Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: Dean's Office

2. Course Prefix and Number: H USC 2003

3. Effective Term: SP 2012

4. Course Title:
   Hunger: Causes, Consequences, & Responses
   Abbreviated Title (30 characters or less):
   Intro to Hunger Studies

5. Requested Action:
   ☐ Renumber a Course
   ☐ Add a Course
   ☐ Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   Contact/Group Hours
   35
   Scheduled Type:
   Lecture
   Weekly or Per Term?
   per term
   Credit Hours
   3
   Anticipated Enrollment
   50
   Maximum Hours
   (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   ☐ Regular (ABCDF)
   ☐ Satisfactory/Unsatisfactory (S/U)
   ☐ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   no prerequisites, corequisites, or restrictions

9. Restrictions:
   List specific restriction in space above.
   ☐ College
   ☐ Major
   ☐ Standing
   ☐ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Examine hunger as a complex issue of sustainable human development. Topics include causes and consequences of hunger and potential solutions. Mirrors H USC 2000 course (taught for two years)

11. May Count Either:
    H USC 2003 or H USC 2000
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type
    (e.g.: minor, major, etc.)
    Program Title
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)
    minor
    Hunger Studies
    Optional

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    ☐ Applicable
    ☐ Not Applicable
14. Justification:
This course will allow students to earn hunger studies credit through distance learning.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
n/a

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
Students will be able to understand hunger, its causes, consequences, and responses, as a sustainable human development issue. They will be able to apply critical thinking skills in addressing hunger as a multidisciplinary, socially complex issue. They will develop and demonstrate advocacy skills, leadership skills, and the capacity to think and act as a global citizen.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Please see attached syllabus

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
Mid term exam, final exam, 3 writing assignments related to course materials, a service learning experience where students volunteer 30 hours at a hunger related non-profit organization in their local area, class attendance and class participation. Students will also have 2 opportunities to earn extra credit. For more details about the course and project overviews, please refer to pages 2 and 3 in the attached syllabus.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:
10-point scale. For more details about the course and project overviews, please refer to page 2 on the attached syllabus.

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:
n/a

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, the make-up exam will take place within two weeks of the initial date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1286 Haley Center, 844-2098 (V/TT).
Hunger: Causes, Consequences, and Responses
(3 Credit Hours)

COURSE INFORMATION
Lecture Section 001: TR 11:00 – 12:15 p.m., 220 Spidle Hall
Instructor Katie Brock
Office 508 Lowder Business Building
Email brockmk@auburn.edu
Office Hours By appointment only
Class Website www.katiebrock.com/hunger_intro
Teaching Assistant TBD
Course Advisor Douglas Casson Coutts, UN World Food Programme

REQUIRED TEXTS


ADDITIONAL REQUIRED READING
There will normally be one or two readings required per class per week either from the reading list (at the end of this syllabus) or from an article posted on the class website (www.katiebrock.com/hunger_intro). Additional readings and webcasts will be added as appropriate and will be posted in advance on the class website.

COURSE DESCRIPTION
This course will examine hunger as a complex issue of sustainable human development. Topics to be covered include root causes and consequences of both domestic and global hunger, as well as current responses and potential solutions. The course will also focus on helping students develop a skill set for global citizenship that includes opportunities for advocacy, leadership, and critical thinking.

LEARNING OUTCOMES
Students completing this course will:
• Understand hunger, its causes, consequences, and responses, as a sustainable human development issue
• Learn to apply critical thinking skills in addressing hunger as a multidisciplinary, socially complex issue
• Develop and begin to demonstrate:
  1. Advocacy skills that can engage individuals and communities to affect social policy
  2. Leadership skills that will facilitate hunger activism at domestic and/or global levels
  3. The capacity to think and act as a global citizen
CLASS FORMAT
A majority of this course will be lecture and discussion based. Some group assignments, videos (including World Food Programme and other hunger-related films and documentaries) and guest lecturers will be used throughout the semester to enhance the core materials taught during the lectures. Experiential activities that incorporate active learning techniques will also be used to enhance course-learning outcomes throughout this semester. A tentative schedule of course topics is included at the end of this syllabus which is subject to revision during the course of the semester. The instructor reserves the right to revise the syllabus and grading system when necessary. Please note, that students are responsible for all materials presented during the lecture period as well as assigned in the required readings.

