

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Faculty of Leadership and Interdisciplinary Studies
Prefix:	IDS	Number:	313
Title:	The Cultural and Chemical History of Beer		Units:
			3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Global Awareness-G

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Matthew Rodgers E-mail mrodgers@asu.edu Phone 480-965-1970

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: December 20, 2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	IDS313 – Assignments
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	IDS313 – Assignments
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	IDS313 – Assignments
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”	N/A

Course Prefix	Number	Title	Designation
IDS	313	The Cultural and Chemical History of Beer	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	IDS313 evaluates the development of beer – both chemically and culturally – from a cross-cultural perspective.	Modules 2-3 explore the development of beer in the Ancient world and looks at the impact it has had on the development of civilizations such as Mesopotamia and the Middle East. These modules also ask students to look at these societies in a modern context to see how beer has shaped their histories.
In-depth area studies which are concerned with an examination of culture-specific elements of a region, country, or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	This course analyzes beer from around the world from a cultural perspective. This includes regions as diverse as the U.K., Asia, the Middle East, and Africa.	Module 6 looks at beer from a modern, global perspective. Specifically, students are asked to analyze the representation of beer in European media and how various cultures market and consume beer.
The course is a comparative culture study in which most, i.e., more than half, of the materials is devoted to non-U.S. areas.	Throughout IDS313, students compare their own perceptions of beer production and its cultural impacts with other regions of the world.	Schiefenhövel and Macbeth's text, Liquid Bread, looks at beer and culture throughout the world. Throughout the course, students must read these ideas and apply them to their discussion boards and write-ups and compare it to their own perceptions of beer in the Western world.

Interdisciplinary Studies 313
The Cultural and Chemical History of Beer
Internet

Professor Matthew Rodgers

- Email: mrodgers@asu.edu
- Phone: 480-965-1970
- Twitter: [@profrodgers](https://twitter.com/profrodgers)
- Office Hours: By appointment or via [Skype](#) (@profrodgers)

Course Description

Offered by ASU's [College of Integrative Sciences and Arts](#)

This interdisciplinary online course examines beer in a “big history” framework and traces its development from ancient cultures to the multinational mega-corporations and craft homebrewers of today. We will examine the social, cultural, legal, biochemical, physiological, and business dimensions of beer throughout history.

Enrollment Requirements

Prerequisite(s): Interdisciplinary Studies major; minimum 2.0 GPA; BIS 302 with “C” or better

Course Objectives

- Demonstrate the ability to analyze at least one topic/theme from multiple perspectives
- Demonstrate ability to apply the process of integration introduced in BIS 301
- Demonstrate ability to apply interdisciplinary inquiry skills introduced in BIS 302
- Analyze the history of beer, and its roles in human societies, from cross-cultural perspectives
- Gain familiarity with world and regional maps related to the history of beer
- Explore timelines that help place the history of beer in perspective, in relation to Earth/geological history, human history, and the student’s personal or family history
- Apply creative and critical thinking to multimedia projects (e.g., PowerPoints with images, text, video links, etc.) involving cultural histories of beer

Required Material

- Access to [Canvas LMS](#)
- [Adobe Reader](#)
- Texts available through the [ASU Bookstore](#) or online retailers:
 - William Bostwick – *The Brewer’s Tale: A History of the World According to Beer* (ISBN: 978-0393351996)
 - Jonathan Hennessey, Mike Smith, and Aaron McConnell – *The Comic Book Story of Beer* (ISBN: 978-1607746355)
 - Wulf Schiefenhövel and Helen Macbeth (eds.) – *Liquid Bread: Beer and Brewing in Cross-Cultural Perspective* (ISBN: 978-1782380337)
- Selected articles and screenings, as seen in the schedule below

Plagiarism Policy

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." [You can find more information about academic integrity here.](#)

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of academic dishonesty.

All written assignments are required to show the appropriate citations and use of text readings. Any absence of citations will result in score reductions and possible assignment failure.

