



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

# Fork to Fine Dining: Food Systems and Sustainability in France

## Course Details

Course Designator & Number: ANSC 1903

Number of Credits: 3

Language of Instruction: English

Contact Hours: Email instructor to make an appointment

Instructor: Mike White

## Welcome!

Welcome to Gruel to Gourmet: Food Systems, Sustainability, Culture, History in France, ANSC 1903! My name is Mike White (he/him pronouns) and I look forward to our class and spending spring break in Montpellier, France together. I welcome your questions, thoughts, and feedback. Although there are no formal office hours associated with this course, you're welcome to contact me by email to set-up an appointment. While in-country, I will be very available to you and you can also reach me by email or phone. Throughout this course, we will practice inclusivity and celebrate diversity, and I am excited to embark on this adventure with you!

## Course Description

Most people think of French cuisine as "haute" (high) cuisine, but did you know that in Medieval times, French food was very utilitarian and unremarkable? People ate gruel (boiled grains) and if lucky, some boiled meat. It wasn't until the 1500s when Catherine de Medici from Florence, Italy, became the Queen of France and brought Italian culinary practices with her that ultimately led to the development of high French cuisine. While the culinary cultures of France

and Italy have taken different pathways, the French owe a lot of their culinary advancement to the Italians and their intervention as far back as the 1500s.

Food systems are an integral part of culture, and it is important to gain understanding about how cultural food choices can have ethical, environmental, and health consequences. Learning about aspects of the French food system and how it has evolved while maintaining its unique culture, high quality, and sustainability even in this modern age of globalization and homogenization can give students insights into different ways of thinking about sustainability and the food they eat.

Since everyone must eat to survive, it is important that we increase our understanding of the ecological, cultural, and ethical aspects of food production and consumption in order to be better global citizens. Many of today's most serious environmental problems intersect with food production activities, and some conclude that many of the world's most productive agricultural systems cannot be sustained indefinitely at current productivity levels.

We will learn the principles of environmental science and aspects of societal and economic structures in order to study aspects of sustainability in the context of cultural, social, economic, and environmental considerations in which food is produced and consumed. We will discuss the cultural and environmental myths and realities surrounding food production, habits of consumption through a lens of French food culture and rituals. We will also examine French attitudes toward food in relation to our own, and we will be challenged to think about our own assumptions about food and the American relationship with food and its food systems.

You will be engaged in group and individual projects, assignments, and excursions with the expectation that you will learn to articulate how a trip to the grocery store or market is tantamount to an ethical act and a "vote" to sustain a food system of choice. Group excursions will be organized to situate food production and consumption in a regional, historical and sustainability contexts. Course readings and discussions will draw on a variety of disciplinary perspectives around the theme of sustainability, including cultural, anthropological, historical, and sociological perspectives. Studying food system sustainability in context will give you direct experience with French culture.

ANSC 1903 is a 3-credit spring semester embedded course. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside of the classroom.

This course will consist of twelve 75-minute, in-person class sessions during the spring semester with eight full days of instruction in Montpellier, France, over spring break.

- Spring semester instructional time: (75 minutes x 12 sessions) = **18 contact hours**
- In-country instructional time:
  - Classroom instruction time: **20 hours**
  - Excursions, activities, educational tours: **20 hours**
- **Total 58 of contact hours with an expectation of 90 additional hours of effort outside classroom hours**

This embedded study abroad course will explore concepts of sustainability through the lens of food systems focusing on environmental as well as socioeconomic factors, aspects of food, animal, and plant agricultural systems, and culture in France. In this course, we will examine the concepts of sustainability in relation to food production and culture in a country and place where food is a fundamental component of the regional and national culture. This course will introduce you to past and present French culture through the foods, their cultural importance, and the concepts of sustainability.

## Course Objectives

Upon completion of this course, you will be able to:

- Describe and discuss concepts of environment, society, and economics, the three pillars of sustainability, and engage in ethical debate over how these apply to food systems and their cultural role historically and in contemporary society.
- Work in a group setting to develop reports and presentations describing the historical development; function; and environmental, societal, and economic sustainability of a selected number of French food systems.
- Locate and critically evaluate information about a French food system; its sustainable environmental, societal, and economic production philosophies; and its ecological and socioeconomic characteristics.
- Identify and reflect on aspects of intercultural sensitivity and diverse views regarding these topics.

