Syllabus Contents
1. Course Overview
2. Instructor Contact Information and Communication
3. Objectives and Learning Outcomes
4. Instructor Expectations
5. Required Texts and Videos
6. Course Format
7. Course Topics
8. Assignments and Assessment of Student Performance
9. Detailed Assignment Schedule and Due Dates
10. Ecampus Logistics and Technology Requirements
11. General OSU Requirements

1. Course Overview

Food is a central part of our lives, and is part of our countries, our customs, and our identities. Paraphrasing Sue Shephard\(^1\), it was the ability to preserve the harvest and to secure food stocks, especially over harsh winters, which allowed the slow evolution of the social and cultural complexities of modern human societies. The course explores how food science and technology have impacted, and will continue to influence our lives and lifestyles. Conversely, we will also explore the degree to which societal change and specific historic events have spurred scientific research and development of new technologies.

The course is three credits and meets the requirement for a Perspective in Western Culture in the OSU Baccalaureate Core. Students should expect to spend approximately 90 hours on the course. Learning takes place through a mix of online lectures, reading, video and a variety of assignments that are submitted through Blackboard. There is one exam requiring proctoring (http://ecampus.oregonstate.edu/services/proctoring/finding_proctor.htm)

2. Instructor Contact Information and Communication

<table>
<thead>
<tr>
<th>Instructor</th>
<th>E-mail</th>
<th>Phone</th>
<th>Skype</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(by appointment)</td>
</tr>
</tbody>
</table>

All communication and emails should be through the Blackboard site and your ONID account. Standardizing on the use of these systems is a great help to me in managing class communication. Please do not forget to include your name and a descriptive subject line in any e-mail messages. It is extremely important that you check your ONID email frequently. I will make every attempt to respond to e-mailed questions within 24 hours (36 hours on weekends), and provide prompt feedback on assignments following their due date.

3. Instructional Objectives and Learning Outcomes

Course Objectives

- To trace the historical development of present day food technologies, and illustrate the degree to which their development is interwoven with that of our culture.
- To help students become literate in key scientific ideas upon which our food systems are based.
- To show, in context of the modern western world, how existing food technologies have influenced the world we live in today, and how emerging food technologies may continue to do so in the future.
- To emphasize elements of critical thinking through required analysis and integration of content of lectures, reading assignments and documentary and other videos.

Learning Outcomes

General Learning Outcomes for Western Culture Courses

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Specific Learning Outcomes for this Course

- Recognize historical milestones in the development of food technologies
- Explain the scientific basis of commercial food preservation techniques
- Describe ways in which the adoption or application of selected food technologies has already changed the way we live
- Evaluate the risks and benefits of selected food technologies
- Identify emerging technologies that could impact our food supply, and assess how their adoption could further influence our lives
- Create a presentation for a non-technical audience, integrating research on scientific, technological, historical and cultural dimensions of the subject
4. Instructor’s Expectations of this Learning Community

I expect all class members to take responsibility for their learning, and contributing to the creation of a learning community by:

- completing all required assignments by the due date.
- participating in online discussions in a manner that demonstrates familiarity with and critical thinking about the course content.
- remaining courteous, tolerant, and open-minded, both when challenging the opinions, assumptions, arguments, and critical analyses of others, and when having their own positions challenged.
- recognizing that issues raised in this course do not have simple answers, and that we may depart the course with an increased understanding and appreciation of the complexity of our food systems, but not necessarily complete resolution of all of the questions raised through this inquiry.

5. Required Texts, Videos and Technology

- Woolf, A (director)(2007). King Corn. ITVS / Mosaic films (rent or purchase from Amazon or other vendor). If unable to obtain King Corn, an alternate video is Food, Inc.
- Other materials will be made available through the course Blackboard site.
- Lectures will be in Microsoft PowerPoint (windows version) with audio narration. The term project is to be submitted as a Powerpoint presentation (with text or audio narration), or as a video project uploaded to YouTube. Students will need to have, or be able to access, the necessary computer resources to complete these assignments.

Textbook Information: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/). Sample syllabi may not have the most up to date textbook information!

6. Course Format

The course is divided into 10 units. In the compressed 4- week format of the summer session, we will complete 2-3 units each week. Under the “Unit Folders” tab there will be a folder for each unit. There you will find a summary of anticipated learning outcomes for the week, lectures, and links to more “in depth” materials. Discussion board forum topic(s), and details of other assignments will also be found in this folder. The course will utilize the following formats for instruction:

- Lectures: Each unit has some amount of background material delivered as narrated PowerPoint slides. The lectures establish a framework for further study in each unit.
- Readings and videos: The unit themes are further developed in readings and videos. Except for the commercial documentary (King Corn or Food Inc.), which you will need to rent or purchase, you will find links within the unit folders to all source materials. If a
Discussion board: Periodically throughout the course a discussion board forum topic will be posted. The discussion board is a place for you to practice concisely communicating your analysis of a topic. In response to the forum topic/question, students will establish threads in which a conversation about the topic can take place. Each thread is initiated by a primary post of, typically 150-300 words. This post should provide moderately detailed information about the topic. At least one citation to a published source is expected to accompany the primary post. Within the thread, other students may respond, adding extension, clarification, or correction/critique of the earlier posts in the thread. Comments are expected to be shorter than the primary post, and do not require the inclusion of cited material. It is essential that you complete the lectures, readings and videos for a given unit prior to participating in the discussion. Examples of the expected content and format of posts are provided in the Discussion Board “how to” document. Because this class moves very quickly, the time allowed for making primary posts and comments in a given forum is limited to a few days.