Graded Work

I expect every student to leave this course with a more insightful understanding of the chemical and cultural history of beer. Along the way, you will engage your fellow classmates in online chat rooms and complete several steps leading to a finished product. This includes...

- Academic Integrity Agreement
- Discussion Boards
- Quizzes
- Activities
- Beer Wiki
- Beer Compendium

This course uses a +/- grading system:

A+ (98-100%)	B- (80-82.9%)
A (93-97.9%)	C+ (78-79.9%)
A- (90-92.9%)	C (70-77.9%)
B+ (88-89.9%)	D (60-69.9%)
B (83-87.9%)	E (0-59.9%)

College Credit Statement

The Arizona Board of Regents, the governing board for ASU, NAU and the UofA, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit... Off-campus courses, regardless of the mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit" ([see policy](#)). Therefore, in a 3-credit course, students should expect to invest 45 hours in class

meetings (or the online equivalent), as well as 90 hours doing homework and assignments for a total of 135 hours in any given session (A, B or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because, during some semesters, your work and/or family commitments may prevent you from taking a full load of classes.

Course Calendar

Module 1 – Beer Introduction (Monday, 10/12 – Sunday, 10/18)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, Introduction and chapter 2
(2) Schiefenhövel and Macbeth, Preface, Table of Contents, and Introduction to *Liquid Bread* (pp. xi-11)
(3) Peter Kaiser, Gerhard Medicus, and Martin Brüne, “Healthy or Detrimental...?” (chapter 2 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Other: Academic Integrity Agreement due Wednesday, 10/14
- Discussion Board: (1) “Who Are You? What Do You Study?” due Wednesday, 10/14
(2) “History of Beer” due Thursday, 10/15; peer responses due Friday, 10/16
- Quiz: (1) Open-book Reading Quiz 1.1 due Sunday, 10/18
(2) Open-book Reading Quiz 1.2 due Sunday, 10/18

Module 2 – Beer in Ancient History (Monday, 10/19 – Sunday, 10/25)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapter 1
(2) Bostwick, *The Brewer’s Tale*, chapters 1-2
(3) W.C. McGraw, “Natural Ingestion of Ethanol by Animals” (chapter 1 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: “Beer in Ancient History” due Wednesday, 10/21; peer responses due Thursday, 10/22
- Quiz: Open-book Reading Quiz 2 due Friday, 10/22
- Activity: Comic Book Story of Beer, ch. 1 due Sunday, 10/25

Module 3 – Beer in the Middle Ages (Monday, 10/26 – Sunday, 11/1)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapter 3
(2) Bostwick, *The Brewer’s Tale*, chapter 3
(3) Igor de Garine, “Beer, Ritual, and Conviviality... (chapter 13 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: “Beer in the Middle Ages, pt. 1” due Wednesday, 10/28; peer responses due Thursday, 10/29
- Quiz: Open-book Reading Quiz 3.1 due Friday, 10/30
- Activity: History of Beer Timeline due Sunday, 11/1

Module 3 (cont.) – Beer in the Middle Ages (Monday, 11/2 – Sunday, 11/8)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapter 4
(2) Bostwick, *The Brewer's Tale*, chapter 3 (cont.)
(3) Ruth Kutalek, "Ritual Use of Beer in South-West Tanzania"(chapter 15 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: "Beer in the Middle Ages, pt. 2" due Wednesday, 11/4; peer responses due Thursday, 11/5
- Quiz: Open-book Reading Quiz 3.2 due Friday, 11/6
- Activity: Beer Map due Sunday, 11/8

Module 4 – Beer in the Age of Discovery (Monday, 11/9 – Sunday, 11/15)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapters 5-6
(2) Bostwick, *The Brewer's Tale*, chapter 4
(3) Walter van Beek, "The Gender of Beer" (chapter 14 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: "Beer in the Age of Discovery" due Wednesday, 11/11; peer responses due Thursday, 11/12
- Quiz: Open-book Reading Quiz 4 due Friday, 11/13
- Activity: Beer and Gender Politics due Sunday, 11/15