## Methodology

It is arguable that agriculture is the first liberal art and a root component of all cultures. People settled in places and cultures developed where they could sustainably feed themselves. It was only after a consistent and adequate food supply had been established that societies and individuals had the luxury of time and energy to devote toward the development of other aspects of civilization that we more commonly associate with culture and liberal art such as sophisticated government, arts, sophisticated communications, technologies, etc. Humans began converting from hunter-gatherer societies to feeding themselves through plant and animal cultivation and domestication approximately 10,000 years ago. Now, effectively all humans are dependent on agriculture for their food. The availability of food or ability to produce food was the first seed of a civilization and therefore a primary component of their culture. The very word “agriculture” has the word “culture” embedded into it, which supports the notion that food production systems are a foundational component of culture development throughout the world.

This course utilizes food system assessment and concepts of sustainability as tools for learning about a new culture. We will learn about French culture through the investigation of French food systems, sustainability, ethical considerations of food production and consumption, and environmental impacts of food production through firsthand experience, classroom discussion, and class excursions. You will be formed into base groups of 4 or 5, and each group will choose a specific French food system to study and research. Your groups will develop and present a class presentation and turn in a final term paper based on research, readings, and information gathered from class excursions and experiences during the week in France. You will keep a daily journal and write reflections on class experiences.

## Student Learning Outcomes

This course is designed to address a number of student learning outcomes. Through experiential learning, classroom discussion, graded case studies, group work, and individual reflections, students with various learning styles and from diverse backgrounds and cultures will **learn to locate and critically evaluate information** to identify, define, and solve problems and address questions involving environmental, social, and economic sustainability of food systems in France, the United States, and the world. We will study food systems in the context of regional and national culture and the environment in France with an eye on the effects of globalization. You will **master a body of knowledge** about French agroecosystems and concepts of sustainability, using research, cooperative learning, and ethical debate as **modes of inquiry**. These learning outcomes highlighted above will be assessed through a graded group research project that involves research on the history, environment, and social supports of a French food system. The grade will be based on thoroughness of research and critical evaluation of the environmental, economic, and social aspects of the food system. This course is designed to enhance student **understanding of diverse philosophies and cultures within and across societies** and will be evaluated using the Intercultural Development Inventory (IDI), taking a graded Canvas Module on intercultural learning and through journaling and over six graded written reflections 2–10 pages long. You will be required to **communicate effectively** in graded class presentations and ungraded discussions as well as in group and individual writing assignments. Through use of the core concepts of the developmental model of intercultural learning and from study of French cultural perspectives of food production and its sustainability, you will enhance your **understanding of the role of creativity, innovation, discovery, and expression across disciplines and cultures and acquire skills for effective citizenship and life-long learning**.

## Liberal Education (to be submitted)

This course will enable you to experience and understand globally important, sustainable food systems and will encourage better global citizenship. An enhanced realization of how individual food choices can impact the environment and society will broaden your liberal education and arm you with experiences and skills to address difficult local and global issues. As stated by the 20th-Century educational theorist John Dewey, “all genuine education comes about through experience.” Through this course, you will come to understand these concepts through firsthand experience. The experiential learning approach to this course will profoundly

educate you about ecological and public ethics concerns involving sustainable food production and allow you to link your personal life with local and global issues of importance.

### **Common Liberal Education Theme Criteria:**

Thinking ethically about important challenges facing our society and world: This course examines the concepts of ethical aspects of food production and consumption as these relate to food system sustainability from a global and cultural perspective. You will be engaged in group and individual projects, assignments, and excursions with the expectation that you will come to realize that a trip to the grocery store or market is tantamount to an ethical act and a “vote” to sustain your food system of choice.

Reflecting on the shared sense of responsibility required to build and maintain community: You will reflect using daily journaling, as well as in group and individual guided reflections and research projects, about our shared responsibility to our local and global communities to sustainably produce and make available the basics of life including food and water. This shared responsibility is a theme that is woven throughout the course and is the subject of class discussions, reflections, and assignments.

Connecting knowledge and practice: This science-based course focuses on using and interpreting scientific data to make personal and societal choices that, when brought into practice, align knowledge and ethics with individual and community practice. You will be challenged to support the way you approach food and food systems with strong scientific facts and reflect on the impact and ethics of your own food and lifestyle choices.

Fostering a stronger sense of our roles as historical agents: In this course, we examine local, regional, and global food systems in the context of historical, environmental, societal, and economic factors. Through this, you are better prepared to place yourself in this historical continuum and see yourself as a historical agent and how your actions may affect the future.