POLICIES AND PROCEDURES
HUSC 2000 Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points for Each</th>
<th>Total Points</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>1</td>
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<td>25%</td>
</tr>
<tr>
<td>Writing Assignments</td>
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<td>30%</td>
</tr>
<tr>
<td>Service Learning Experience</td>
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<td>200</td>
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<td>20%</td>
</tr>
<tr>
<td>Class Attendance</td>
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<td>5%</td>
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<tr>
<td>Participation</td>
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<td>5%</td>
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Extra Credit Opportunities

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<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td>Extra Credit</td>
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<td>1%</td>
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Grading

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<th>Range</th>
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<tr>
<td>F</td>
<td>Below 600 points</td>
<td>Below 60%</td>
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</tbody>
</table>

**NOTE:** Averages .50 or higher will be rounded up to the next whole number. Averages less than .50 will not be rounded up.

Course Components

Exams (40% Total: Exam I: 15%, Exam II: 25%): Exams will consist of multiple choice and T/F questions, fill in the blank, and essay questions.

Writing Assignments (30%): Writing assignments will be based on classroom lectures, presentations, discussions, service learning experiences, and other material. There are a total of three writing assignments worth 10% each. These assignments will be discussed at length in class and a separate handout with specific guidelines for them will be provided.

Service Learning Experience (20%): Students will complete 20 hours of service learning at one of the following: the East Alabama Food Bank, Community Market, Farmers Market, Church Food
Pantries or Soup Kitchens, Meals on Wheels, Auburn University’s Campus Kitchens Project or other related activities. This assignment will be discussed at length in class and a separate handout with specific guidelines and methods of assessment will be provided.

*Class Attendance (5%)*: Class attendance points will be given only to students who do not have more than one unexcused absence for the entire semester.

*Participation (5%)*: These points will be given to students who actively participate in class discussions and respond actively to questions posed during the lecture portion of the course.

### HUSC 2007 Evaluation (Honors Component)

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<td>Class Presentation</td>
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<td>15%</td>
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<td>Service Learning Experience</td>
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### Honors Course Components

*Exams* (40% Total: Exam I: 15%, Exam II: 25%): Exams will consist of multiple choice and T/F questions, fill in the blank, and essay questions.

*Writing Assignments* (15%): Writing assignments will be based on classroom lectures, presentations, discussions, service learning experiences, and other material. There are a total of three writing assignments worth 5% each. These assignments will be discussed at length in class and a separate handout with specific guidelines for them will be provided.

*Class Presentation* (15%): Literary Circle Groups will read one of the books from the suggested reading list and provide a class presentation based on this book. This assignment will be discussed at length in class and a separate handout with specific guidelines and methods of assessment will be provided.
Service Learning Experience (20%): Students will complete 30 hours of service learning at one of the following: the East Alabama Food Bank, Community Market, Farmers Market, Church Food Pantries or Soup Kitchens, Meals on Wheels, Auburn University’s Campus Kitchens Project or other related activities. This assignment will be discussed at length in class and a separate handout with specific guidelines and methods of assessment will be provided.

Class Attendance (5%): Class attendance points will be given only to students who do not have more than one unexcused absence for the entire semester.

Participation (5%): These points will be given to students who actively participate in class discussions and respond actively to questions posed during the lecture portion of the course.

HUSC 2003 Evaluation (Distance Component)

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<td>Service Learning Experience</td>
<td>1</td>
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<td>20%</td>
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<tr>
<td>Online Discussion Participation</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
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Extra Credit Opportunities

| Extra Credit | 4 | 5 | 20 | 2% |

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Writing Assignments (30%): Writing assignments will be based on classroom lectures, presentations, discussions, service learning experiences, and other material. There are a total of three writing assignments worth 10% each. These assignments will be discussed at length in class and a separate handout with specific guidelines for them will be provided.

Service Learning Experience (20%): Students will complete 20 hours of service learning at one of the following: the East Alabama Food Bank, Community Market, Farmers Market, Church Food Pantries or Soup Kitchens, Meals on Wheels, Auburn University’s Campus Kitchens Project or other related activities. This assignment will be discussed at length in class and a separate handout with specific guidelines and methods of assessment will be provided.
Online Discussion Participation (10%): These points will be given to students who actively participate in online class discussions and respond actively to questions posed on the class discussion board.

