



## Contemporary Issues in Food Science and Nutrition ~ Alcohol and Society ~

Ohio State [Food Science and Technology](#) ~ Spring Syllabus ~ FD SC&TE 4597.01 ~ class number 16482 ~ Tues-Thurs 9:35AM to 10:55AM 1/8/2018 to 4/23/2018 ~ Parker Food Sci Building 064 Room 118, 2015 Fyffe Road

**Bulletin statement:** The historical, nutritional, medical, social, technical, and economic aspects of the use of beverage and industrial alcohol. *Prereq:* Jr standing. Not open to students with credit for 4597.02. This is a general education cross-disciplinary seminar course.

**Goals and objectives:** The purpose of the capstone experience is to provide thematic upper-division course work drawing on multiple disciplines that enrich students' experiences of the contemporary world. Alcohol use has a profound impact on societies worldwide including economic, social, geopolitical, technological and religious effects. The purpose of this course is to examine the historic and current roles of alcohol on society and to evaluate the positive and negative consequences of alcohol use. The study of alcohol integrates knowledge bases from history, sociology, medicine, economics, business, engineering, chemistry, political science, geography, agriculture and ethics. Readings, lectures, discussions and debates of alcohol related issues will allow the successful student to:

- evaluate the risks and benefits of alcohol to various segments of society.
- identify and assess goals and objectives of pro- and anti-alcohol lobbies.
- understand the processes (historic and current) for making alcohol.
- articulate several alcohol-related issues and policies in a logical and concise manner.
- explore and critically evaluate the ramifications of [alcohol use](#) or abuse.

More on [General Education Goals](#), and on the objectives of a cross-disciplinary seminar.

**Pre-requisite:** GEC contemporary world course. Jr standing. Not open to students with credit for 597.01. GE cross-disciplinary seminar course.

**Taught by** Dr. Ken Lee, Professor and Food Innovation Center Director, 292-7797 or 292-6281 to leave a message or [lee.133@osu.edu](mailto:lee.133@osu.edu) (If you type 4597 as the first word in the subject line it will help get through the spam traps). Hannah [Mehle.2@osu.edu](mailto:Mehle.2@osu.edu) will help us as a Graduate Teaching Assistant for Spring 2018. **Office hours:** Half hour before or after each class or by appointment. I will try to answer email within 24 hours of receipt. Text may work, but communication within Canvas is preferred.

**CANVAS:** You must access this course via <https://osu.instructure.com/courses/11446>. You will gain access after you register. There you will find outlines of each lecture, samples of old exams, assignments, all course material and special instructions. Messages sent via Canvas go to your

@buckeyemail.edu e-mail address only. Email that bounces will not be re-sent, so be sure that your mailbox has space and any forwarding accounts work flawlessly.

### Evaluation and Grading:

#	Grade	%	Color	Comment
1	E	0	Red	<p>Measurement of the mastery of the course material is based on a variety of exercises totaling 300 points. The student is expected to display proficiency in written and oral skills on each assignment. There is no curve. The OSU standard scheme listed at left will automatically assign a final letter grade for the course based on total points.</p> <p>This table is from the instructor's section of the Canvas website, so there is no ambiguity about the grade scale.</p>
2	D	60	Orange	
3	D+	67	Orange	
4	C-	70	Yellow	
5	C	73	Yellow	
6	C+	77	Yellow	
7	B-	80	Green	
8	B	83	Green	
9	B+	87	Green	
10	A-	90	None	
11	A	93	None	

**Attendance is mandatory.** Unexcused absences will result in loss of points. You can earn a total of 300 points as follows:

- Exam 1 60 points
- Exam 2 60 points
- Exam 3 60 points
- Four Debate quizzes (10 points each) 40 points
- Four Debate participation grades (10 points each) 40 points
- Attendance (mandatory) 20 points
- Assignment (to be announced) 20 points
- Extra credit does not exist. On rare occasion special circumstances agreeable to both the instructor and the student may earn points.

