

HLED 5586-02: Food Systems & Health: from person to planet

Assignments outline and rough schedule, v2

Fall 2014, University of Wyoming

Instructor: Dr. Christine Porter

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Class times and location: Mondays 1:05pm-3:50pm in Corbett 104a.

Office hours: 11am-12:30pm Tuesdays & Thursdays or by appointment or open door

Course reading: One required book, available at the bookstore, is below. Other reading/resource assignments will be posted online on WyoCourses.

- Ackerman-Leist, Philip (2013). *Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems* Chelsea Green Publishing: White River Junction, VT.

About this Course

Do you know the expression about not seeing the forest for the trees? To use that metaphor for this course, we want not only to see individual trees *and* the whole forest, but also zoom in to photosynthesis and out to examine the relationship of the forest with local and global ecosystems. In other words, we will explore the relationship between food systems and health in a way that, for example, eventually connects nutrients, climate change and secretive negotiations towards a Transatlantic Trade and Investment Partnership (TTIP).

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

- 1) Describe key concepts and issues in the relationships between food systems and public health (including health of future generations) at local, national and global scales.
- 2) Articulate assumptions and values about food and food systems embedded in your own thinking and in public discourse about these issues.
- 3) Apply and synthesize scientific evidence and ethical arguments about food systems and health.
- 4) Discuss and assess solution options for particular food system and health issues.
- 5) Communicate clearly and effectively about food systems and health, including through active listening, active reading, and your written and oral presentation work.

Course Assignments

Assignments and grade composition (with deadlines), are as follows:

1. 12% **Micro-case studies** (3 at 4% each) (sign up week before presentation)
2. 10% **Bookend reflections**
 - o 3% opening bookend (night before Week 2)
 - o 7% closing bookend (night before Week 14)
3. 24% **“TED talk”** (Week 4 practice and Week 11 final)

- 4% for peer reviews (2% for review of practice and 2% for review of final)
 - 20% for your final Ted Talk (a practice run required but not assessed a grade).
4. 20% **Research and/or Action Paper/Project** (Week 8 proposal and Week 15/exam week final)
 5. 14% **Practice Brief** (Week 13)
 6. 20% **Class participation** including any online discussions/commenting, assessed against the learning objectives above, especially (2) and (5). This means quality matters, not quantity. That said, if you miss more than one class without official university reasons, you cannot get full points for this portion of your grade.

If you wish, you may “re-use” a topic area for your assignments (note that my expectations for depth of coverage and insight rise as you do so, however). I also welcome you to use the assignments to contribute to (but not replace) work for other courses, a job, and/or your thesis. If changing the nature of an assignment (even radically) would make it more relevant to you, please discuss that with me; I am open to customizing them with you.

Three micro-case studies

What: In at least 10 of our class meetings, alone or in pairs (your choice), you will select and research a relevant topic and then share your findings in class in an informal 5-minute “micro-case study” presentation, followed by questions and discussion. I will suggest a few topics to choose from in the week before (see examples in class notes from Week 1) for “delivery” in the following class meeting. You can also propose a relevant topic that isn’t listed instead.

When and how many: You each should do at least 3 of these during the semester. (This assignment is verbal, no powerpoints; though if you have handouts to share that is fine too. Send these to your classmate Lacey in advance of class if you would like copies made). We’ll have a topic choice and signup during our class meetings. The first sign-up is in Week 1 with the first case presentations in Week 2.

Grading: They are each worth 4% of your grade for a total of 12%. If you do more than 3 microcases, I will take the 3 highest scores. Those doing pair work will receive identical grades. The score breakdown (out of 100 points) is as follows: coherence/flow/organization (30), coverage of most relevant points to this class on your topic (50), and facilitation of following discussion and answering any questions (20).

Why: In addition to providing some practice in quick research on a topic and oral presentation without the crutch of slides, this is a chance for you to explore topics of interest to you and also shape what topics we cover in this class. These explorations might help you choose and begin your work on topics for other assignments.

Bookend reflections/essays

What and when: One personal reflection essay (3-5 pages, 1.5 spaced) due as a WyoCourse discussion post before Week 2 class and then a final reflection essay due before class in Week 14 (6-8 pages, 1.5 spaced). See WyoCourse discussion for final question posting closer to the due date.