Grading Explanation
All grading is done “blind,” meaning that I compute final averages without knowing which students correspond to which averages. Once final grades have been determined, NO EXCEPTIONS will be made for students who fall below the cutoff point and request special treatment to have their grade “bumped up.” Remember, the time to discuss any problems you are having with the course and/or the grades you’ve received is BEFORE the last day of class, not after!

An “A” student is an individual who NEVER misses a class (unless they have a University approved excuse). He or she spends at least three to five hours outside of class each week going over the material, reading, preparing for assignments/project and studying for tests. This individual gets consistently high grades on tests, doesn’t miss any quizzes, and exceeds my expectations for the projects. Lastly this individual does all or almost all of the extra credit, and makes constructive comments in class, showing their thoughtful considerations of the course materials.

Extra Credit Opportunities
In addition to earning extra credit through attendance (no unexcused absences), you can earn a limited number of extra credit points (up to 10 points total for HUSC 2000 & HUSC 2007 and 20 points for HUSC 2003) by participating in various announced activities throughout the semester. All extra credit points must be completed and turned in NO LATER THAN APRIL 5, 2011.

Attendance and Class Participation Policy
In accordance with the policies outlined in the Tiger Cub, attendance is both expected and considered necessary to adequate completion of the course. You are responsible for all material covered in class or assigned, regardless of the reason for absence. Lectures will be based on the assumption that you have read all assigned material prior to attending the session in which it is discussed. Part of your responsibility as a student is to ask questions or make (constructive) comments during class.

Attendance will be taken at all lectures and students with no unexcused absences will be awarded 10 points of extra credit. That said, students who have more than 3 unexcused absences will be docked 1 letter grade for each absence over 3. Chronic tardiness will also lower final grade by one letter. There is a 15-minute waiting period if I am late. Additionally, class attendance points will be given only to students who do not have more than one unexcused absence for the entire semester.

Attendance and participation in class can greatly enhance your understanding of the material and help your grade. Good note taking is also vital to success in any lecture-based course. While the instructor will provide a basic PowerPoint lecture outline for most (but not all) of the classes which will be made available after the class on the course website, you must also take additional notes on your own. If you find yourself struggling to keep up with note taking during
class, the Office of Academic Support Services (315 Martin Hall, www.auburn.edu/student_info/student_affairs/- success/support/) can offer help in developing classroom and study skills to make it easier.

Readings will be assigned prior to each class on the class website. Students will be expected to have read and be prepared to discuss these readings in class. Completion of reading before the designated class is required. Reading preparation points work as follows: you start out with 50 points based on 5% of your grade. At the beginning of each class with a reading assignment the instructor will call on members of the class to respond to questions about the reading. If you cannot respond, or otherwise demonstrate that you have completed the reading, you will lose 5 points. I will be careful to select every student in the class for questioning.

Active class participation, including constructive comments, is encouraged and expected by the instructor and is also an indicator of student interest, understanding and engagement in the subject matter.

The success of this class will depend in large part on the full participation of each student and the exchange of ideas and perceptions. Participation can take various forms and will be different for each person. Some examples of “participation” include: asking relevant questions, verbally examining a concept or perception, listening actively, and learning from your colleagues about their own discipline. Obviously, behaviors like sleeping, constant phone and laptop use, and talking with your classmates indicate a lack of attention and focus. Likewise, civility in the classroom is crucial to enlightened discussion. Students who show disrespect for the ideas and expressions shared during lectures and discussions will fare poorly in their discussion grade. While grading for class participation is necessarily a subjective assessment, your participation will be evaluated based on your preparedness for class and the frequency and quality of your comments. I will gladly discuss with you, during office hours, my assessment of this aspect of your grade during the semester.

**NOTE:** For HUSC 2003 (Distance Component), active participation and meaningful comments on the online discussion board account for your discussion participation grade (10%), which is a substitute for both an attendance (5%) and participation grade (5%) of the on campus portions of this course.

**Laptop Policy**
The on campus portion of this course is designed to be lecture and discussion based, therefore the use of laptop computers during class is discouraged. If I find that students are excessively disengaging from course lectures and materials, I reserve the right to completely ban laptops during the course.

**Class Conduct and Communication**
Students are expected to behave in a respectful manner toward the professor as well as toward guest speakers and fellow students. If your behavior in class becomes disruptive or distracting to anyone, you will be asked to leave the classroom. (This includes ringing cell phones, reading the newspaper, talking loudly to the people sitting around you, sleeping, etc.) Students are expected to arrive to class on time and remain until the conclusion of class. In addition, any
form of discrimination or harassment will not be tolerated. For distance students, this same level of respect is expected in the online discussions. Open dialogue of ideas, even those drastically different from your own, are encouraged to promote a positive learning environment.

