



Contemporary Issues in Food Science and Nutrition ~ Alcohol and Society ~ Spring 2020 ~

Ohio State [Food Science and Technology](#) ~ Spring Syllabus ~ FDSCTE 4597.01 ~ class number [30409](#) ~ Tues-Thurs 9:35AM to 10:55AM 1/6/2020 to 4/20/2020 ~ Parker Food Sci [Building 064](#) Room 118, 2015 Fyffe Road, 43210-1007

Bulletin: The historical, nutritional, medical, social, technical, and economic aspects of the use of beverage and industrial alcohol. *Prereq:* Jr standing. This is a general education cross-disciplinary seminar course. Ignore the silly “not open to 597” statement.

Why take this class? This instructor gets outstanding reviews from students, with a perfect 5.0 SEI in two of the three most recent years (results on p4). Dr. Ken Lee is an interesting teacher who engages students with humor and creative interactions. Four in-class debate topics involve the entire class, with several compelling special lectures such as the campus canine officer with a bomb-sniffing dog, a field trip to a local craft brewery and another to a high tech distillery. Don't confuse this Spring 4597 class with the Fall 4597 on the same topic taught for the first time by a new faculty member, Matthias Klein. This spring course has improved every year over its 18 year evolution, featuring a library of 64 curated YouTube videos, some private and not streaming anywhere. All content is available to each student with a carmen page for every class. The in-class Power-points are free for download and online discussions connect you with classmates sharing debate topics. The use and abuse of alcohol is covered without being preachy, and the production and consumption is covered to inspire the next generation of brewers, sommeliers or distillers.

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. This bulletin statement: “Not open to students with credit for 597.01” is misleading and I am trying to get it removed.

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 (If you type 4597 as the first word in the subject line it will help get through the spam traps). Amy Andes.34@osu.edu will help us as a Graduate Teaching Assistant for Spring 2020. **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 best.

CARMEN: You must access this course via <https://osu.instructure.com/courses/30409>. 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 from the instructor go to your @buckeyemail.edu e-mail address. Email that bounces will not be re-sent, so be sure that your mailbox has space and ensure forwarding accounts work.

Evaluation and Grading:

#	Grade	%	Color	Comment
1	E	0	Red	
2	D	60	Orange	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.
3	D+	67	Orange	
4	C-	70	Yellow	
5	C	73	Yellow	
6	C+	77	Yellow	Each exam is mostly multiple choice format. If the majority of the class gets a question wrong, I assume it was a bad question and it is thrown out. Quizzes are sometimes short answer or other formats. Online debate participation is required and earns 40 points.
7	B-	80	Green	
8	B	83	Green	
9	B+	87	Green	Attendance is mandatory and unexcused absences will cause a loss of points.
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 (12 points each) | 40 points | short answer, other formats |
| • Four Debate participation grades (12 pts each) | 40 points | online Carmen discussion |
| • Attendance (mandatory) | 20 points | Top Hat poll |
| • 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 and video clips that are posted on Canvas. I upload these ahead of each class. Interaction is via in-class paired-share discussions

and Top Hat online software. Three or four 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. New this year 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 slides. Students may not publish these recordings to YouTube or any public 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 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: 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. **Your photograph** is sought on the first class day so I can learn more about you. This year I seek group photos of events such as the field trips, guest lectures and debates. Please let me or Amy know if you do not wish to appear in any photographs.

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 for more information. We may have a guest lecture from CRC.

Responsibilities: We are all responsible for maintaining 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. Lee or the TA if you have any objection or cannot visit places that produce and serve alcoholic beverages.

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. I believe all SEI should be public and my historical summary is pasted here.



SEI Historical Report for Ken Lee

Mean Score for Question 10: Overall, I would rate this instructor as

Term	Subject	Course	Class	Responses	Mean	SD
Overall				120	4.78	0.47
SU 09	FDSCTE	597.01	21146	21	4.57	0.60
SP 11	FDSCTE	597.01	28393	16	4.63	0.50
SP 12	FDSCTE	597.01	24804	12	4.58	0.51
SP 13	FDSCTE	4597.01	12328	26	4.62	0.50
SP 15	FDSCTE	4597.01	29111	17	4.94	0.24
SP 16	FDSCTE	4597.01	29898	17	4.88	0.33
SP 17	FDSCTE	4597.01	29660	7	5.00	0.00
SP 18	FDSCTE	4597.01	16482	4	5.00	0.00

Most Recent Comments (spring 19)

Comments
Great class and great teacher. I was always excited to go to this class and learn about alcohol.
One of the most engaging, challenging, and informative courses I have taken so far. The instructor is not just a subject matter expert, but he genuinely likes to teach and creates a great learning environment. Would recommend this course to anyone.
Great class. I loved the debates. There was alot of content given in class but was very understandable.

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 2019 Debates

January 24 ~ February 19 ~ March 21 ~ April 9 ~ 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. There is no audience, everyone is engaged in a debate on the topic on these days.

