD (she/her)

Associate Professor in Aquatic Ecology
Associate Director of Undergraduate Education

[School of Environment & Natural Resources](#)

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Pintor Lab: <http://u.osu.edu/pintor.6/>
Faculty Webpage: <https://senr.osu.edu/our-people/lauren-m-pintor>
Twitter: @PintorLabOSU

From: Osborne, Jeanne <osborne.2@osu.edu>
Date: Monday, November 18, 2024 at 4:26 PM
To: Pintor, Lauren <pintor.6@osu.edu>, Haab, Timothy <haab.1@osu.edu>
Cc: Barker, David <barker.169@osu.edu>, Klooster, Wendy <klooster.2@osu.edu>, Johnston, Renee <johnston.230@osu.edu>, Signorini, Guilherme <signorini.2@osu.edu>, Haden, Van <haden.9@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>
Subject: RE: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Pintor and Dr. Haab,

I have not heard from the School of Environment and Natural Resources on this concurrence request, so may I assume that concurrence is in place for this course offering?

If I missed a response, please let me know and thank you both!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
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'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: Osborne, Jeanne
Sent: Thursday, October 31, 2024 3:51 PM
To: Pintor, Lauren <pintor.6@osu.edu>; Haab, Timothy <haab.1@osu.edu>

Cc: Barker, David <barker.169@osu.edu>; Klooster, Wendy <klooster.2@osu.edu>; Johnston, Renee <johnston.230@osu.edu>; Signorini, Guilherme <signorini.2@osu.edu>; Haden, Van <haden.9@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>

Subject: Concurrence Request: New/Revised Course Proposal - HCS 3797.03, 'Chile: Agriculture and Agroecosystems'

Dear Dr. Pintor and Dr. Haab,

The Department of Horticulture and Crop Science in collaboration with the Office of International Education has proposed a revision to an existing education abroad course. Because of the changes that include proposing the course to the Lived Environments Theme, Global and Intercultural Learning Integrative Practice, they are submitting the course under a new course number. The existing course, HCS 5797.03, 'Agriculture and Agro-Ecosystems in Chile' has been proposed as a new course, HCS 3797.03, 'Chile: Agriculture and Agroecosystems'. In addition to proposing the course for the General Education, moving the course to a 3000 level will make it more accessible to undergraduate students at the Wooster and Regional campuses who are interested in the subject matter the course covers.

Although this is a revision to an existing and approved course, with the change in course number and adjustment to support the GE Learning Goals and Outcomes, we felt it was important to seek concurrence from the School of Environment and Natural Resources. We would appreciate feedback by Friday, November 15, 2024.

Please let me know if you have any questions or need additional information.

Take care and I hope you have a wonderful weekend!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

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