Exam Policy
There will be two announced exams during the term (a mid-term and a final exam). Exams will cover assigned reading, lectures, videos, presentations from guest lecturers, class discussion and will include material from all topics covered up until the class session just before the test. The final exam will be cumulative. If you are not in class on the day an announced exam is given you will receive a grade of 0 on that exam. You can make up a missed exam ONLY if you present a University approved excuse as outlined below and also in the Tiger Cub. There is a ZERO TOLERANCE for cheating and all students caught cheating will be reported to the AU Academic Honesty Committee with a recommendation of an “F” for the course. Absolutely no hats, sunglasses, cell phones, iPods, PDAs, or other electronic devices are to be on or out during the exams. If there is an infraction, I will collect your exam and you will receive a “0” on the exam. You will need to bring your student ID and Blue Scantron with you to the exam. Students without their student ID or other government issued form of ID with your picture on it will NOT be allowed to turn in their examination and will receive a 0 for that test or exam.

You must be present for all exams. Exams may only be made up if the student provides an approved excused absence.

The following is a list of approved absences (with documentation):
1. Student’s illness wherein the excuse clearly shows that you were ill on the day of the exam. The Health Center notice must be for or show the necessity of absence on the day of the exam. It must be an original and have the embossed seal. A receipt from a private doctor’s office is insufficient; you need a brief note from the doctor indicating that you were too ill to take the exam.
2. A serious illness or death in the student’s immediate family
3. University-related trip (with prior notification)
4. Religious holidays (with prior notification)
5. Court subpoena (with prior notification)

In the event that you do have an approved absence (with documentation) for an exam, you must notify (or have a friend or family member notify) me as soon as possible by e-mail (brockmk@auburn.edu). “As soon as possible” means no more than 2 days after a scheduled exam, preferably before the exam.

Within one week of the end of your excused absence, you must provide documentation for it to be excused, and you must make arrangements with me for the make-up time. Exams must be made up within one week of the end of the excused absence. If there is more than one student needing to make up an exam, a single makeup time will be scheduled. This will typically be at 7:00 a.m. when no other scheduled classes will conflict. THE MAKE-UP TEST WILL BE DIFFERENT THAN THE EXAM TAKEN IN CLASS. If you miss this
assigned time without contacting me prior to our scheduled make-up time you will receive a 0 for the test.

**Interaction with Professor**
I will be happy to set up an appointment to meet with you at a mutually convenient time. See me before or after class or e-mail me to make an appointment. Please note that due to other commitments I cannot guarantee that I will be able to spend time with you if you just “drop by” my office, but I will be happy to see you if you make an appointment first. *Remember, if you are having a problem with the material or an assignment, etc. it’s best to discuss this with me before it’s too late to do anything about it (i.e. it’s after the due date).* For distance students, I am available to schedule a skype or chat meeting with you if you feel the need to discuss your performance in this course. Please email me to set up a mutually convenient time.

**Assignments & Papers**
All assignments, papers, and extra credit projects are explained in detail in the assignment packet. For the on campus students, the assignments and papers are due **AT THE BEGINNING OF CLASS** on the day they are listed in the class schedule. For the distance students, your papers and projects are expected to be delivered electronically via email by **MIDNIGHT CENTRAL STANDARD TIME on the day that they are due.** You must submit typewritten work only and on campus students must staple your assignments and papers in the upper left hand corner if they are more than one page. All multi-page assignments that are not stapled will be penalized **10 points.** All assignments, papers, and extra credit projects must follow the document design form.

**I WILL NOT ACCEPT ASSIGNMENTS IN MY BOX, LEFT WITH THE SECRETARIES, SLID UNDER MY OFFICE DOOR. ON CAMPUS STUDENTS WILL ALSO NOT RECEIVE CREDIT FOR ASSIGNMENTS EMAILED TO ME.**

You will not receive any credit for late projects unless you have a University approved excuse presented within a week from the date the project was originally due—the same rule regarding the deadline for arranging to take a makeup test applies to when you are permitted to submit a late assignment or paper. Lastly, you are responsible for keeping track of the number of assignments you have turned in.