Getting ready for the debate

Understand the debate groups in the table. You are a member of a team with access to your team's discussion (click the Discussions tab within Canvas, you should see only 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 opposing team cannot see your team discussion.

You must chat and formulate arguments with other students on the same side online. This is a primary basis for your participation grade. Make sure you talk to your teammates the “debate participation grade” totals 40 points as shown on page 2.

TEAM	Four randomly assigned teams of four students will debate as follows. Your team does not change.	Jan 24		Feb 19		March 21		April 9	
		pro	con	Pro	Con	pro	con	pro	con
#	Your first name								
1	<i>Names will appear here once the spring</i>	1	2	4	1	1	3	2	1
2	<i>roster is known. This is your debate team</i>	1	2	2	3	4	2	2	1
3	<i>That will engage different students and</i>	3	4	2	3	3	1	4	3
4	<i>Different views throughout the semester.</i>	3	4	4	1	2	4	4	3

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: Team 1 is [xx] so they are PRO on January 24 against team 2 who is CON [xx]. Next time, team 1 is CON and debates team 4 who is PRO on February 19. You encounter different students and take different sides throughout the semester to benefit from diverse opinions.

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 online discussion for your assigned side. We will see who participates and we will read your posts. 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

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 two 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>team</i>	<i>PRO Student Teams</i>	<i>team</i>	<i>CON Student Teams</i>	<i>#*</i>	<i>Location</i>
1	X	2	x	8	Class 118
3	X	4	x	8	Conf 120

*Tentative assignment 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 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 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 semester. Since this is interactive and participatory, it is not possible to make-up a missed class debate. Ergo, if you completely opt-out of a debate you lose 20 points. An absence 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 may have different questions for PRO and for CON and you will only be required to answer your side of the argument.

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

January 24 ~ February 19 ~ March 21 ~ April 9 (2019).

Debate 1	January 24	<i>Debate 1 and quiz about this topic: The legal drinking age should be lower than 21. PRO: Argue in favor of an age less than age 21. CON: Argue the current national age 21 drinking age should remain in effect.</i>
Debate 2	Feb 19	<i>Debate 2 and quiz: Is alcoholism a disease or is it a lifestyle choice? PRO: argue alcoholism is a disease. CON: argue alcoholism is a lifestyle choice.</i>
Debate 3	March 21	<i>Debate 3 and quiz: Marijuana and alcohol should have identical legal and regulatory status. PRO: Legalize recreational weed under the same conditions that now exist for alcohol. CON: Weed should not be regulated under the same conditions that apply to alcohol.</i>
Debate 4	April 9	<i>Debate 4 and quiz about this topic: Class picks this topic. 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 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.

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.

Class topics will change as this is an early syllabus, but the dates and times are set.

Spring 2020 Class Calendar ~ FST 4597.01 ~ Alcohol & Society

ColorKey:		Debate & quiz	Guests	Exams	Field trip	No Class
Date:	#	9:35AM - As content is continually updated this schedule will change.				
Tuesday January 7, 2020	1	Welcome to Alcohol and Society! Introductions, pictures! <ul style="list-style-type: none"> Syllabus, debate format, course calendar, policies, goals and expectations. What do you want to learn about alcohol? Define terms. Explore brief history of alcohol use. Outline the values and costs to society of alcohol use. Meet your debate team. Writing exam questions. 				
Thursday Jan 9	2	Exploring Alcohol <ul style="list-style-type: none"> Beverage and non-beverage alcohol. Special report on female binge drinking. Explore brief history of alcohol use. Wine origins and AVA (American Viticulture Areas). Starting with grapes. Outline the values and costs to society of alcohol use. 				
Tuesday Jan 14	3	Historical Aspects of Alcohol <ul style="list-style-type: none"> What is the embroglio about mixing caffeine and alcohol? Understand the history of alcohol production: beer, spirits and wine. Evaluate role of alcohol on trade and economics. Know why proof, regulation, taxation and local control are important. Early attitudes about wine. 				
Thursday Jan 16	4	Alcohol in war. Demographics of alcohol use or abuse <ul style="list-style-type: none"> Alcohol in warfare and historical attitudes. The Whiskey Rebellion Spirit, wine and beer production trends Global and domestic drinking patterns How to determine America's drunkest cities Characteristics of drinkers 				
Tuesday Jan 21	5	Demographics and alcohol metabolism. <ul style="list-style-type: none"> Collegiate sports and drinking Underage drinking and debate primer on 21. Drinking among college students. Ethanol as food. Digestion and metabolism. Ethanol as a drug. 				
Thursday Jan 23	6	<i>Debate 1 and quiz about this topic: 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.</i>				
Tuesday Jan 28	7	Acute and Chronic Effects on Human Health <ul style="list-style-type: none"> BAC = Blood Alcohol Levels, how much is too much? Acute (short term) toxic effects. Hangovers and remedies, dehydration, hypothermia. Acute versus chronic (long term) effects. 				
Thurs Jan 30	8	Exam 1, closed book, covers all material from sessions 1 to 7 inclusive				
Tuesday Feb 4	9	Alcoholism , a first person account (<i>Tom</i>).				