Review questions: for each unit will be provided to help guide your focus on key themes. These should be particularly helpful as you prepare for quizzes and the midterm exam.

Quizzes: will be posted on Blackboard for a specified period of time (see assignment calendar on p. 6) of 2-3 days. There will be two quizzes: one covering units 1-2 and the other units 8-10. You may use print, internet, or other published media resources during the quiz. You may also pause your work on the quiz and return, within the window of availability. Some of the quiz questions require short answers. If you answer is largely based upon someone else’s ideas, you must do two things: 1) credit the source of the idea(s) by including a citation, and 2) adapt the information you are taking from a source so that it uniquely serves your purpose in answering the question. Both of these steps are necessary to avoid plagiarism (see OSU Student Conduct standards on page 7)

Midterm exam: There will be one midterm exam, covering units 3-7. The exam will be available during a specified period, but the format differs from the quizzes in the following:
  o The exam format will be exclusively multiple choice questions.
  o You must arrange for proctoring of the exam, and communicate the details of the proctoring arrangement to me at least one week ahead of the event. I will need the proctor’s e-mail address and phone number, so that I can send the exam in time for you to take it and confirm arrangements for the test. [http://ecampus.oregonstate.edu/services/proctoring/](http://ecampus.oregonstate.edu/services/proctoring/)
  o The exam is to be taken without the use of any resources other than your memory. We used to call this “closed notes”.
  o You may take the exam any time you have arranged within the window of availability, but you are limited to 90 minutes of time once you begin. The exam must be completed in a single sitting.

Term project: The project requires integration of ideas about science, technology, history and culture in the critical examination of a commonly consumed food product. See details in term project assignment.

Grading: Scores and comments on assignments, quizzes, and the exams will be available
in My Grades.

7. Course Topics

Unit 1 Introduction; food, technology and culture and primitive technologies
Ancient food preservation and processing techniques: cooking, drying, and fermentation

Unit 2 Exploration, conquest and commerce – the first international food systems
Ancient trade routes
Exploiting the oceans
Primitive chemical preservation

Unit 3 Scientific discovery and the industrial revolution
Leeuwenhoek, Pasteur and microorganisms in foods
Thermal processing – Napoleon’s contribution to food technology
From ice houses to mechanical refrigeration

Units 4 20th century food innovations – part 1 (1900-1960)
Mechanized agriculture and development of modern distribution infrastructure
Wiley’s “Poison Squad” and origins of modern food safety
Food innovation during war and depression
Food packaging
Development of processed foods

Unit 5 The beverage industry
Production of fermented beverages in history
Prohibition in America
Modern winemaking and brewing
Distilled products
Alcohol abuse
Colas, coffee, tea

Units 6-7 Recent food innovations – part 2 (1961-)
Modern agriculture and the “Green Revolution”
Ingredient development and food “formulation”
Large scale food manufacturing and the rise of fast food
Food trends – ethnic, convenience, health and snack foods
Freeze-drying and the race to the moon
Minimal processing and modified atmosphere packaging, high pressure preservation

Unit 8 Nutrition
History of nutrition
RDAs and food pyramids
Obesity epidemic
Nutrition and chronic diseases

Unit 9 Functional foods
Bioactive compounds
French paradox
Mediterranean diet
Dietary Supplement and Health Education Act (DSHEA)

Unit 10 Food security in the 21st century
Agricultural transformation - GMOs, organic, sustainability
Population, global warming, energy and food
Food security: access and cost, bioterrorism
8. Assignments and Assessment of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board thread post (There will be 7 opportunities to post. To earn full points in this category, you must have “satisfactory” posts establishing a thread in 5 separate discussion forums)</td>
<td>15</td>
<td>Various</td>
</tr>
<tr>
<td>Discussion board comments (There will be 6 credited opportunities to comment on the posts of others. To earn full points in this category, you must have “satisfactory” comments in 5 separate discussion forums)</td>
<td>5</td>
<td>Various</td>
</tr>
<tr>
<td>Quiz 1 – units 1-2 (open note)</td>
<td>8</td>
<td>Sun</td>
</tr>
<tr>
<td>Midterm exam – units 3-7 (proctored – closed note)</td>
<td>20</td>
<td>Thur</td>
</tr>
<tr>
<td>Term Project</td>
<td>30</td>
<td>Tue</td>
</tr>
<tr>
<td>Critique of 4 Student Projects</td>
<td>10</td>
<td>Thur</td>
</tr>
<tr>
<td>Quiz 2 – units 8-10 (open note)</td>
<td>12</td>
<td>Fri</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Note: Assignments are only available within specified time windows (see detailed calendar in Blackboard) and must be completed by the due date and time to earn credit. In order to maintain the progress of this compressed course, it is not practical to offer late or makeup opportunities for any assignments. All assignments are due by 11:59 pm on the due date, unless otherwise noted.