Module 5 – Beer in the Industrial Revolution (Monday, 11/16 – Sunday, 11/22)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapter 7
(2) Bostwick, *The Brewer's Tale*, chapters 5-7
(3) Gerhard Dammann, "Alcohol Consumption and Binge Drinking..." (chapter 11 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: "Beer in the Industrial Revolution" due Wednesday, 11/18; peer responses due Thursday, 11/19
- Quiz: Open-book Reading Quiz 5 due Friday, 11/20
- Wiki: Beer Wiki and Reflection due Sunday, 11/22

Module 6 – Contemporary Beer: Craft or Industry? (Monday, 11/23 – Sunday, 11/29)

- Reading: (1) Hennessey, Smith, and McConnell, *The Comic Book Story of Beer*, chapter 8
(2) Bostwick, *The Brewer's Tale*, chapter 8
(3) Mabel Gracia Arnaiz, "Culture, Market, and Beer Consumption" (chapter 19 in Schiefenhövel and Macbeth, *Liquid Bread*)
(4) Luis Cantarero and Monica Stacconi, "Beer and European Media" (chapter 20 in Schiefenhövel and Macbeth, *Liquid Bread*)
- Discussion Board: "Contemporary Beer" due Wednesday, 11/25; peer responses due Thursday, 11/26

Quiz: Open-book Reading Quiz 6 due Friday, 11/27

Module 7 – Course Wrap-Up (Monday, 11/30 – Friday, 12/4)

Compendium: The Chemical and Cultural History of Beer Compendium due
Wednesday,
12/2

Additional Information

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using plagiarism detection software, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available [here](#).

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA or your college Academic Integrity Officer in advance of submitting an assignment.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual, [Chapter V – Campus and Student Affairs: Code of Conduct](#) and the [ACD 125: Computer, Internet, and Electronic Communications](#).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Class Participation

Class participation is defined as completing assignments by their due date and actively participating in online discussions. Class participation is an essential part of your final grade. All absences count equally, irrespective of the cause, and students who exceed the allowed

number of absences cannot pass the course and will receive a grade of F. Failure to submit three (3) assignments will result in failure.

Technology

Students who take online courses need reasonable computer competence and good study, internet and reading comprehension skills to be successful. Skills specific to individual courses may also be required; for example, proficiency with a Word processing package may be needed for an online writing course.

Technology excuses for late or incomplete assignments will not be accepted.

Email Communication

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email, go to MyASU > Service > Live Chat **or** New Ticket.

Sending Email to Instructor

When composing email messages, please include the course (IDS 313) in your subject. IDS faculty teach a lot of classes and this simple identification will help identify you and save time on course roster searches to match your name against several other class rosters.

Moreover, you must maintain a professional and academic tone when corresponding with your instructor. Failure to comply with these policies will result in an unreturned email.

I will reply to all emails within 24 hours. If I do not, it means that I did not receive your message.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else in my materials or posts from fellow students seems offensive, please contact me at mrodgers@asu.edu, or the faculty head, Kevin Ellsworth.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk in to any ASU counseling center for a same day or future appointment to discuss any personal concern. [Here is the website](#). After-office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. [The site can be found here](#).

Accommodating Active Duty Military

Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the

line-of-duty, without penalty. See [university policy ACD304-11: SSM 201–18: Accommodating Active Duty Military](#). Students should discuss individual concerns with their instructor.

Excused Absences

Students may be excused from a class assignment for either of the two criteria below:

1. Excused absences related to religious observances/practices that are in accord with [ACD 304–04](#), “Accommodation for Religious Practices”
2. Excused absences related to university sanctioned events/activities that are in accord with [ACD 304–02](#), “Missed Classes Due to University-Sanctioned Activities”

Late Work

A Discussion Board submission that is late will lose 5 points per day. No posts will be accepted after Sunday of a given week. Assignment due dates are firm and late submissions will lose a full grade per day.

