

Syllabus

# FDSCTE 4597.01-0010 (33346): Alcohol and Society

## Autumn 2019

**Meeting Dates and Location:** Tues, Thurs 11:30 AM to 12:50 PM; 08/20/2019 - 12/03/2019  
Parker Food Science Building 064 Room 118, 2015 Fyffe Road

**Instructor:** Dr. Matthias Klein, [klein.663@osu.edu](mailto:klein.663@osu.edu), 614 688-1851,  
Office: 313 Parker Food Science and Technology, Office hours: By appointment  
Graduate Teaching Assistant: Courtney [Littlefield.15@buckeyemail.osu.edu](mailto:Littlefield.15@buckeyemail.osu.edu)

**Credit hours:**

**Pace of online activities:** This course is divided into modules. 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 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Prerequisites:** Jr standing. Not open to students with credit for 4597.02.

**Course description:** The historical, nutritional, medical, social, technical, and economic aspects of the use of beverage and industrial alcohol. 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.

**Goals.** 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.

## General Education Goals

This course is a cross-disciplinary seminar. **Goals** are that students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors. Expected **Learning Outcomes** are:

- Students understand the benefits and limitations of different disciplinary perspectives.
- Students understand the benefits of synthesizing multiple disciplinary perspectives.
- Students synthesize and apply knowledge from diverse disciplines to a topic of interest

**CARMEN:** You must access this course via Carmen Canvas at [carmen.osu.edu](http://carmen.osu.edu). You will gain access after you register. Messages sent via Canvas go to your [@buckeyemail.osu.edu](mailto:@buckeyemail.osu.edu) e-mail address only. Email that bounces will not be re-sent, so be sure that your mailbox has space and ensure any forwarding accounts work.

## Evaluation and Grading:

#	Grade	%	Color	Comment
1	E	0	Red	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. This table is from the Canvas website, so there is no ambiguity about the grade scale.  <b>Attendance is mandatory</b> where unexcused absences will cause a loss of points.
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	

You can earn a total of 300 points as follows:

- |                                        |           |                             |
|----------------------------------------|-----------|-----------------------------|
| • Exam 1 see course calendar for dates | 60 points | mostly multiple choice      |
| • Exam 2                               | 60 points | ^ ^ ^                       |
| • Exam 3                               | 60 points | ^ ^ ^                       |
| • Four Debate quizzes                  | 40 points | short answer, other formats |
| • Four Debate participation grades     | 40 points | online Carmen discussion    |
| • Attendance                           | 20 points |                             |
| • Assignment (to be announced)         | 10 points | debate topic                |
| • Extra credit or bonus points         | 10 points | your exam queries & ideas   |

**Course format:** Twice weekly classes with powerpoint slides. Interaction is via in-class paired-share discussions. Guest appearances and field trips bring fresh perspectives. Four in-class debates reinforce peer learning, where everyone debates there is no audience. Debate

preparation via online discussion in Canvas chat forums is required. You will write your own test questions. With active participation in all of the above you will pass this course.

**Required reading:** There is no 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 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 social media. You may use your cell phone, tablet, laptop PC or Mac during class and there is a good [osuwireless](#) signal in this classroom. Devices are helpful for polls, surveys and voting, but please silent any ringtones. Some students bring devices to inclass 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:** 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 each individual student except as noted in University Guidelines.

**Disability Services:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**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. We may have a guest appearance from CRC.

**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 Panhellenic Association [alcohol policy](#) is also a good source. Please confer with Dr. Klein or the Teaching Assistant if you have any objection or cannot visit places that produce and serve alcoholic beverages.

**Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

**Active shooter procedures:**

*Run* - Have an escape route and plan in mind; Leave your belongings behind; Keep your hands visible

*Hide* - Your second option should be to hide; Do not huddle together because it makes one easy target; Lock and barricade doors and shut off lights

*Fight* - Fighting is a last resort to be used only when your life is in imminent danger; Attempt to incapacitate the active shooter; Find an object to use as a weapon such as a fire extinguisher or chair

The phrase Run Hide Fight® is a registered trademark of the City of Houston.

**Your course evaluation** is important. Suggestions on how this course may improve are sought and feedback prompts are in each exam. Annual SEI is used for improvement and instructor evaluation.