		A guest perspective from alcoholics anonymous. Etiology of the disease and the twelve step program.
Thursday Feb 6	10	Chronic Health Effects of Alcohol <ul style="list-style-type: none"> • Studies related to cardiovascular disease and cancer– the J shaped curve • Types of scientific evidence • Major and minor causes of death in the USA • Mechanisms of effect • ALD, liver cirrhosis, fetal alcohol syndrome • Cancer and brain development
Tuesday Feb 11	11	Chronic Effects and Problem Drinking <ul style="list-style-type: none"> • Alcohol and the brain; marijuana effects. • Impact of alcohol on long term human health. • Problem drinking and problem drinkers. • Alcohol poisoning • Understanding the genetic component. • The three stages of treatment for alcoholism.
Thursday Feb 13 Valentines RW?	12	Treatment Programs <ul style="list-style-type: none"> • Detoxification / medical treatment / change behavior • Outline intervention programs • Drug treatments; Social therapies and support groups; • Alcoholics Anonymous; Family support (Al-anon) • WFS, SOS, RR, MM
Tuesday Feb 18	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 20	14	Thinking of Drinking at Ohio State Public safety; Beer goggles with OSU Police (Officer Joanna Shaul.19). Dealing with alcohol issues on campus.
Tuesday Feb 25	15	Abuse Addiction and Alcoholism <ul style="list-style-type: none"> • Examine meaning of various forms of alcohol use, <i>such as alcohol abuse, dependence or addiction.</i> • Describe criteria for establishing alcohol abuse. • Examine the causes of alcoholism.
Thursday Feb 27*	16	Addiction and Recovery with Ahmed Hasni.2 <ul style="list-style-type: none"> • Substance use disorder continuum • Pathways to recovery • Collegiate recovery programs • Peer to peer support and Penn Place • Graduation, retention and wellness
Tuesday March 3	17	Regulation at the local, state and federal levels <ul style="list-style-type: none"> • Examine the causes of alcoholism. • Laws overseeing the making of beer, wine and spirits. • Explore the reasoning for local control. • Examine Driving Under the Influence = DUI = DWI • The onset of prohibition in Ohio.
March 5	18	Exam 2 covering all material since exam 1. Includes debates & guests.
March 9-13		Spring Break: No classes. Please drink in moderation.

Tuesday March 17 St Patrick	19	Prohibition. <ul style="list-style-type: none"> • Describe temperance movements throughout history. • Examine societal conditions leading to the 18th Amendment. • Examine societal conditions leading to the 21st Amendment. • Contrast neo-prohibition with earlier movements.
Thursday March 19 IFT BOD	20	<i>Debate 3 and quiz: Marijuana and alcohol should have identical legal and regulatory status.</i> PRO: Legalize weed under the same conditions that now exist for alcohol. CON: Weed should remain illegal, different from alcohol regulation.
Tuesday March 24	21	Fermenting Wine. <ul style="list-style-type: none"> • Discuss the origin and historical importance of wine making. • Examine grape varieties and resulting wine. • Outline the steps in wine making. • Discuss particular wine types. • Analyze patterns of wine consumption.
Thursday March 26	22	<ul style="list-style-type: none"> • Wolfs Ridge Brewing Company, Columbus (Jess Hummel, Alan Szuter) http://www.wolfsridgebrewing.com/ 4th Street, Columbus, Ohio 43215 (614) 429-3936 Info@Wolfsridgebrewing.Com Jess 513.708.1344
Tuesday March 31	23	The Invention and Domestication of Beer <ul style="list-style-type: none"> • Putting the finish on wine. • The invention of palcohol. • The history and evolution of beer • Beer with defined ingredients. Ale and Lager. Reinheitsgebot. Hops.
Thursday April 2	24	Brewing Science and Brewing Business <ul style="list-style-type: none"> • Recap of the Middle West Spirits field trip • Review the four key beer ingredients. • A look at regulation and the 3 tier system. • Explore the technology of beer making. • Brands and craft brewing.
Tuesday April 7	25	<i>Debate 4 and quiz about this topic: Class picks the issue.</i>
Thursday April 9	26	A Spirited Discussion: Distillation! <ul style="list-style-type: none"> • Discuss origin and historical impact of distilled spirits. • How is it made? • What are the various types of spirits?
Tuesday April 14	27	Middle West Spirits: 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 www.middlewestspirits.com
April 16	28	Exam 3, in class, closed book, all material from 19 to 27 inclusive.
May 3		<i>Spring Commencement.</i> Congratulations on a remarkable accomplishment.

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