Extra Credit

Extra credit is not offered in this course.

Campus Resources

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career exploration, and internships.

- [Tutoring](#)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major/Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)
- [ASU Writing Centers](#)
- [ASU Police Department](#)
- [International Student Resources](#)

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the Announcements section on Canvas.

IDS313 Assignments

History of Beer Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

After watching “The World History of Alcohol” and reading the beginnings of *The Comic Book Story of Beer* and *Liquid Bread*, consider the following questions:

1. How is alcohol made and how has this practice developed over time? Consider also the ideas presented in *The Comic Book History of Beer* and in the Introduction to *Liquid Bread* in your response.
2. What significant impact(s) did beer have on ancient history?
3. In this module, what surprising facts did you learn about beer? Be detailed in this response and be sure to cite your evidence.

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Beer in Ancient History Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. In Bostwick's *The Brewer's Tale*, we are introduced to the Babylonian and the Shaman. Using examples from the text, compare ancient brewing techniques to those used today. What are the similarities and differences?
2. Based on your readings this week, how has beer contributed to the development of society and culture? Be sure to use specific examples and cite your sources throughout.

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Beer in the Middle Ages, pt. 1 Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. In ch. 3 of *The Comic Book Story of Beer* and in ch. 3 of *The Brewer's Tale*, we are introduced to the relationship between beer and religion. Using specific examples from each text, analyze how religion helped shape (or hinder) the development of beer throughout history.
2. What is the relationship between religion and fermentation? According to Bostwick in *The Brewer's Tale*, how has this relationship evolved over time and what impact has yeast had on modern brewing techniques? Be sure to use specific examples from *The Comic Book Story of Beer* and *The Brewer's Tale* in your response.

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Beer in the Middle Ages, pt. 2 Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. How is beer associated with tradition? In this response, apply the discussion from Ruth Kutalek's “Ritual Use of Beer in South-West Tanzania.”
2. How has the tradition of beer drinking evolved over the centuries? In this response, analyze contemporary representations of beer consumption ([as seen in these Super Bowl LI ads](#)). What do these ads reveal about contemporary North American beer consumption and tradition?

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Beer in the Age of Discovery Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. According to *The Comic Book Story of Beer*, what role did beer play in shaping the New World, especially in terms of the Pilgrims in America and the British on their colonial endeavors? Evaluate specific examples from the text to support your response.
2. Compare lagers, ales, and lambics. Specifically, how is the brewing and fermentation process similar/different for each? How is the flavor profile different? If you consult outside sources for this response, be sure to cite them.
3. Walter van Beek discusses “The Gender of Beer” in chapter 14 of Schiefenhövel and Macbeth’s *Liquid Bread*. Analyze contemporary beer culture and how beer is advertised. How is beer in contemporary society connected to gender? Be sure to use specific examples from the text and from contemporary media in your response.

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Beer in the Industrial Revolution Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. Analyze the factors that led to the development of the Temperance Movement in the United States and, ultimately, Prohibition. How did these movements affect the production and developments related to beer consumption? Be sure to use specific examples from ch. 7 of the *Comic Book Story of Beer* and ch. 5 of *The Brewer’s Tale*.
2. The Industrial Revolution was a time of explosive technological growth. Evaluate how new inventions in technology during this time changed the course of beer production and taste.

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

Contemporary Beer: Craft or Industry? Discussion Board (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question – this minimum does not include citations (in-text notes per MLA or APA style) and complete bibliographic citations at the end. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources. If you are using a media link, be sure to include it. In writing your answers, always include the number so we know which one is being answered. Lastly, there is no “right” or “wrong” answer – you just want to engage the items as best you can.

1. In our final module, we are introduced to the rise of craft beer on both sides of the Atlantic Ocean in the 1960s and 1970s. Evaluate the conversation found in ch. 8 of *The Comic Book Story of Beer* and *The Brewer's Tale* and analyze how craft beer differs from non-craft beer and how the brewing industry has been affected by the rise of craft beer.
2. Evaluate Bostwick's discussion of beer marketing in ch. 8 of *The Brewer's Tale*. How has contemporary beer marketing evolved and how does it function today? How is craft beer marketed versus name brands?

