



Course Syllabus

STS 130H (1.0 credit)

Summer/Fall 2009

World Food Problems

Honors Orientation at Penn State Brandywine

Instructors: Dr. Laura A. Guertin (aka "Dr. G") and Dr. Myra Goldschmidt
Office: Dr. Guertin: TMZKO 102 Dr. Goldschmidt: Vairo Library
Office phone: Dr. Guertin: (610) 892-1427 Dr. Goldschmidt: (610) 892-1465
Email: Dr. Guertin: uxg3@psu.edu Dr. Goldschmidt: mmg5@psu.edu
Web site: <http://cms.psu.edu/> (ANGEL)

Office hours for Dr. Guertin: 8:30AM–9:30AM, 11:30AM-12:30PM Mon. and Wed.
Office hours for Dr. Goldschmidt: TBA

Lecture: see class meetings list in this syllabus. We will meet on Wednesday, August 19, and Friday, August 21, Wednesday, September 2, Monday, September 14, and Thursday, September 17.

REQUIRED Readings: all placed in ANGEL, Harvest for Hope by Jane Goodall (Warner Books, 2005, ISBN: 0-446-53362-9)

What's in store for you... For the majority of you enrolled in this seminar, this is your first academic approach to the topic of world food problems and the connection to democratic practices. The topics we will cover will be in the context of environmental sustainability and democracy: meeting the needs of the present without compromising the needs of the future. Food production and consumption, in particular, are high-priority needs. From organic foods to Frankenfoods, this course will explore how we can make a difference in creating a sustainable society and how democratic practices can dictate the future direction of food resources locally and globally. With this seminar, students will earn 1 credit towards Penn State's minor in Civic and Community Engagement.

*****Students are responsible for their own learning!!!***** We are here to help facilitate your education to the best of our ability, but you must do your part as well. It is up to YOU to come to class, to take notes, to ask questions, to complete assignments and readings by deadlines, and to be an active learner! It is up to YOU to take advantage of the education we are providing.

Now for all the necessary, important information....

Our expectations of you...

We expect every student to come to all class sessions on time and to be prepared. You should have read the corresponding chapters and readings in your book and have completed the ANGEL assignments BEFORE coming to class on August 18. We encourage everyone to ask questions and to work with your classmates. Because there will not be traditional assignments in this class, your attendance and participation will impact your performance and grade.

- **Classroom Etiquette**

Let's work together on this one. Please do not have conversations going on with other students while we are leading a discussion or while your peers are responding to questions. No passing notes, no reading the newspaper. **If we find that anyone is being too disruptive or too disrespectful to the students or instructors, we reserve the right to dismiss you from the classroom.** You will then have to speak to one of the instructors in private before we will allow you back into the class. **Do NOT get up and leave the group while we are in session.** Please wait until the scheduled breaks to use the restroom and grab some food/beverage. We will be having class discussions where we want you to volunteer your interpretation and opinion on certain food and democratic issues. Be open, be honest, and show respect for the opinions of your classmates. The class will be much more enjoyable if we show respect for one another!

- **A note on cell phones** There is no reason a cell phone should be on during our meeting times. Turn your cell phones off **before** lecture begins.

- **ANGEL**

ANGEL will be used in this course. If you are not familiar or comfortable with ANGEL after these sessions, please review the online ANGEL tutorials to learn how to most effectively use Penn State's course management software (<http://www.berks.psu.edu/StudentServices/IT/ANGELabout.htm>). There will be several folders and links for you to access relating to various class discussions and assignments. The most "complex" use of ANGEL entails you knowing how to download files that we post. You will not survive this course if you don't use ANGEL.

You must access your Penn State email as well. PSU email is the designated form of official communication between Penn State faculty and their students. We will be making use of email as reminders for deadlines, follow-ups to classroom discussions, clarifications on assignments, etc. We will not send useless messages – only ones that directly relate to the class and to assist your learning. All emails we send to the entire class will be done through the ANGEL email system.