## Alcohol and Society Debates

**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. There is no audience, everyone is engaged in a debate on the topic on these days.

### *Getting ready for the debate*

Your discussion group shares the same side (pro or con, alternating). Help your team formulate the most effective debate strategy and points.

You must chat and formulate arguments with other students on the same side online. This is a primary basis for your participation grade.

Each member of each team 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. PRO side and CON side members should collaborate on a strategy before the debate day. Each person must contribute to the discussion for your assigned side. The quality of contribution is part of the grade. Quiz questions may also 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 four team members, agree on four or more main arguments supporting your position. This obviously requires you collaborate ahead of the debate.

### *For the first debate*

All debate groups will argue simultaneously in class on the day of the debate. There will be two simultaneous debates with no audience, every student will be on an active debate team.

### *Debate timing*

Each team member will state a three minute 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 their 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 listen carefully to point out your opponent's arguments that are questionable in the follow-up round. Pick a person to share the main points of your group's debate, then return to the classroom.

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

Design your 3 minute argument so that you make your case concisely and effectively.

- 3 minutes: Pro team member 1 argument
- 3 minutes: Con team member 1 argument

- 3 minutes: Pro team member 2 argument
- 3 minutes: Con team member 2 argument
- 3 minutes: Pro team member 3 argument
- 3 minutes: Con team member 3 argument

Use your 2 minute rebuttal to question arguments by your opponents or raise new points.

- 2 minutes: Pro team member 1 rebuttal
- 2 minutes: Con team member 1 rebuttal
- 2 minutes: Pro team member 2 rebuttal
- 2 minutes: Con team member 2 rebuttal
- 2 minutes: Pro team member 3 rebuttal
- 2 minutes: Con team member 3 rebuttal

5 minutes: Pick a PRO and a CON spokesperson from your side. Agree upon major arguments for each to report to the class. Then...

- 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. Since this is interactive and participatory, it is not possible to make-up a missed class debate. Please 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 may have different questions for PRO and for CON and you will only be required to answer your side of the argument.

Debate 1	<i>Debate 1 and quiz about this topic: <b>The legal drinking age should be lower than 21.</b> PRO: Argue <u>in favor</u> of an age less than age 21. CON: Argue the current national age 21 drinking age should <u>remain in effect</u>.</i>
Debate 2	<i>Debate 2 and quiz: <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.</i>
Debate 3	<i>Debate 3 and quiz: <b>To be determined.</b></i>
Debate 4	<i>Debate 4 and quiz about this topic: <b>Class picks this topic.</b> This debate topic is by class consensus.</i>

***If you have an irreconcilable team conflict please let me know. It may be possible to switch places with another. If you have a team member who is a chronic noncontributor, please let me know. I will discuss it with the non-contributor as it will affect the individual's grade.***

### **Local Field Trips:**

Students provided high ratings for prior year visits to Middle West Spirits and to Wolfs Ridge local brewery. This is now being planned for this current semester. We learn about alcohol production. Please let me know if you do not wish to be in an alcohol consuming environment. These trips are optional for anyone who does not wish alcohol exposure.

This calendar will be revised as the semester progresses.

## AU 2019 Class Calendar ~ FST 4597.01 ~ Alcohol & Society

Date:	<i>As content is continually updated this schedule will change.</i>
08/20/19	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Syllabus, debate format, course calendar, 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>• Meet your debate team. Writing exam questions.</li> <li>• Beverage and non-beverage alcohol.</li> </ul>
08/22/19	<p><b>Historical Aspects of Alcohol</b></p> <ul style="list-style-type: none"> <li>• Explore brief history of alcohol use.</li> </ul>
08/27/19	<ul style="list-style-type: none"> <li>• Wine origins and AVA (American Viticulture Areas).</li> <li>• Mixing caffeine and alcohol</li> <li>• Understand the history of alcohol production: beer, spirits and wine.</li> </ul>
08/29/19	<ul style="list-style-type: none"> <li>• Evaluate role of alcohol on trade and economics.</li> <li>• Know why proof, regulation, taxation and local control are important.</li> <li>• Alcohol in warfare and historical attitudes. The Whiskey Rebellion</li> <li>• Spirit, wine and beer production trends</li> <li>• Global and domestic drinking patterns</li> </ul>
09/03/19	<p><b>Demographics and alcohol metabolism.</b></p> <ul style="list-style-type: none"> <li>• Collegiate sports and drinking</li> <li>• Underage drinking and debate primer on 21.</li> <li>• Drinking among college students.</li> <li>• Ethanol as food. Digestion and metabolism. Ethanol as a drug.</li> </ul>
09/05/19	<p><b>Debate 1 and quiz about this topic:</b> The legal drinking age should be lowered.          PRO: Argue in favor of an age less than 21. CON: Argue the current national 21 drinking age should remain in effect.</p>
09/10/19	<p><b>Acute and Chronic Effects on Human Health</b></p> <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>
09/12/19	<b>Exam 1</b> , closed book, covers all material so far
09/17/19	<b>Guest talk</b>