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

History of Beer Timeline Activity (60 points)

Now that you have had a chance to explore the development and culture of beer in prehistoric and ancient history, we will work collectively to create a History of Beer timeline covering prehistoric, ancient, and Medieval times.

To get started, select the History of Beer Timeline link above to see how this timeline is laid out already (and to see which other students have already staked claims to various topics in history).

Using *The Comic Book Story of Beer*, *Liquid Bread*, or *The Brewer's Tale* (or a combination of these), pick a significant event in Beer History – just one – that you want to focus on. For our purposes, a “significant event” could include an archaeological find that is dated to a particular time period, or a recorded event in history, or a theory about early beer development as discussed in one of these books. You will see a couple of examples already inserted into the wiki timeline.

Once you have identified an original event (i.e., another student has not already taken it), select Create Wiki Page. Your post must contain the following elements:

1. The year of the event in your post title (e.g., 2100 B.C.E. – *Epic of Gilgamesh* is written)
2. An image from *The Comic Book Story of Beer* or another source related to your chosen event (you will need at least one image)
3. A detailed, comprehensive write-up of your chosen event. Your write-up must be at least 750 words and should contain detailed citations from at least one of the above sources, in addition to any other academic sources you consulted in your research.

When citing, pick a writing style (MLA or APA) and be consistent in use. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources.

To submit your post, simply click **Submit** when you are ready.

History of Beer Timeline Rubric				
Criteria	Levels of Achievement			
	No points	Developing	Accomplished	Exemplary
Correctly uses MLA or APA-style formatting for citations	0	4	7	10
Includes a supporting image related to the timeline event	0	4	7	10
Fully develops post, and generously uses examples throughout	0	8	14	20
Organizes the post in a logical way	0	4	7	10
Avoids grammatical – especially syntactical – errors	0	4	7	10

Interactive Beer Map Activity (60 points)

Beginning in the Middle Ages, beer began to appear in many parts of the world through independent brewing practices, trade, and colonialism. In our texts, we have read about places such as Egypt, Rome, Ireland, Africa, and Belgium, amongst other locales. In the timelines you created last week, other locations were identified.

For this module, you will analyze a region of the world that was significant in the history of beer development up until the Middle Ages. To do so, find a map of your chosen location and create a Word document that contains the following elements:

1. A copy of your map pasted directly at the beginning of your document
2. A detailed, comprehensive write-up of your chosen region. Your write-up must be at least 750 words and should contain detailed citations from at least one of the our texts, in addition to any other academic sources you consulted in your research. In writing, be sure to indicate why this region was significant to the history of beer.

Pick a writing style (MLA or APA) and be consistent in use. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources.

To submit your assignment, click the **Submit Assignment** button and select **Browse My Computer** to locate your file.

Your file must be in .doc or .docx format. If it is not, I will be unable to leave comments.

Interactive Beer Map Rubric				
Criteria	Levels of Achievement			
	No points	Developing	Accomplished	Exemplary
Correctly uses MLA or APA-style formatting for citations	0	4	7	10
Includes a map of the selected region	0	4	7	10
Fully develops document, and generously uses examples throughout	0	8	14	20
Organizes the document in a logical way	0	4	7	10
Avoids grammatical – especially syntactical – errors	0	4	7	10

Beer and Gender Politics Activity (60 points)

In this module's reading from Walter van Beek, and in your Discussion Board posting, we looked at the interrelationship between beer and gender.

Building on this discussion, you will now identify a contemporary piece of media and analyze how it depicts beer (*not* alcohol in general) and gender.