- **Late Assignments**

All assignments must be turned in **on time** – absolutely no assignments will be accepted late. **Do not use "computers" as an excuse for not turning in an**

assignment on time (such as the USB drive ate my paper, I couldn't log in from home, AOL was down, etc.). You will be given more than enough time to complete and turn in assignments; we will not make exceptions if you wait until 5 minutes before an assignment is due to hand it in.

Unless we tell you otherwise, all assignments will be turned in via ANGEL. DO NOT place paper copies of assignments in our campus mailboxes or under our office doors. We will not be responsible for assignments not turned in via ANGEL. We will not give any makeup assignments, for this is not fair to everyone that is ready to participate in class and hand in everything on time.

- **Final Exam**

We will have an open note, open book cumulative take-home final exam for this course. The questions will be broad in scope and your responses will be in essay form. The final is not optional; you MUST turn in the exam by the required time. If it is late, it will not be accepted, and you will receive a grade of zero for the final exam.

What you can expect of your instructors...

We will be prepared each meeting day, and we will keep you updated if there are to be any changes to the syllabus (for example, if the class wants to explore a topic further, we will be flexible!). We will make ourselves available during and outside of class to answer any questions you may have – don't hesitate to ask anything! **We are here to help you IF you put in the effort and work yourself!** We will not only teach you "the material" but why we are learning it, the applicability of this course to your everyday lives.

Note to students with disabilities

In accordance with the American with Disabilities Act of 1990, it is Penn State's policy to provide reasonable academic adjustments for students with documented disabilities. If you have a disability-related need for modifications in this course, contact Sharon Manco, 610-892-1461, 127 Vairo Building, sam26@psu.edu. This notification should occur by the end of the first week of the semester. Students may visit www.equity.psu.edu/ods/ for complete information.

Grading

Your grade in STS 130H will be based on a point system. You will have the opportunity to accumulate a total of 122 points by the end of the semester.

- **Harvest for Hope Questions** (57 points) 19 chapters, 3 points each
- **National Constitution Day Project** (40 points)
 - Paper on presidential candidate positions on world hunger/food issues and sustainability (30 points)
 - Participation in preparation for and on day of event (10 points)
- **Final Exam** (25 points)

The final grades will be assessed at the end of the semester as follows (% of total pts):
A = 96 to 93; A- = 92 to 90; B+ = 89 to 87; B = 86 to 83; B- = 82 to 80;
C+ = 79 to 77; C = 76 to 70; D = 69 to 60; F = 59 and below

**** Do not expect us to drop any grades or curve any grades during or at the end of the semester. Extra credit is not available.***

Academic Integrity

All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

The University's statement on academic integrity, from which the above statement is drawn, is available at: <http://www.psu.edu/dept/oue/aappm/G-9.html>

OK, so **WHAT DOES THIS ALL MEAN... DO NOT EVEN THINK OF CHEATING!!!** Do not copy from your fellow students, do not plagiarize (from books, the internet, from yourself, etc.). We will vigorously pursue any suspicions we have of academic integrity violations! If we suspect a violation, we will first have an informal conversation with you to discuss the issue. Then, depending on the outcome of that conversation, we will have another conversation with you that requires us both to sign an academic integrity report form that will be turned in to the campus academic integrity committee. We will determine what we feel is appropriate punishment for your violation of PSU's academic integrity policy. The sanction may be from failing the assignment to failing the course, depending on the severity of the violation. If found guilty of violating Penn State's academic integrity policy, you may be dismissed from the Cooper or Schreyer Honors Programs (see honors student handbook).

Breakdown of topics covered during each class meeting

** note that this syllabus is subject to change with prior notification*

Complete the following BEFORE our first lecture! Type up your responses to the questions and enter them into ANGEL before the deadline.

READ: Chapters 1-19 (all chapters) in Harvest for Hope

ASSIGN: Respond in ANGEL to all the questions listed in this syllabus for each chapter in the book.

DUE: 11PM on Monday, August 17, all Harvest for Hope questions. If any of the chapter responses are not submitted by 11PM on this date, you will receive a score of zero for those responses.