**Course format:** Twice weekly classes show a powerpoint file that is later posted on Canvas. Interaction is via in-class discussions and poll everywhere online software. Three or four guest appearances and field trips bring critical perspectives. Four in-class debates reinforce peer learning, where everyone participates and has prior online discussion in Canvas chat forums. Your active participation in all of the above is sought.

**Required reading:** There is no mandatory textbook. Current alcohol related articles from many sources serve as the basis for discussion. Required reading is noted at the beginning of each lecture outline along with supplemental articles that enhance further learning. Students should read the required material before class in order to participate fully in discussions. Material in the assigned reading is included in the exams and quizzes. Students are responsible for searching the literature for information to support their learning and are encouraged to use the internet and to contact various individuals and agencies relevant to debate topics to achieve course objectives.

**Use of electronic devices is encouraged.** Students may record lectures and discussions in class and can download powerpoints from Canvas. Students may not publish these recordings to YouTube or any public social media. You may use your cell phone, laptop PC or Mac for course related material during class and there is good [osuwireless](#) signal in this classroom. Cell phones are helpful for text polls, surveys and voting, but please silent any ringtones. Some students bring devices to in-class debates as a way to organize or find relevant arguments. **No electronic devices** or notes are allowed during exams and quizzes. No communication of any kind is allowed during exams and quizzes.

**Privacy Notice:** Student information collected in this class conforms to the Family Educational Rights and Privacy Act ([FERPA](#)). No student may pick up an exam for any other student. Grades and performance in the class will be available only to the student and the office of grades except as noted in University Guidelines.

**Disabilities services:** If you need an accommodation based on a disability please contact me or the TA to discuss your specific needs. You may also inform the [Office for Disability Services](#) at 614-292-3307 in Room 150 Pomerene Hall, 1760 Neil Avenue for assistance. Students certified by the Office for Disability Services will be appropriately accommodated.

**Support Outside of Class:** The [Collegiate Recovery Community](#) (CRC) supports students who are in or seeking recovery from drug and alcohol addiction. It is a supportive peer community on campus that helps students to have an authentic college experience while maintaining their recovery. The Student Life [Student Wellness Center](#) is located in room 1230 of Lincoln Tower at 1800 Cannon Drive. Email [recovery@osu.edu](mailto:recovery@osu.edu) for more information. If possible a visit from CRC may occur at the end of this semester.

**Responsibilities:** We are all responsible for maintaining the highest standard of ethical and civil behavior. It is the responsibility of the [Committee on Academic Misconduct](#) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

**Alcohol Policy:** You must be aware of the [Ohio State Alcohol Policy](#) that is issued to all entering freshmen. The Interfraternity, Multicultural Greek, National Pan-Hellenic Councils and Panellenic Association [alcohol policy](#) is also a good source. Please confer with Dr. Lee or the TA if you have any objection or cannot visit places that produce and serve alcoholic beverages.

**Prior year evaluations** are shown below. Sample year-end comments *"Too bad we couldn't taste; I liked watching the videos; Lee's sense of humor made it easy to learn, I really did learn alot more than I expected; Reduce the amount of material covered; I liked that we did not have to buy a book."* Your suggestions on how this course may improve are most welcome.

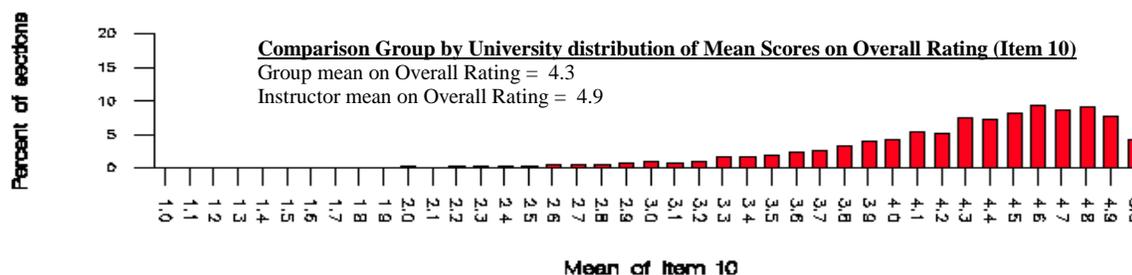
# Student Evaluation of Instruction Report