To get started, choose a contemporary piece of media – whether it is a print ad, a commercial, or a scene from a film

Once you have identified this piece of media, create a Word document that contains the following elements:

1. Your selected piece of media. If it is an image, include it directly in your document; if it is a commercial or film clip, please post the YouTube URL.
2. A detailed, comprehensive write-up of your chosen piece of media. Your write-up must be at least 750 words and should contain a detailed analysis of how gender is addressed in your piece of media and what this reveals about contemporary society and its relationship to beer.

Pick a writing style (MLA or APA) and be consistent in use. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources.

To submit your assignment, click the **Submit Assignment** button and select **Browse My Computer** to locate your file.

Your file must be in .doc or .docx format. If it is not, I will be unable to leave comments.

Beer and Gender Politics Rubric				
Criteria	Levels of Achievement			
	No points	Developing	Accomplished	Exemplary
Correctly uses MLA or APA-style formatting for citations	0	4	7	10
Includes an image or link to selected piece of media	0	4	7	10
Fully develops post, and generously uses examples throughout	0	8	14	20
Organizes the post in a logical way	0	4	7	10
Avoids grammatical – especially syntactical – errors	0	4	7	10

The Chemical and Cultural History of Beer Project Proposal (50 points)

Taking all that you have learned this semester in terms of the chemical and cultural history of beer, we will conclude our course by exploring a beer-related topic of your choice through an interdisciplinary lens.

To begin, identify your two chosen interdisciplinary studies concentrations and consider how each relates to the study of beer. You will then select one specific topic related to the study of beer to look at through your concentrations. For example, if your concentrations are marketing and business, you might write a final paper that analyzes how beer has been marketed throughout history and how this relates to breweries' business models. Or, if your concentrations are health and fitness, you could analyze the role of beer in one's health routine.

When you are ready to write, your proposal must contain the following sections, each separated in your paper with a bolded subheader. Each section should be no less than eight sentences.

1. **The Pitch:** Include information about your two interdisciplinary studies concentrations. What topic related to beer will you select and how will your concentrations inform your research and reasoning?
2. **The Research:** Evaluate the sources you will use to help support your final project. These sources must be presented in APA style and each should contain a brief note about how you plan to use this source in your project.

Pick a writing style (MLA or APA) and be consistent in use. If you need help with MLA or APA, manuals are available in the ASU bookstores, online vendors, and online resources.

To submit your assignment, click the **Submit Assignment** button and select **Browse My Computer** to locate your file.

Your file must be in .doc or .docx format. If it is not, I will be unable to leave comments.

The Chemical and Cultural History of Beer Project Proposal Rubric				
Criteria	Levels of Achievement			
	No points	Developing	Accomplished	Exemplary
Comprehensively discusses interdisciplinary studies concentrations.	0	4	7	10
Comprehensively discusses selected beer topic.	0	4	7	10
Provides a list of at least 5 sources with detailed annotations.	0	4	7	10

Correctly uses APA-style formatting for sources and citations.	0	4	7	10
Avoids grammatical and syntactical errors	0	4	7	10

The Chemical and Cultural History of Beer Project (100 points)

Building upon your topic that you submitted in the previous module, this week you will turn your topic into a well-researched, academic presentation that addresses your approved beer-related topic of your choice through an interdisciplinary lens.

For the final project, you must create a visual presentation. This means you should create a compelling visual presentation using a PowerPoint, infographic, video, etc. In this presentation, you must comprehensively address the items below.

1. **Introduction:** Include an opening hook and any necessary background information that discusses your chosen beer topic, as well as your two interdisciplinary studies concentrations. The introduction must end with a strong thesis that forecasts the development of the paper. For guidance on how to write a thesis statement, [this website is helpful](#).
2. **Analysis:** Includes at least three sections that include a detailed analysis of each interdisciplinary concentration as it relates to your selected beer topic, as well as an analysis of how your two concentrations work together to inform your selected topic on beer.
3. **Conclusion:** End with a strong conclusion that ties all of the ideas in the paper together and leaves a lasting impression for the reader.

You must use at least four outside sources to help support your analysis. These citations must be in MLA or APA-style format and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores.