### **Meeting the Environment Theme:**

- The course raises environmental issues around the topic of food production-environmental interactions which have major global significance. We will investigate the environmental, socio-political, and economic interactions that sustain and threaten specific food systems in the host country and culture.
- Fundamentally, agriculture production and food consumption involve multiple interrelationships between the natural environment and human society. Human society depends on the natural environment in order to sustain its food supply as well as healthy water and air. In this course, we investigate, discuss, and debate the many ways that society, the environment, and food systems are interrelated and affect each other.
- The course introduces the underlying scientific principles behind the environmental issues being examined through lectures and discussions on nutrient cycling via various ecosystems, energy flow via food systems/webs, and the thermodynamic implications of different food system constructs.

- We will explore the limitations of technologies and the constraints of science on the public policy issues being considered. In the EU, GMO (genetically modified organisms) are banned. This creates a very different interrelationship between science and public policy compared with the US. Much of the course involves comparison and contrast among cultures and countries. We visit and interview farmers and producers ranging from very large production agriculture to very small organic or biodynamic production systems. This creates a rich environment for discussions and learning around technologies, science, and public policy and the impacts on how various food systems are structured.
- You will learn how to identify and evaluate credible information concerning the environment through group and individual research projects investigating the sustainability of specific food systems. We discuss what makes a credible scientific source and how to evaluate information and different information sources.
- You will demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society. A linchpin of the concept of sustainability is that any system must be socially and politically acceptable for society to support its existence. Therefore, the sustainability of any food system relies on it meeting societal norms and ethics regarding its practices and outcomes.

#### **Meeting the Global Perspectives Theme:**

- The course, and most or all of the material covered in the course, focuses on the world beyond the United States: The course content is focused on the country of France and its various regions. You will perform research and study aspects of culture, history, environment, economics, and society as they relate to local and global French food systems. You are asked to reflect on what you've learned and translate that into the context of your own lifestyle and culture to make sense of the differences you uncover while studying French food system sustainability.
- The course either (1) focuses in depth upon a particular country, culture, or region or some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or regions; or (3) examines global affairs through a comparative framework: This course focuses in depth on France and the French culture. It addresses specific issues around unique French foods and food systems and places these in a local, regional and global context. These food systems are compared and contrasted with each other and discussed in terms of how they fit into an increasingly globalized economy and resulting cultural changes.
- You will discuss and reflect on the implications of issues raised by the course material for the international community, the United States, and/or for their own lives: A core aspect of the learning in this course involves group discussions and individual reflections about the implications of food production sustainability and the ethics of consumption as this impacts the international community, the US, and each of us personally. The class has frequent debriefs and discussions during the month in Italy about these topics and we delve deeply into how deeply personal and globally important these issues are.

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Individual Assignments	Points
Take IDI Intercultural Learning Module IDI Paper	5
Syllabus Quiz	5
Course Goals and Personal Food Culture Paper	5
Environmental Footprint Calculator Paper	5
Pre-Departure Quizzes (3 @ 5 points each)	15
Pre-Departure Survey	5
Individual Peer Review of First Draft	10
Guided Reflections (4 @ 5 points each)	20
Journal	25
Individual Learner Reflection	25
Post-Return Survey	5
Re-Take IDI	5
Group & Class Participation	20
<b>Overall points</b>	<b>150</b>

Group Assignments	Points
Pre-Departure Group Outline with First Paragraphs	10
Group Presentation of Project	15
Final Group Project	25
<b>Overall points</b>	<b>50</b>

**200 total points can be earned in this course.**

## Readings

Readings will be provided on the Canvas course site.

## Assignments

### Syllabus & Course Information

- Read through the syllabus, travel planning, and course calendar.
- Complete syllabus quiz

### Initial Google Forms

- Complete food system choice for group project Google form

### Goals & Personal Food Culture Paper

- 1–2 page paper that includes at least 1 paragraph each describing the following:
  - Briefly describe why you signed up for this course (your goals).
  - Briefly describe your personal food culture/the food culture you grew up with.
  - Briefly describe how you think French food culture is similar and different from yours.
  - Why do you think your food culture and French food culture are similar and/or different?
  - (Food culture can include things like: does your family eat together, where do you buy or obtain food, how long does a meal last, what is a typical meal for you, what role does food play in family traditions, etc).