The posted question for the opening bookend, due by midnight on Sunday before our Week 2 class, is:

Write and save your reflection post in a rich text format word processing document and paste your final copy here. Comments on your peers’ postings are not required, but in general count towards your participation grade.

A basic principle of adult learning is to “start from where the learners are.” In other words, to recognize that everyone comes to the course with a set of knowledge, opinions and perspectives on the subject matter, shaped by life experiences and prior studies. These are valuable assets to build upon in the course (and also can become barriers to learning if we are not aware of them). One of the objectives of our first weeks are for us to reflect upon our individual views about food systems and health, it will help to make them explicit by writing them down and sharing them with each other so that we can get a sense of the diversity within our own group and lay the groundwork for much of the later discussions.

Based only on your **current** knowledge, understanding and views (in other words, do NOT do any additional reading for this task), **write a 3-5 page summary** (1.5 spaced if in a word processing document) of your views or experiences concerning **food systems and health**. This should include your views concerning the most pressing problems in food systems in relation to health, their causes, their solutions and barriers to solutions. You can take a local, national or international focus in your essay (please specify) and may elect to focus on just one or two issues you find most pressing or know the most about.

Why: The opening bookend rationale is embedded in the question above. In the closing bookend, I’ll ask you to revisit the opening one to reflect on and articulate your learning journey during the semester.

TED talk

What: “TED talks” (see <https://www.ted.com/talks/browse>) are short oral presentations by people with “ideas worth spreading.” They are usually some mix of informative, persuasive, engaging (including through humor) and compelling. I am asking each of you to develop your own 10-12-minute TED-style talk on an FS&H topic.

You will do your first draft of your presentations soon – already in Week 4. Your classmates will give you verbal and written peer review/suggestions, which you should use to prepare your final TED Talk delivered during class in Week 11. I will be away during both of those weeks, but will arrange for your presentations to be videotaped so I can watch them.

I am specifically asking you to do a TED Talk that:

- Is on any topic you are passionate about that is directly relevant to food systems and health (agree on a topic with me in advance).
- Is evidence-informed (i.e., you know your stuff) and ethics-based (i.e., you are making a values-based claim or argument).
- Aims to help us understand your topic (informative and accurate) while inspiring us to do something about it (engaging via humor, persuasion, outrage, or whatever works for you).

Peer review: You will provide a structured and constructive written review (I’ll provide a format) of the presentations of your peers for both the draft and final TED Talks. That format can also help guide your TED Talk development.

Why: Practice evidence-informed, ethics-based compelling oral storytelling and/or argument while educating us about a topic important to you.

Research and/or Action Paper/Project

What: This assignment is for you to design, propose, and complete. Please discuss your ideas with me during class time provided and/or outside of class (in person, email and/or phone) *before* the formal plan/proposal due in Week 8. Your final paper/project is due the Monday of exam week.

Why: So you can complete work with peer guidance and my mentorship in FS &H that is most meaningful and relevant to you and, depending on what you do and how well you do it, our community or society.

Practice Brief

What: A 2-5 page (though if you want to use another medium, e.g., making a YouTube-worthy video, that is an option) summary of a very specific FS&H related issue and options for what your target audience (whether the general public or a very specific group, e.g., UW undergrads or school nurses) should *do* about it.

Why: To practice pitching solutions to an issue that interests you and to educate us in the class about that issue and its solutions.

Schedule Summary

Date	week	For class that week
9/8	1	<p>Macro-nutrients and health I</p> <ul style="list-style-type: none"> • Watch sample Ted Talk • Three cover stories on fat in Time Magazine, from 2014, 1984 and 1961 • Collection of abstracts of some of the scientific papers mentioned in the 2014 Time Magazine story. • Preface and introduction from <i>Rebuilding the Foodshed</i>, pp xv-xxxiii.
9/15	2	<p>Macro-nutrients and health II</p> <p><u>Opening bookend reflection due online by midnight 9/14.</u></p> <p><u>First micro-case studies presented</u></p> <ul style="list-style-type: none"> • Everyone else's essays • Ch 1-4 from <i>Rebuilding the Foodshed</i>, pp 1-60. • Cohen, R. 2013. "Sugar (a not so sweet story)" <i>National Geographic</i> Vol. 224(2): 79-97. Online at: http://ngm.nationalgeographic.com/2013/08/sugar/cohen-tex <p>Microcases: Brie (golden rice) & Shannon (grain v grass nutrition?)</p>
9/22	3	<p>Food insecurity and obesity</p> <ul style="list-style-type: none"> • Chapters 5 and 6 from <i>Rebuilding the Foodshed</i>. • Watch five of the TED talks assigned by your peers. <p>Microcases: Alyssa (let them eat cake), Erin (history of agriculture) & Ana (dancing with skeletons/ nutrition)</p>