*You should save your graded projects in the (unlikely) event that a mistake was made in recording grades and you will need to produce them as proof they were submitted.*

**Class Website**
The class website (www.katiebrock.com/hunger_intro) will be the official location for class announcements, lecture notes, and any other course material that is provided to the instructor. **It is your responsibility to check the website daily for any new course materials.** If any
significant changes occur to the class, or if there are any urgent announcements, I will generally post them on the website as well as email the class.

E-mail
E-mail is the official communication for this class. Further, I will only direct e-mail to your Auburn account—no hotmail, gmail, yahoo, etc. It is your responsibility to check it regularly or bounce your Auburn account to the address of your choosing.

AGAIN, please note that I will NOT accept assignments or projects attached to an e-mail from on campus students.

Students with Disabilities
Students who need special accommodations should make an appointment to discuss the Accommodation Memo as soon as possible because accommodations will not be granted retroactively. If you do not have an Accommodations Memo but need special accommodations, contact The Program for Students with Disabilities, 1244 Haley Center, 334.844.2096 (Voice T/O).

Academic Honesty
ALL PORTIONS OF THE AUBURN UNIVERSITY HONESTY CODE (TITLE XII) FOUND IN THE TIGER CUB WILL APPLY IN THIS CLASS. Violations of the Auburn University Honesty Code will be reported to the Academic Honesty Committee. I will not accept plagiarized work. Plagiarism is defined as “taking and using (ideas, passages, etc.) from (another’s work), representing them as one’s own.” (Webster, 1998) I will not tolerate 1) copy and pasting information verbatim from websites (and other sources) into papers and assignments. 2) Submitting assignments and papers that are identical or very similar to other students in this course, this term or in previous terms. Please know that claiming ignorance in issues of academic honesty does not constitute as an acceptable excuse for an academic honesty offense. If I determine that you have plagiarized your work you will receive a “0” on the assignment or paper and/or will be reported to the Academic Honesty Committee and/or be recommended for an “F” in the course with the transcript notation “assigned for academic dishonesty.” The Academic Honesty Committee may also recommend you for suspension and/or expulsion from the University depending on the severity of the charge. These actions also apply in cases where I catch you cheating, forging excuses, or performing some other act of academic dishonesty or cheating.

Auburn University Diversity Statement

“Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.”

Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community and national population.
Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation and the world.

FINAL THOUGHTS
This syllabus is a tentative outline for the course. I will make reasonable effort to adhere to this schedule but you should know that I reserve the right to alter this calendar as circumstances may dictate. All changes will be announced in class and posted to the class website (www.katiebrock.com/hunger_intro). Students not attending class are responsible for obtaining this information. I recommend checking the class website regularly. As events occur in the world (and interests develop in class), however, I might feel the need to change the topics slightly to allow for discussions of current events or to extend discussions of topics. Please don’t hesitate to ask questions in class, in person, or by e-mail. Good luck and enjoy the class!

SUGGESTED READING LIST

Books


William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, ISBN-10: 0143038826


**Reports**


*Beyond Assistance: The HELP Commission Report on Foreign Assistance Reform*, (Executive Summary and Introduction), December 2007