### Introduction to Intercultural Development

- Take the IDI (Intercultural Development Inventory). You will receive an email inviting you to complete the assessment from [idiadmin@idiassessment.com](mailto:idiadmin@idiassessment.com). Please complete as soon as you are able once you get the invitation. The assessment will take approximately 20 minutes to complete.
- Complete the Intercultural Learning Module (ICLM) AFTER you have taken the IDI.
- Complete 1–2 page IDI Paper to describe your IDI and ICLM experience.

### Environmental Footprint Calculator Quiz & Paper (impact of your food choices on the environment)

- Take the “Footprint Calculator (<https://www.footprintcalculator.org/>) and write a 1-page paper that includes the following:

- Give your score as to the number of planets if everyone had the same footprint. Briefly describe why you think your score looks like this.

### Quizzes (2 total)

- Read the materials on the course Canvas site about the following topics: 1) Concepts of Sustainability; 2) Biodynamic Farming; 3) The Slow Food Movement; and take the online quizzes:
  - Quiz 1 will be on the Sustainability readings provided
  - Quiz 2 will be on the Biodynamic Farming readings provided

### Preliminary Group Outline with first Paragraphs

- Each group will perform research and work individually and together to develop an outline of their group's final project containing the first paragraph of each section (history, environment, social supports, economic viability) of the project regarding the environmental, economic and societal aspects of the food system.

### Individual Peer Review of the First Draft of a Different Group's Project

- Each student will be responsible for reviewing and editing the first draft of a different group's project paper turned in during the first week of the course. These individual peer reviews and edits will be attached to the final group projects, which will be due on the last day of class.

### Guided Reflection Assignments (4 total) (Follow the outline below)

- Write 1-page reflections (following the Guided Reflection Outline below) for any 4 impactful experiences abroad that you choose. Be sure to reflect on this experience in the context of the IDI and from what perspective you likely will experience differences: Look for similarities with your culture and if you notice there are differences, describe in a non-judgmental way why you think things are done differently here.

***Reflection experiences can include any excursion or other cultural experience during the program.***

#### Guided Reflection Outline:

- 1) What you *experienced* (what did you do; provide some details);
- 2) What you *thought* about the experience;
- 3) How you *felt* about the experience (did this feel like a cultural experience; why or why not?)
- 4) What *meaning* you made from the experience?

5) *Intercultural meaning* of the experience: Write this with the context of our class **IDI Feedback** not judging “good or bad” but reflecting on the cultural aspect of the experience in terms of commonalities with and differences from your culture focusing on why things might be done differently and how you might respond differently or adapt to those differences.

### **Group Presentation of Project**

- Groups will present their final project research to the class. Group presentations should highlight the environmental, economic and societal issues impacting sustainability and each group member must present part of the project.

### **Group & Class Participation**

- Each group member will anonymously grade the participation/contribution of their group members using an online assessment tool. This grade in conjunction with the instructor’s assessment of class participation will count toward the total points of the final grade.

### **Reflective Journal**

You will begin making journal entries after each class through the semester and then keep a daily journal of your experiences, thoughts, feelings and findings during the ~9 days abroad. You can write this journal electronically or purchase a dedicated hard-cover notebook for this purpose. The journal may be kept using a “free-writing” style and will be presented to the instructor during the course and used as reference material for the final individual learner reflection at the end of the course.

### **Individual Learner Reflection Paper**

- Develop an “Individual Learner Reflection” into a 5–10 page paper, a video presentation, or other creative form of expression about how this entire Global Seminar learning experience worked for you.
  - In your first assignment you were asked to describe how you think French food culture is similar and different from yours. Now that you have been to France, how your views have changed or been reinforced about similarities and differences between the French food culture and your own.
  - What are key similarities you noticed between French and U.S. culture?
  - What are key differences you noticed between French and U.S. culture and why do you think these things are done differently in France (without judging whether the difference is good or bad)?
  - What happened during the course that reinforced or changed previously held beliefs about sustainability and culture?

- Think about all you have experienced and learned...then look back on your IDI feedback...look at your daily journal and reflect on your total experience and your personal journey in the course and try to describe the impact on your world perspective. It might be helpful to think of each assignment, the IDI, and each reflection and journal entry as individual stepping stones along the way. Walk through these in your mind until you come to the end. Then describe the journey, and including things like your fears, excitements, expectations. Were they realized or unrealized? What are the remaining unanswered questions?
- Now that you have had some time to reflect on this experience, when you close your eyes and think about this experience, what mental images come to mind, what are their meanings to you and how has the experience affected you?
- Finally, write a short “elevator speech” (short paragraph) you could use with a future employer, at an interview, or with anyone interested, describing how your experience abroad has better prepared you as a professional in your field, a community member, and a global citizen. (This is something you could use on your resume or personal statement).