Response rate: 58.6 % of 29 enrolled Were student ratings for this report collected on the web? Yes Date of Report: 05/10/2016  
Response scale is Likert-type with "5" being high and "1" being low

	N	1	2	3	4	5	N/A
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	17	6 %	6 %	6 %	18 %	65 %	0 %
5. Instructor well prepared	17	0	0	6	18	76	0
9. Communicated subject matter clearly	17	0	0	6	24	71	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	17	0	0	0	12	88	0
6. Instructor interested in helping students	17	0	0	0	12	88	0
8. Created learning atmosphere	17	0	0	6	24	71	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	17	0	0	12	24	65	0
4. Encouraged independent thinking	17	0	0	6	24	71	0
7. Learned greatly from instructor	17	0	0	6	29	65	0
10. Overall rating	17	0	0	0	12	88	0

Over the prior 12 months, 187 instructors and 370 course sections were in your Comparison Group by College, and 4014 instructors and 8922 course sections were in your Comparison Group by University. Across all the courses using SEI since 1994, 42.7% share the characteristics listed below. The Course-Offering Unit is a summary of the SEI data across the prior 12 months in your department. **Your comparison groups have the following qualities:** Class size: 20 to 60. Predominant reason for enrolling in this course was it was required in the major/ minor or it fulfills a General Education requirement.

	This Instructor		Comparison by College		Comparison by University		Course-Offering Unit	
	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev
1. Instructor well organized	4.3	1.2	4.1	0.6	4.2	0.5	4.3	0.5
2. Intellectually stimulating	4.5	0.7	3.9	0.6	4.1	0.5	4.2	0.5
3. Instructor interested in teaching	4.9	0.3	4.3	0.5	4.4	0.5	4.4	0.5
4. Encouraged independent thinking	4.7	0.6	4.2	0.5	4.3	0.5	4.3	0.4
5. Instructor well prepared	4.7	0.6	4.2	0.6	4.3	0.5	4.3	0.5
6. Instructor interested in helping students	4.9	0.3	4.3	0.5	4.4	0.5	4.3	0.5
7. Learned greatly from instructor	4.6	0.6	3.9	0.7	4.1	0.6	4.2	0.5
8. Created learning atmosphere	4.7	0.6	4.0	0.6	4.2	0.5	4.2	0.6
9. Communicated subject matter clearly	4.7	0.6	4.0	0.7	4.1	0.6	4.2	0.6
10. Overall rating	4.9	0.3	4.1	0.7	4.3	0.6	4.3	0.6



Policies and procedures regarding SEI reports are addressed in the SEI handbook. See [www.sei.osu.edu](http://www.sei.osu.edu) for more information.  
Report generated by the Office of the University Registrar. Questions may be e-mailed to [seiadmin@osu.edu](mailto:seiadmin@osu.edu)

*The course website is accessible only through Canvas. This syllabus posted inside Canvas should have the most recent "last revision" date at the bottom of every page. Please read the following debate instructions and ensure you can attend on the specified dates.*

# Alcohol and Society 2018 Debates

**January 25 ~ February 20 ~ March 22 ~ April 10 ~ Mark Your Calendar!**

A goal of a contemporary issues course is to enable you to articulate a position and critically evaluate evidence for it. To help achieve this you will participate in four debates. The class is divided in half, pro and con, each assigned to one side of the argument. While a particular assignment may be opposite to your personal view or opinion about a given topic, you are required to deliver the most effective and logical debate points for your side. You should include scientific, social, economic and cultural arguments. You should draw upon literature, your academic major, experience or expertise to advance your arguments.