<table>
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<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Preparation/Requirement/Deadline</th>
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| Lecture 1 | Syllabus Overview  
**Introduction:** What is Hunger?                                           |                                                  |
| Lecture 2 | Ethical Considerations: Why Should We Care About Hunger? & Millennium Development Goals: UN 101 | Due: Plagiarism Quiz  
Reading: *Enough* (Chapters 1 & 2)                |
| Lecture 3 | Hunger from a Historical & Cultural Perspective: Guns, Germs, & Steel Part I    |                                                  |
| Lecture 4 | Hunger from a Historical & Cultural Perspective: Guns, Germs, & Steel Parts II & III |                                                  |
| Lecture 5 | Developing a Framework for Understanding Hunger: Concepts & Measurement       | Reading: *Enough* (Chapter 3)  
Writing Assignment #1 Due                          |
| Lecture 6 | Developing a Framework for Understanding Hunger: Hunger in the 21st Century    |                                                  |
| Lecture 7 | Regional & Local Hunger & Malnutrition: The Distinction between Global and Domestic Hunger | Reading: *All You Can Eat* (Chapters 1, 2, & 3) |
| Lecture 8 | Regional & Local Hunger & Malnutrition: Hunger in the United States           |                                                  |
| Lecture 10 | Root Causes of Hunger: Hunger in Alabama—The Black Belt                       |                                                  |
| Lecture 12 | Hunger & Economics: Government & Trade Policies—Environmental Issues and the Role of Business (the Private Sector) |                                                  |
| Lecture 13 | MIDTERM EXAM                                                                  |                                                  |
| Lecture 14 | Exam Review  
Vulnerability & the Role of Women & Girls: Women & Girls in Relation to Hunger | Reading: *Enough* (Chapter 14)                    |
<p>| Lecture 15 | The Relationship Between Hunger &amp; Learning: Implications for Human Development &amp; Long-Term Societal Development | Reading: <em>Enough</em> (Chapter 12)                    |
| Lecture 16-17 | NO CLASS                                                                     | Service Learning                                 |
| Lecture 18 | The Relationship Between Hunger &amp; Health: Hunger, HIV/AIDS &amp; Other Diseases   | Reading: <em>Enough</em> (Chapters 8 &amp; 11)               |
| Lecture 19 | The Relationship Between Hunger &amp; Health: War, Conflict &amp; Poverty             |                                                  |
| Lecture 20 | Hunger &amp; Politics Case Study: Bangladesh                                      | Guest Speaker: Doug Coutts                        |
| Lecture 21 | Hunger &amp; Politics Case Study: DPRK (North Korea)                              | Guest Speaker: Doug Coutts                        |
| Lecture 22 | Techniques for Mapping &amp; Understanding Hunger: Mapping Hunger-GIS (VAM)        |                                                  |</p>
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<th>Date</th>
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<tbody>
<tr>
<td>Lecture 23</td>
<td><strong>Addressing &amp; Responding to Hunger Globally:</strong> The Global Hunger Organizations (Multilateral, Bilateral, &amp; NGO's)</td>
<td>Reading: <em>Enough</em> (Chapters 9, 10, &amp; 16)</td>
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<tr>
<td>Lecture 24</td>
<td><strong>Addressing &amp; Responding to Hunger Globally:</strong> “Real World” Implications in Development Operations (Corruption, Transparency &amp; Accountability)</td>
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<tr>
<td>Lecture 25</td>
<td><strong>Addressing &amp; Responding to Hunger:</strong> Foreign Aid (US Agency for International Development, The McGovern-Dole International School Feeding Program)</td>
<td>Reading: <em>Enough</em> (Chapters 5 &amp; 6)</td>
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<tr>
<td>Lecture 26</td>
<td><strong>Addressing &amp; Responding to Hunger:</strong> US Government Domestic Programs (Food Stamps, WIC, School Feeding, The Farm Bill, &amp; USDA)</td>
<td>Reading: <em>All You Can Eat</em> (Chapter 4)</td>
</tr>
<tr>
<td>Lecture 27</td>
<td><strong>Honors Class Literary Presentation</strong></td>
<td>(DISTANCE CLASS ONLINE DISCUSSION)</td>
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<tr>
<td>Lecture 28</td>
<td><strong>What Can We Do?: Learning the Tools of the Trade; Creating Political Will to End Hunger</strong></td>
<td>Reading: <em>Enough</em> (Chapter 17)</td>
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<tr>
<td>Final Exam</td>
<td><strong>Final Exam</strong></td>
<td>TEO 2956 Spiffe Hall</td>
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Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: College of Human Sciences
   Department: Dean's Office

2. Course Prefix and Number: HUSC 2003
   3. Effective Term: SP 2012

4. Course Title:
   Hunger: Causes, Consequences, & Responses
   Abbreviated Title (30 characters or less):
   Hunger Intro

5. On-Campus Pre/Corequisites:
   Prerequisite(s): n/a
   Corequisite(s): n/a
   Pre/Corequisite(s): n/a
   DE Adjustment: lectures are pre-recorded

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)
   Program Type (e.g.: minor, major, etc.) Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) Requirement or Elective?
   minor Hunger Studies Optional

7. Justification for DE Delivery:
   expansion of opportunity for working professionals/students
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g.: accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   All necessary resources are available online
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

9. Course Content Delivery:
   lectures are pre-recorded and will be delivered via iTunesU, all other course materials will be available to students via class website, which is the same to on-campus students
   (Outline, in specific detail, what adjustments will be made to the course in order to accommodate delivery of course content to distance education students. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    students will interact with the professor via email and/or skype
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)