### **IDI Re-Take**

- This will be assigned after we return from the abroad portion of the class.

### **Description of Group Project**

You will be placed into a food system project group of 4 or 5 based on one of your top 3 choices for a food system to study. During the first part of the semester, you will select a section of the project to take responsibility for developing and will be expected to work collaboratively with your group members to produce a high-quality and well-synthesized presentation and final report.

Each group will produce a group outline containing the first paragraph of their group project report and for each section (history, environment, social supports, economic viability) of their project. For the group presentation, the members of each group will work together to produce a 15-minute PowerPoint Presentation and a 10-page final paper describing their chosen food system. Food system-groups will be expected to perform research about your food system and obtain other information from exploration, excursions, discussions, and presentations.

Each group will be expected to equitably divide the workload and work together to produce the outline, class presentation and final paper. The first draft of the paper will be developed and given to another group at the beginning of the first week of class for peer review. Each individual in the peer-review group will produce a peer review of the other group's first draft and provide feedback following the peer review process described in class. These peer reviews will be attached to the group's final project and graded. The groups will use these peer reviews and editorial comments to produce a final paper of the group project and turn it in with a copy of the first draft and all the individual peer reviews as well as their anonymous grade of each group member's contribution/participation.



# Course Content

## Unit 1

### Concepts of Food Production, Environment, & Sustainability Concepts of Intercultural Learning

What is sustainability?

- Environment
- Society
- Economy

Group Research Project: Food system choice. Perform research on environmental and socioeconomic supports and weaknesses of the food system.

## Unit 2

### Environmental & Ecological Principles of Food Systems, part 1

- Population growth and dynamics
- Nutrient and water cycles
- Laws of thermodynamics and energy flow
- How these concepts shape food systems
- Intercultural aspects of food systems

Group Research Project: Food system choice. Perform research on environmental and socioeconomic supports and weaknesses of the food system.

### Environmental & Ecological Principles of Food Systems, part 2

- Population growth and dynamics
- Nutrient and water cycles
- Laws of thermodynamics and energy flow
- How these concepts shape food systems and terroir
- Intercultural aspects of food systems

## **Unit 3**

### **Origins & History of Food System Development Environment, Society, Domestication**

Group Research Project: Food system choice. Perform research on environmental and socioeconomic supports and weaknesses of the food system.

## **Unit 4**

### **Environment-Plant-Animal-Human Interrelationships**

Group Research Project: Food system choice. Perform research on environmental and socioeconomic supports and weaknesses of the food system.

### **Travel to Montpellier: 10 days: Site Visits, Lectures, Discussions, Group Work**

### **What is Sustainability Revisited?**

- Environment
- Society
- Economy

Group Research Project: Food system choice. Perform research on environmental and socioeconomic supports and weaknesses of the food system.

## **Last Class**

Present Group Research Project: Debrief and final reflections and discussions.

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

### Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your

campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations. [Disability.umn.edu](http://Disability.umn.edu)

## Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

## Office for Equity & Diversity

The UofM is committed to achieving excellence through equity and diversity. A diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. [Office for Equity and Diversity](#)

## Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the [Board of Regents Policy](#).

## Expectations

- Attend everything, on time
- You are ambassadors, no "ugly American" behaviors
- You are respectful with each other and those you interact with (hotel, bus, hosts, etc.)
- Apartment etiquette: no noise, no partying
- Drunkenness is not tolerated; zero tolerance for illegal substance
- Take care of each other
- Safety first (no risky behaviors)
- No use of social media dating apps (Tinder, Bumble, etc.)

- Always secure your passport, credit cards and electronics
- Bring Dramamine for buses and planes
- Pack water (sometimes food) on excursions

We are family/community

- We take care of each other—buddy list
- No one walks alone after dark
- We are a diverse group and respect each others opinions and beliefs
- We get along
- Expect and prepare for emotional ups and downs
- Watch each other's back

By enrolling in this course, you are agreeing to follow the university and syllabus policies. This includes the wearing of face coverings, distancing, safety protocols and behavior expectations including respectful discourse and taking responsibility to care for each other. If you have symptoms or feel you have been exposed to COVID-19, stay home and contact Boynton Nurse Line at 612.625.3222. Inform the instructor that you will be absent and need to access the course remotely. Follow university and state protocols for contact tracing and to prevent spread. Your safety and the safety of the class in this learning experience are paramount and everyone's responsibility.