9/29	4	<p><u>Present first draft of your FS&H “TED Talk”</u> <i>Christine away, at a principal investigators meeting required by the USDA National Institute of Food and Agriculture, funder of Food Dignity.</i></p>
10/6	5	<p>Zooming Out</p> <ul style="list-style-type: none"> • Finish <i>Rebuilding the Foodshed</i> • The “IATP: Climate Smart Agriculture Isn’t. Agroecology Is” email <p>Microcases: Lacey (footprint of grain v grass) & Brie ()</p>
10/13	6	<p>Land I: history and today's land grabs</p> <ul style="list-style-type: none"> • "Agriculture and the State System," more commonly known as the Friedmann and McMichael Food Regimes, 1989, in <i>Sociologia Ruralis</i>. • My attempts to summarize food regimes and movements in charts. • NatGeo: A 5-step plan to feed the world: www.nationalgeographic.com/foodfeatures/feeding-9-billion • NatGeo: The Next Breadbasket (on Land grabs), www.nationalgeographic.com/foodfeatures/land-grab/ • Critique of the "5-step plan" in the Huffington Post by Eric Holt-Gimenez: http://www.huffingtonpost.com/eric-holt-gimenez/feeding-nine-billion-five_b_5208388.html (Links to an external site.) <p>Microcases: TJ (land use for crops, CO beer and CA wine) and Shannon (obesity).</p>
10/20	7	<p>Land II, agriculture controversies from green to gene</p> <ul style="list-style-type: none"> • ETC Group report/summary of industrial vs. peasant farming: "With Climate Change, Who Will Feed Us?" (also online at http://www.etcgroup.org/content/poster-who-will-feed-us-industrial-food-chain-or-peasant-food-webs) • "Seeds of Doubt: An activist’s controversial crusade against genetically modified crops.“ in the <i>New Yorker</i>, August 2014, on Vandana Shiva. • Seeds of Truth – Vandana Shiva Responds to the <i>New Yorker</i>. Permaculture Research Institute, Sept 2014. • (and if you wish, the <i>New Yorker</i>'s reply to her reply: http://www.geneticliteracyproject.org/2014/09/02/new-yorker-editor-david-remnick-responds-to-vandana-shiva-criticism-of-michael-specters-profile/) • NatGeo food series: The Next Green Revolution • SLOCA's Reflections on FAO’s International Symposium on Agroecology for Food Security and Nutrition held at FAO in Rome 18-19 September, 2014. • "Norman Borlaug: humanitarian hero or menace to society? The work of the agricultural scientist who helped launch the 'green revolution' continues to divide opinion long after his death” in <i>The Guardian</i>, April 2014. <p>Microcases: Livy- a brief history of bananas in the US, Brie-palm oil, Ana - <i>Catching Fire</i> book, how cooking made us human.</p>

10/27	8	<p>Land III, more agriculture controversies and input issues <u>Final project/paper proposal due</u></p> <ul style="list-style-type: none"> • Rodale 30-year Farming Systems trial report, online at http://rodaleinstitute.org/assets/FSTbooklet.pdf • New report from Food First (that NGO led by Eric Holt-Gimenez of that Huffington Post piece): Land & Resource Grabs in the United States: Five sites of struggle and potential transformation • Article - "UN: only small farmers and agroecology can feed the world" quoting from the new UN Right to Food commissioner's recent speech. • IAASTD Summary for Decision Makers of the Global Report 2009 - http://www.unep.org/dewa/agassessment/docs/IAASTD_GLOBAL_SDM_JAN_2008.pdf • "La Via Campesina in Movement... Food Sovereignty now!" 20-minute film at http://vimeo.com/27473286. <p>Microcases: Erin (obesity borders, TX, OK and LA), Alyssa (fact checking Jim Gerrish's talk at Lander LocalFest), TJ (fish/eries).</p>
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11/3	9	<p>People as producers and workers in food</p> <ul style="list-style-type: none"> • Color of Food. Report from what is now called Race Forward. • Chapter 4 from Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. • Dolan, C. 2004. "On Farm and Packhouse: Employment at the Bottom of a Global Value Chain" <i>Rural Sociology</i>, 69(1): 99–126. • Spend at least 20 minutes exploring the website of the Coalition of Immokalee Workers, http://ciw-online.org/about/ <p>No microcases</p>
11/10	10	<p>People continued, including as eaters</p> <ul style="list-style-type: none"> • Genoways, T. (2013) Gagged by Big Ag: Horrific abuse. Rampant contamination. And the crime is...exposing it? <i>Mother Jones</i> (Jul/Aug). • This manuscript I just revised and resubmitted to a journal called <i>Public Health Nutrition</i>. The paper is called "What Can Gardens Grow". • Taubes, G & Couzens, C.K., (2012) Big Sugar's Sweet Little Lies, How the industry kept scientists from asking: Does sugar kill? <i>Mother Jones</i> (Nov/Dec). • Probably one more...
11/17	11	<p><u>Present final version of your FS&H "TED Talk"</u> <i>Christine away, presenting at American Public Health Association annual meeting.</i></p>
11/24	12	<p>Policy in the US</p>