Grade Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥93.00%</td>
<td>A</td>
<td>76.99-73.00</td>
</tr>
<tr>
<td>92.99-90.00</td>
<td>A-</td>
<td>72.99-70.00</td>
</tr>
<tr>
<td>89.99-87.00</td>
<td>B+</td>
<td>69.99-67.00</td>
</tr>
<tr>
<td>86.99-83.00</td>
<td>B</td>
<td>66.99-63.00</td>
</tr>
<tr>
<td>82.99-80.00</td>
<td>B-</td>
<td>62.99-60.00</td>
</tr>
<tr>
<td>79.99-77.00</td>
<td>C+</td>
<td>≤59.99</td>
</tr>
</tbody>
</table>

Reminder: If you have elected S/U grading for this course. The Registrar will convert any grade of C- or above into an “S”. Any grade less than C- will result in a “U” and no credit for the course.

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
9. Summer Schedule and Due Dates available in Blackboard

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Available (10:00 am unless otherwise indicated)</th>
<th>Due (11:59 pm unless otherwise indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Part 1: Ancient and Traditional Food Preservation and Processing</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro.</td>
<td>Discussion board post (introduce yourself and provide a comment about something you hope to learn about in this class)</td>
<td>Mon</td>
<td>Tue</td>
</tr>
<tr>
<td>1-2</td>
<td>Discussion board post</td>
<td>Wed</td>
<td>Thur</td>
</tr>
<tr>
<td>1-2</td>
<td>Discussion board comment</td>
<td></td>
<td>Sat</td>
</tr>
<tr>
<td>1-2</td>
<td><strong>Quiz 1: units 1 and 2 (open note)</strong></td>
<td>Fri</td>
<td>Sun</td>
</tr>
<tr>
<td></td>
<td><em>Part 2: Expansion and Industrialization</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discussion board post</td>
<td>Sat</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>Discussion board comment</td>
<td></td>
<td>Wed</td>
</tr>
<tr>
<td>4-5</td>
<td>Discussion board post</td>
<td>Tue</td>
<td>Thr</td>
</tr>
<tr>
<td></td>
<td>Discussion board comment</td>
<td></td>
<td>Sat</td>
</tr>
<tr>
<td>6-7</td>
<td>Discussion board post</td>
<td>Mon</td>
<td>Tue</td>
</tr>
<tr>
<td></td>
<td>Discussion board comment</td>
<td></td>
<td>Thr</td>
</tr>
<tr>
<td>3-7</td>
<td><strong>Exam on units 3-7 (proctored, “closed note”)</strong></td>
<td>Wed</td>
<td>Thr</td>
</tr>
<tr>
<td></td>
<td><em>Part 3: Food Technology and Culture Today and Tomorrow</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Discussion board post</td>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion board comment</td>
<td></td>
<td>Wed</td>
</tr>
<tr>
<td></td>
<td><strong>Term Project</strong></td>
<td></td>
<td>Tue</td>
</tr>
<tr>
<td></td>
<td><strong>Peer critique of four student projects</strong></td>
<td>Wed</td>
<td>Thr</td>
</tr>
<tr>
<td>10</td>
<td>Discussion board post</td>
<td></td>
<td>Thr</td>
</tr>
<tr>
<td></td>
<td>Discussion board comment</td>
<td></td>
<td>Fri</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 2: units 8-10 (open note)</strong></td>
<td>Thr</td>
<td>Fri</td>
</tr>
</tbody>
</table>

10. Ecampus Logistics and Technical Requirements

If you have not taken an Ecampus course previously, you might want to access this Ecampus
orientation: http://ecampus.oregonstate.edu/orientation/

I also recommend that you use the following tool that will check your computer to see if it has the necessary specifications to participate in the course. Go to the [Check My Computer] link at the bottom of the web page and the system will check your computer automatically. http://ecampus.oregonstate.edu/forms/browsercheck/

11. General OSU Requirements

Statement of Expectations for Student Conduct

All students are expected to be familiar with and abide by the standards of conduct at Oregon State University. The following linked web page specifically addresses issues of academic honesty, including plagiarism: http://oregonstate.edu/admin/stucon/achon.htm

- All written responses (in discussion posts, quizzes and the term project) should be in your own words. If you do include a brief quote from another source you must put quotation marks around the other author’s words and cite your source. Using others’ words without putting them in quotes and citing the source is considered plagiarism because you are representing someone else’s words as your own. If you do use quotes, use them sparingly. This means you should not be directly quoting much more than one brief sentence or a couple phrases here and there. If you do include a direct quote it should be used to emphasize a point rather than as a substitute for your own writing. To make the work your own, and avoid plagiarism, you should be integrating information from more than one source, and adapting your resource information to address the specific topic about which you are writing.

- Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action.

- Behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, color, religion, age disability, marital status, or sexual orientation will be referred to the Affirmative Action office.

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and the Office of Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Student Evaluation of Teaching

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.