## Getting ready for the debate

**Read and understand the debate groupings** in the table below. You are a member of a team (or group) numbered one to six. You have read and write access to your team's discussion (click the Discussions tab within Canvas, you should see PRO or CON but not both). Every team remains the same throughout the semester and you will debate different opposing teams. Your discussion group shares the same side (pro or con, alternating). Help your team formulate the most effective debate strategy and points online. The opposition cannot see your team postings but other teams on the same side as you can view them.

You can chat with other students on the same side of the argument as you, but keep the majority of your postings within your assigned group for grading, as this becomes your participation grade. So teams 1 and 3 can see each other's discussion and teams 2 and 4 can see each other's discussion. Within Canvas it is not possible to make a discussion read-only, so make sure you talk to your teammates.

TEAM #	Six randomly assigned teams of four will debate as follows. Your team does not change.	Debate One		Debate Two		Debate Three		Debate Four	
		pro	con	Pro	Con	pro	con	pro	con
1	GB MD NM GR	1	2	4	1	3	1	2	1
2	SB KF GK MS	1	2	2	3	4	2	2	1
3	GE DF CM CP	3	4	2	3	3	1	4	3
4	WDKP ES JW	3	4	4	1	4	2	4	3
5	Not used in 2018								
6									

In the above pairings, each row (teams 1 through 4) represents one debate involving eight students. So just read across the row to find your assignment. Example: If your initials GB you are in team 1, your first debate is against team 2, second against team 4, third against team 3, and fourth against team 2. You encounter different students and take different sides throughout the semester and benefit from diverse opinions.

Each member is responsible for gathering facts to support a group position. A good debater also understands the arguments the opposition is likely to raise and has counter-arguments prepared. Group members should collaborate on a strategy before the debate day. Each person must contribute to the

online discussion for your assigned group. I and the TA's will see who participates and I will read your posts. The quality of contributions is part of the assessment for grades. Quiz questions originate from points raised in the online discussions.

Members on each side of an argument should function as a team so each member does not argue the same points. For example if there are three team members, agree on three or more main arguments supporting your position. This strategy obviously requires you collaborate ahead of the debate.

### *For the first debate*

Arrive promptly. Come to the classroom in 118 Parker if you do not know where to go. All debate groups will argue simultaneously in class on the day of the debate. There will be three simultaneous debates with no audience, every student will be on an active debate team. We will use an additional room if possible to make this less noisy and more comfortable. At **9:30 AM** you should be at these locations:

<i>pro</i>	<i>Student Team Initials</i>	<i>con</i>	<i>Student Team Initials</i>	<i>Total Students*</i>	<i>Location</i>
1	GB MD NM GR	3	GE DF CM CP	8	Classroom 118
				0	Classroom 118
2	SB KF GK MS	4	WDKP ES JW	8	Conference room 120

\*All debates have tentatively 8 total students assigned pending any adds or drops.

### *Debate timing*

Each team member will have up to three minutes for an opening argument. When time is signaled, the next debater on the opposite side of the question will have three minutes. Everyone on the team must take a turn debating his or her assigned position. At the end of the first round, a second follow-up round of 2 minutes each will occur. It is important to design your presentation strategy so that you make your case concisely and effectively. You should include as many facts as necessary to support your arguments. You should also be prepared to point out parts of your opponent's arguments that are weak or unsubstantiated in the follow-up round. Pick one person to orally summarize the points or outcome of your group's debate, then return to room 118.

All debate groups argue simultaneously. To give everyone equal time we follow this schedule. This may seem quite proscriptive, but this level of detail is needed to make the best use of everyone's time and leave no ambiguity about debate format. We may relax the format in future debates if we get it right the first time.

Design your 4 minute argument so that you make your case concisely and effectively.

- 4 minutes: Pro team member 1 argument
- 4 minutes: Anti team member 1
- 4 minutes: Pro team member 2
- 4 minutes: Anti team member 2
- 4 minutes: Pro team member 3
- 4 minutes: Anti team member 3

Use your 2 minute rebuttal to point out weak or unsubstantiated arguments by your opponents.