W, 08/19, 9AM to 4PM: Meet in TMZKO 101. Introductions, critical thinking exercises, and a review of honors program mission and requirements. Afternoon fieldtrip to Linvilla Orchards

F, 08/21, 1PM to 4PM: eLion, careers in sustainability, democracy and the Constitution discussion

ASSIGN: Paper on hunger and global food issues

W, 09/02, 12:30PM to 1:20PM: Common hour meeting in TMZKO 101 to discussion National Constitution Day event

ASSIGN: Design flyers, advertising strategy for National Constitution Day event

M, 09/14, 12:30PM to 1:20PM: Common hour meeting in TMZKO 101. Last-minute preparation meeting for National Constitution Day event

R, 09/17, 11:30PM to 1:00PM: National Constitution Day event

F, 09/18: FINAL EXAM (open note) will be a take-home exam. It will appear in ANGEL on Friday, September 18, and disappear at 11:00PM on Wednesday, September 30. ANGEL will not give you any extra time, so keep an eye on the ANGEL clock! If you do not complete the final exam by the 11PM deadline, you will receive a grade of zero on the final.

One final note on STS 130H

This course is a required course and serves as an orientation to the honors program and its mission of academic integrity with excellence, building a global awareness, and leadership and civic engagement. Whether you are a new Cooper or Schreyer Honors Scholar, you must successfully complete STS 130H with a grade of C or better. You are not allowed to late drop this course. The honors coordinators reserve the right to reconsider your academic status and standing in the honors program if you do not complete this required orientation course, STS 130H.

*“Tell me and I forget, teach me and I may remember, involve me and I learn”
– Benjamin Franklin*

Explanation of the Harvest for Hope Questions

Readings and responses outside of class

You will be responsible for reading chapters in our textbook and answering a question based on the material in each chapter. The questions you will answer are not meant to just repeat information presented in the chapter but designed for you to think critically and synthesize the information with your own thoughts and opinions. There will be link in ANGEL to that online form to submit your responses to each question. You must complete the answers to the questions by the deadlines to receive credit. **SUBMISSIONS ARE NOT ACCEPTED LATE!**

How the “grading” will work

We will be looking for complete answers with a complete thought. One- or two-sentence responses for each question are not acceptable. Do not plagiarize – you should reference your sources if you take material verbatim from a source, but we do not want to see entire text passages as your response. Put your answers in your own words. Your final grade for the chapter questions will be a percentage based out of 57 points. You will have 13 questions, each question will be scored from 0 to 3.

- **Score 0** = you respond that you do not know how to answer the question, or you leave it blank (shows no effort).
- **Score 1** = you try to answer the question but show minimal accurate knowledge and/or substantial misconceptions about concept. You do not use any information from the readings to answer the question (minimal effort, incorrect answer).
- **Score 2** = you show some accurate knowledge and may use correct terminology to answer the question. However, you do not use appropriate information from the readings to answer the question (partially correct, but still incomplete/not fully answered).
- **Score 3** = you answer the question correctly and completely. You incorporate information from the readings into the answer. You may have looked for the answer outside of the class (on the web, etc.).

You cannot receive credit for not getting your online responses in on-time. There are no make-ups and no excuses allowed for missing the submission deadline. Pay careful attention to the due dates for each chapter!

Example to get you started with Harvest for Hope Questions

Read through the Introduction to Harvest for Hope. Let's say you have been assigned to answer the question: *Why are people going hungry in the world?* Below we've included example responses and how we would score each one.

Score 0 -- Americans eat and eat, so Africans can't get any food so they starve. Big corporations are also poisoning the environment so Africans can't feed themselves or chimpanzees. There's nothing that can be done about this.

Why this question is scored 0: inaccurate information, no examples from text, last statement directly conflicts with information in book, the response does not answer the question being asked

Score 1 -- "Giant multinational corporations" are destroying the environment. Their big trucks knock down trees, and the workers kill animals and sell them in urban areas. There is big profit selling bushmeat in the cities so the environment is continually destroyed. Personally, I think this is a tragedy.

Why this question is scored 1: there is information from the chapter, the response is starting to answer the question but only one part of the entire story, not enough details to answer the question, and what is the "tragedy" - unclear

Score 2 -- The person/people with the most power and control can control the growth and distribution of food. Africa is known as a very poor continent, and the USA and other countries are coming in and taking the power away from the local populations. Because of economic motivations such as the timber industry, the local food sources and environment to grow the food are not available.