To submit your assignment, click the **Submit Assignment** button and select **Browse My Computer** to locate your file.

If you have any difficulty in uploading a particular media type, please contact me.

The Chemical and Cultural History of Beer Project Rubric				
Criteria	Levels of Achievement			
	No points	Developing	Accomplished	Exemplary
Either creates a visually appealing and dynamic pitch	0	4	7	10

<u>or</u> correctly uses MLA or APA-style formatting				
Pitches the product in a meaningful and engaging way using lessons learned from David Gray	0	8	14	20
Provides an assessment of the product's design and UX	0	8	14	20
Provides an assessment of the product's cultural implications	0	8	14	20
Includes a detailed summary of insights gained from BIS470	0	8	14	20
Avoids grammatical – especially syntactical – errors	0	4	7	10

Beer Wiki Reflection (60 points)

Directions: Answer all the questions below as completely as possible. You want to write at least 150 words per question. Please note that there are no “right” or “wrong” answers – you just want to engage the items as best you can.

1. What did you contribute to this our Beer Wiki this week? Why did you provide this contribution?
2. How did our course readings and activities inform this week's contribution? Be as detailed as possible in this section and use examples.
3. What did you learn from your classmates' contributions this week?

When you are ready to post, select **Reply** below and submit your answers.

Last, but not least, respond – in a thoughtful and engaging way – to at least two of your classmates' postings. Your responses should advance the discussion by offering insights, suggestions and commentary. To respond, simply click **Reply** to your classmates' posts.

The Chemical and Cultural History of Beer Compendium (80 points)

Taking all that you have learned this semester in terms of the chemical and cultural history of beer, we will conclude our course by creating your “greatest hits” of the semester.

To begin, select your five favorite / best beer assignments this semester. These can be discussion board postings, activities, Wiki postings, or anything else related to beer! Whatever

you pick, however, be sure to see my original comments on your assignments and revise it to incorporate my feedback. Also, be sure that your collection of items is representative of all we have covered this semester regarding the chemical and cultural history of beer.

Once you have revised your documents, create a Word document that contains the following:

1. **Introduction to the Compendium:** Introduce your selected pieces and be sure to state why you included each. What does each piece say about the chemical and cultural history of beer? How do the pieces relate to one another? What does this collection of pieces reveal about your time this semester? This section must end with a strong thesis that forecasts the development of the paper. For guidance on how to write a thesis statement, [this website is helpful](#).
2. **Selected Items:** Include your five selected items, in order, here. Remember, they must include your corrections on each based on my feedback!
3. **Conclusion:** In this section, answer the following questions: What did you learn? Using all that you have learned this semester from the readings, videos, and discussions, discuss the major takeaways you got from this course in terms of what you learned about the chemical and cultural history of beer. How will you apply these ideas to your personal life and future academic studies?

As always, pick a writing style (MLA or APA) and be consistent in use. There are online web links to help with MLA and APA styles, along with the manuals sold in most bookstores.

To submit your assignment, click the **Submit Assignment** button and select **Browse My Computer** to locate your file.

Your file must be in .doc or .docx format. If it is not, I will be unable to leave comments.

IDS313 Readings – Tables of Contents

William Bostwick – *The Brewer's Tale: A History of the World According to Beer* (ISBN: 978-0393351996)

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Jonathan Hennessey, Mike Smith, and Aaron McConnell – *The Comic Book Story of Beer* (ISBN: 978-1607746355)

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 - Meet the Beer: Lambic
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Wulf Schiefenhövel and Helen Macbeth (eds.) – *Liquid Bread: Beer and Brewing in Cross-Cultural Perspective* (ISBN: 978-1782380337)

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 - Chapter 3 – Keith Thomas, “Beer: How it’s made – the Basics of Brewing”
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 - Chapter 5 – Hans-Peter Stika, “Beer in Prehistoric Europe”
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- Chapter 18 – Dante Aquino and Gerard Persoon, “Tradition and Change: Beer Consumption in Northeast Luzon, Philippines”
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