- 2 minutes: Pro team member 1 rebuttal
- 2 minutes: Anti team member 1 rebuttal

- 2 minutes: Pro team member 2 rebuttal
- 2 minutes: Anti team member 2 rebuttal
- 2 minutes: Pro team member 3 rebuttal
- 2 minutes: Anti team member 3 rebuttal
- 3 minutes: Pick a PRO and a CON spokesperson from your side. Agree upon major arguments for each to report to the class. Then...

EVERYONE RETURNS TO CLASSROOM 118 PARKER

- Your group provides a summary of the conversation and whether or not a consensus was reached.
- **25 minutes: Closed book quiz on this debate topic.**

### *The day of debate quiz*

You will get a quiz about the debate topic. The debate and quiz is worth 20 points for a total of 80 points for the quarter. Since this is interactive and participatory, it is not possible to make-up a missed class debate. Ergo, if you miss a debates you lose 20 points. An absence also is unfair to your teammates. Mark your calendar now to ensure you do not miss a debate.

The quiz is on the debate topic and related alcohol subjects. Anything discussed on-line and any reading material suggested for debate preparation is the basis for quiz questions. Since you can only see half of the on-line discussion (either PRO or CON), I will formulate different sets of questions for PRO and for CON and you will only be required to answer your side of the argument on the quiz.

**Please note these debate times on your calendar and do not miss it:**

**January 25 ~ February 20 ~ March 22 ~ April 10 (2018).**

Debate 1	January 25	<i>Debate 1 and quiz about this topic: <b>The legal drinking age should be lower than 21.</b></i> PRO: Argue <a href="#">in favor</a> of an age less than age 21. CON: Argue the current national age 21 drinking age should <a href="#">remain in effect</a> .
Debate 2	Feb 20	<i>Debate 2 and quiz:</i> <b>Is alcoholism a disease or is it a lifestyle choice?</b> PRO: argue alcoholism is a disease. CON: argue alcoholism is a lifestyle choice.
Debate 3	March 22	<i>Debate 3 and quiz: <b>Marijuana and alcohol should have identical legal and regulatory status.</b></i> PRO: Legalize weed under the same conditions that now exist for alcohol. CON: Weed should not be regulated under the same conditions that apply to alcohol.
Debate 4	April 10	<i>Debate 4 and quiz about this topic: <b>Class picks this topic.</b></i> This debate topic is by class consensus with a vote after March 22.

*If you have an irreconcilable team conflict please let me know. It may be possible to switch places with another if that kind soul is agreeable. If you have a team member who is a chronic non-contributor, [please let me know](#). I will discuss it with the non-contributor as it will affect the individual's grade.*

The following course calendar will be revised as the semester progresses.