Why this question is scored 2: many relevant points are mentioned that has this response on the right track, but it still misses the point as to what the question is asking, the topics are all over the place, not connected and ideas not well developed, no personal opinion or interpretation

Score 3 -- Dr. Goodall introduces us to many ideas and potential sources as to why there are people (and animals) starving in the world. It goes back to who has control of the food sources. She gave the example of female chimpanzees being high-ranking and having a successful reproductive career when they were dominant in the social structure. Foreign timber companies are making food sources in short supply by allowing hunters to use the roads. Soil is washing away from areas of cut trees. Agricultural chemicals are to blame. The good news is that Dr. Goodall believes it is not too late, that "every individual makes a difference" (p. xxiii). She certainly does not begin the book on a happy note. I am very curious to hear her thoughts and ideas on how we can reverse the damage we have done and make a difference, because I really wonder if it is possible to stop the world hunger problem.

Why this question is scored 3: this response is very complete, touches on all points mentioned in the Introduction that directly relate to the question being asked, gives specific examples, includes personal opinion

Harvest for Hope Questions by Chapter

(*Remember that you need to have submitted your answers to all of these questions in ANGEL by 11PM, Monday, August 17.)

Chapter 1: How are human and chimpanzee hunting and feeding behaviors similar? How are they different?

Chapter 2: Dr. Goodall describes her experiences around the world with food. What is Philadelphia's food culture? Where would you take Dr. Goodall, and what would you feed her? Why? Pay careful attention to what she describes in the chapter as her most enjoyable food experiences/locations, and keep in mind what she says about portions on page 16.

Chapter 3: Answer Dr. Goodall's question: "how could we have ever believed that it was a good idea to grow our food with poisons?"

Chapter 4: Are GM crops and foods the solution to ending world hunger? List at least one positive and one negative. What are the impacts of GM crops on the environment? On humans?

Chapter 5: Are the beef and poultry factories necessary? Suggest some changes that could be implemented to make it more humane for the animals but not diminish the food supply.

Chapter 6: Describe the problems with animal waste. Any ideas on how we can reduce the impacts from the volumes of waste?

Chapter 7: When we purchase organic beef and poultry, what does that mean? How were they raised? What's the cost difference between this practice and raising factory farm animals?

Chapter 8: What are the health impacts to fish and humans from aquaculture (modern fish farming)? Do the benefits outweigh the risks? Explain.

Chapter 9: Dr. Goodall states that she takes the opportunity at meal times to explain why she is a vegetarian. Detail how you think she explains this choice. (be sure to read the entire chapter before answering the question!)

Chapter 10: Why isn't grocery store food "fresh?" What do you think we can purchase "fresh" here in the Philadelphia region?

Chapter 11: Explain the difference between shallow and deep organic agricultural practices. If foods were labeled shallow or deep organic, do you think that would impact consumer choices at the grocery store? Explain.

Chapter 12: How can “putting the farmer’s face on the food” save family farms globally? Explain.

Chapter 13: What are the benefits to eating local, seasonal foods? Could you transition to eating seasonal foods only when they are in season? Explain.

Chapter 14: What is the significance of soil in food production? Why does “it all begin and end with soil?”

Chapter 15: Should colleges and universities have Edible Schoolyards? Where should that food go once it is grown? Would you be willing to pay more for lunch on campus if it included organic/sustainable food?

Chapter 16: This chapter touches on “improper nutrition of the struggling poor in the United States.” Are Happy Meals really that seductive, or do you think the economically disadvantaged lack nutritional education?

Chapter 17: Give some examples of who owns water in the world. Should anyone be allowed to “own” water? Explain the pluses and minuses.

Chapter 18: Can Ted Turner and John Ellis create a sustainable Nebraska? Should their efforts be expanded into other states? Is it feasible to do so? Explain.

Chapter 19: How do you think the phrase “think global, act local” applies to the message Dr. Jane Goodall is trying to make in this book?