09/19/19	<p><b>Chronic Health Effects of Alcohol</b></p> <ul style="list-style-type: none"> <li>• Studies related to cardiovascular disease and cancer</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>
09/24/19	<p><b>Chronic Effects and Problem Drinking</b></p> <ul style="list-style-type: none"> <li>• Alcohol and the brain</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>
09/26/19	<p><b>Treatment Programs</b></p> <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) WFS, SOS, RR, MM</li> </ul>
10/01/19	<p><b>Debate 2 and quiz: Is alcoholism a disease or is it a lifestyle choice?</b> PRO: It is a disease. CON: It is a lifestyle choice.</p>
10/03/19	<p><b>Guest talk</b></p>
10/08/19	<p><b>Abuse Addiction and Alcoholism</b></p> <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>
10/15/19	<p><b>Addiction and Recovery</b></p> <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>
10/17/19	<p><b>Regulation at the local, state and federal levels</b></p> <ul style="list-style-type: none"> <li>• Examine the causes of alcoholism.</li> <li>• Laws overseeing the making of beer, wine and spirits.</li> </ul>
10/22/19	<p><b>Regulation at the local, state and federal levels</b></p> <ul style="list-style-type: none"> <li>• Explore the reasoning for local control.</li> <li>• Examine Driving Under the Influence = DUI = DWI</li> <li>• The onset of prohibition in Ohio.</li> </ul>
10/24/19	<p><b>Exam 2</b> covering all material since exam 1. Includes debates &amp; guests</p>
10/29/19	<p><b>Prohibition.</b></p> <ul style="list-style-type: none"> <li>• Describe temperance movements throughout history.</li> <li>• Examine societal conditions leading to the 18th Amendment.</li> </ul>



	<ul style="list-style-type: none"> <li>• Examine societal conditions leading to the 21st Amendment.</li> <li>• Contrast neo-prohibition with earlier movements.</li> </ul>
10/31/19	<b>Debate 3 and quiz: To be determined</b>
11/05/19	<b>Fermenting Wine.</b> <ul style="list-style-type: none"> <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> <li>• Putting the finish on wine.</li> </ul>
11/07/19	<b>Field trip</b> (placeholder, date has yet to be set)
11/12/19	<b>Brewing Science and Brewing Business</b> <ul style="list-style-type: none"> <li>• The history and evolution of beer</li> <li>• Beer with defined ingredients. Ale and Lager. Reinheitsgebot. Hops.</li> </ul>
11/14/19	<ul style="list-style-type: none"> <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>
11/19/19	<b>Debate 4 and quiz about this topic:</b> Class picks the issue.
11/21/19	<b>A Spirited Discussion: Distillation!</b> <ul style="list-style-type: none"> <li>• Discuss origin and historical impact of distilled spirits.</li> </ul>
11/26/19	<b>Distilled spirits</b> <ul style="list-style-type: none"> <li>• How are they made?</li> <li>• What are the various types of spirits?</li> </ul>
12/03/19	<b>Exam 3</b> , in class, closed book, all material since last exam

**Options for field trip:**

**Wolfs Ridge Brewing Company**, Columbus <http://www.wolfsridgebrewing.com/> 4th Street, Columbus, Ohio 43215 [Info@Wolfsridgebrewing.Com](mailto:Info@Wolfsridgebrewing.Com)

**Middle West Spirits** 1230 Courtland Ave, Columbus 43201 / 614.299.2460 323.2655  
[www.middlewestspirits.com](http://www.middlewestspirits.com)