## Spring 2018 Class Calendar ~ FST 4597.01 ~ Alcohol & Society

<b>ColorKey:</b>	<b>Debate &amp; quiz</b>	<b>Guests</b>	<b>Exams</b>	<b>Field trip</b>	<b>No Class</b>
Date:	#	<b>9:35AM - As content is continually updated this schedule will change.</b>			
Tuesday January 9, 2018	1	<b>Welcome to Alcohol and Society! Pictures!</b> <ul style="list-style-type: none"> <li>Review the syllabus, debate format and course calendar.</li> <li>Discuss course policies, goals and expectations.</li> <li>What do you want to learn about alcohol? Define terms.</li> <li>Explore brief history of alcohol use.</li> <li>Outline the values and costs to society of alcohol use.</li> <li>Meet your debate team.</li> </ul>			
Thursday Jan 11	2	<b>Exploring Alcohol</b> <ul style="list-style-type: none"> <li>Beverage and non-beverage alcohol.</li> <li>Special report on female binge drinking.</li> <li>Explore brief history of alcohol use.</li> <li>Wine origins and AVA (American Viticulture Areas).</li> <li>Starting with grapes.</li> <li>Outline the values and costs to society of alcohol use.</li> </ul>			
Tuesday Jan 16	3	<b>Historical Aspects of Alcohol</b> <ul style="list-style-type: none"> <li>What is the embroglio about mixing caffeine and alcohol?</li> <li>Understand the history of alcohol production: beer, spirits and wine.</li> <li>Evaluate role of alcohol on trade and economics.</li> <li>Know why proof, regulation, taxation and local control are important.</li> <li>Early attitudes about wine.</li> </ul>			
Thursday Jan 18	4	<b>Alcohol in war. Demographics of alcohol use or abuse</b> <ul style="list-style-type: none"> <li>Alcohol in warfare and historical attitudes about alcohol</li> <li>The Whiskey Rebellion</li> <li>Spirit, wine and beer production trends</li> <li>Global and domestic drinking patterns</li> <li>How to determine America's drunkest cities</li> <li>Characteristics of drinkers</li> </ul>			
Tuesday Jan 23	5	<b>Demographics and alcohol metabolism.</b> <ul style="list-style-type: none"> <li>Collegiate sports and drinking</li> <li>Underage drinking</li> <li>Debate primer on 21.</li> <li>Drinking among college students.</li> <li>Ethanol as food. Digestion and metabolism. Ethanol as a drug.</li> </ul>			
Thursday Jan 25	6	<i>Debate 1 and quiz about this topic: <b>The legal drinking age should be lowered.</b></i> PRO: Argue <a href="#">in favor</a> of an age less than 21. CON: Argue the current national 21 drinking age should <a href="#">remain in effect</a> .			
Tuesday Jan 30	7	<b>Acute and Chronic Effects on Human Health</b> <ul style="list-style-type: none"> <li>BAC = Blood Alcohol Levels, how much is too much?</li> <li>Acute (short term) toxic effects.</li> <li>Hangovers and remedies, dehydration, hypothermia.</li> <li>Acute versus chronic (long term) effects.</li> </ul>			

Thurs Feb 1 Groundhog	8	Exam 1, closed book, covers all material from sessions 1 to 7 inclusive
Tuesday Feb 6	9	<b>Alcoholism</b> , a first person account ( <i>Tom</i> ). A guest perspective from alcoholics anonymous. Etiology of the disease and the twelve step program.
Thursday Feb 8	10	<b>Chronic Health Effects of Alcohol</b> <ul style="list-style-type: none"> <li>• Studies related to cardiovascular disease and cancer– the J shaped curve</li> <li>• Types of scientific evidence</li> <li>• Major and minor causes of death in the USA</li> <li>• Mechanisms of effect</li> <li>• ALD, liver cirrhosis, fetal alcohol syndrome</li> <li>• Cancer and brain development</li> </ul>
Tuesday Feb 13	11	<b>Chronic Effects and Problem Drinking</b> <ul style="list-style-type: none"> <li>• Alcohol and the brain; marijuana effects.</li> <li>• Impact of alcohol on long term human health.</li> <li>• Problem drinking and problem drinkers.</li> <li>• Alcohol poisoning</li> <li>• Understanding the genetic component.</li> <li>• The three stages of treatment for alcoholism.</li> </ul>
Thursday Feb 15	12	<b>Treatment Programs</b> <ul style="list-style-type: none"> <li>• Detoxification / medical treatment / change behavior</li> <li>• Outline intervention programs</li> <li>• Drug treatments; Social therapies and support groups;</li> <li>• Alcoholics Anonymous; Family support (Al-anon)</li> <li>• WFS, SOS, RR, MM</li> </ul>
Tuesday Feb 20	13	<i>Debate 2 and quiz: Is alcoholism a disease or is it a lifestyle choice?</i> PRO: It is a disease. CON: It is a lifestyle choice.
Thursday Feb 22	14	<b>Thinking of Drinking at Ohio State</b> Public safety; Beer goggles with OSU Police ( <i>Officer Joanna Shaul.19</i> ). Dealing with alcohol issues on campus.
Tuesday Feb 27	15	<b>Abuse Addiction and Alcoholism</b> <ul style="list-style-type: none"> <li>• Examine meaning of various forms of alcohol use, <i>such as alcohol abuse, dependence or addiction.</i></li> <li>• Describe criteria for establishing alcohol abuse.</li> <li>• Examine the causes of alcoholism.</li> </ul>
Thursday March 1*	16	<b>Addiction and Recovery with Ahmed Hasni.2</b> <ul style="list-style-type: none"> <li>• Substance use disorder continuum</li> <li>• Pathways to recovery</li> <li>• Collegiate recovery programs</li> <li>• Peer to peer support and Penn Place</li> <li>• Graduation, retention and wellness</li> </ul>
Tuesday March 6	17	<b>Regulation at the local, state and federal levels</b> <ul style="list-style-type: none"> <li>• Examine the causes of alcoholism.</li> <li>• Laws overseeing the making of beer, wine and spirits.</li> <li>• Explore the reasoning for local control.</li> <li>• Examine Driving Under the Influence = DUI = DWI</li> </ul>

March 8	18	Exam 2 covering all material since exam 1. Includes debates & guests.
March 12-16		<b>Spring Break:</b> No classes. Please drink in moderation.
Tuesday March 20	19	<b>Prohibition.</b> <ul style="list-style-type: none"> <li>Describe temperance movements throughout history.</li> <li>Examine societal conditions leading to the 18th Amendment.</li> <li>Examine societal conditions leading to the 21st Amendment.</li> <li>Contrast neo-prohibition with earlier movements.</li> </ul>
Thursday March 22	20	<i>Debate 3 and quiz:</i> <b>Marijuana and alcohol should have identical legal and regulatory status.</b> PRO: Legalize weed under the same conditions that now exist for alcohol. CON: Weed should remain illegal, different from alcohol regulation.
Tuesday March 27	21	<b>Fermenting Wine.</b> <ul style="list-style-type: none"> <li>Discuss the origin and historical importance of wine making.</li> <li>Examine grape varieties and resulting wine.</li> <li>Outline the steps in wine making.</li> <li>Discuss particular wine types.</li> <li>Analyze patterns of wine consumption.</li> </ul>
Thursday March 29	22	<ul style="list-style-type: none"> <li><b>Wolfs Ridge Brewing Company,</b> Columbus (Jess Hummel, Alan Szuter) <a href="http://www.wolfsridgebrewing.com/">http://www.wolfsridgebrewing.com/</a> 4th Street, Columbus, Ohio 43215 (614) 429-3936   <a href="mailto:Info@Wolfsridgebrewing.Com">Info@Wolfsridgebrewing.Com</a> Jess 513.708.1344</li> </ul>
Tuesday April 3	23	<b>The Invention and Domestication of Beer</b> <ul style="list-style-type: none"> <li>Putting the finish on wine.</li> <li>The invention of palcohol.</li> <li>The history and evolution of beer</li> <li>Beer with defined ingredients. Ale and Lager. Reinheitsgebot. Hops.</li> </ul>
Thursday April 5	24	<b>Brewing Science and Brewing Business</b> <ul style="list-style-type: none"> <li>Recap of the Middle West Spirits field trip</li> <li>Review the four key beer ingredients.</li> <li>A look at regulation and the 3 tier system.</li> <li>Explore the technology of beer making.</li> <li>Brands and craft brewing.</li> </ul>
Tuesday April 10	25	<i>Debate 4 and quiz about this topic:</i> <b>Class picks the issue.</b>
Thursday April 12	26	<b>A Spirited Discussion: Distillation!</b> <ul style="list-style-type: none"> <li>Discuss origin and historical impact of distilled spirits.</li> <li>How is it made?</li> <li>What are the various types of spirits?</li> </ul>
Tuesday April 17	27	<b>Middle West Spirits:</b> Field trip bus leaves at 11:10am or go directly to 1230 Courtland Ave, Columbus 43201 / 614.299.2460 323.2655 Five of the world's most high-tech distilleries <a href="http://www.middlewestspirits.com">www.middlewestspirits.com</a>
April 19	28	Exam 3, in class, closed book, all material from 19 to 27 inclusive.
May 6		<i>Spring Commencement.</i> Congratulations on a remarkable accomplishment.