12/1	13	Policy Internationally <u>Practice Brief due</u>
12/8	14	Designing a food system for healthy people and planet I <u>Closing bookend reflection due online by midnight 12/7.</u>
Exam week 12/15	15	Designing a food system for healthy people and planet II <u>Final project/paper due by Monday, 12/15</u> Final class meeting/discussion. We will meet at the usual Monday class time unless your exam schedules mean we need to find another time.

Course-specific policies:

GRADES

An “A” grade is 90 and up, a “B” is 80-89.9, and so on. This class will *not* be using the new +/- system available.

If you ever have a question about your grades or assignments, please visit me or send me an email. If you feel an error or misjudgment has been made in your grade, please visit with me. While genuine requests for review are welcome, point hunting is not. I reserve the right to grade downwards (subtracting points) as well as upwards (adding points) on any portion of an assignment submitted for re-grading. You are responsible for all the material assigned to read, whether or not it is discussed in class.

LATE ASSIGNMENT POLICY

Unless arranged with me beforehand, I deduct 5% for any assignment turned in later than the time specified but still on the same day and an additional 10% for every day thereafter. *All* assignments are required to be turned in or you will be given an incomplete in the class.

CITATIONS and REFERENCES for your work

- You may use any of the standard professional in-text citation and reference list formats, as long as you are consistent. The point of these is that the reader can find your information sources and know which of your claims are drawing on which sources.
- Wikipedia is a great starting place to get a sense of a topic. However, it is NOT an appropriate source to cite. Neither are blogs, discussion forums, or most lobbying organizations – other than to cite these as examples of public values or viewpoints.
- My personal favorite place to start my searches is scholar.google.com. Unlike traditional subject-based reference databases, this includes scholarly and scientific work across disciplines and also “grey” literature – scholarly work that is not yet peer reviewed but often is ahead of more formal academic work and tends to be more practice-informed. Also, you can set your search interface to include direct imports into the Endnote reference software.
- You will save yourselves many days of work over the course of your degree program if you use a reference citation software, all the more so if you are doing a PhD or plan to.

APPROVED EXCUSES

Excuses authorized by the UW Student Life Office (Room 128 Knight Hall) or a physician will be honored. Student Life will only authorize student excuses for things that are out of the control of the student (e.g., death in the family, illness in the family, etc.). Only **University authorized absences** or a **valid doctor’s note** for a medically related absence that **requires** you to miss your class presentation, an exam, or a due date will be accepted as an excused absence. In both cases, please call or e-mail me about the nature of the absence if it is at all possible. Those of you who are student athletes

must turn in assignments **early** if you will be missing a class on a due date. You must also take care to sign up for a presentation date that you will not miss.

University-wide policies:

HONOR POLICY The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.

ACADEMIC DISHONESTY Do not misrepresent any of your efforts on any academic task for which you receive a grade. University Regulation 802 will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, etc.).

EQUAL OPPORTUNITY Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his ability should contact the course instructor as soon as possible so that the student and instructor can discuss accommodations necessary to ensure full participation. It is recommended that students with disabilities also contact the Student Educational Opportunity Office, Room 330 Knight Hall (766-6189).

EMERGENCY EXIT PROCEDURES Know the location of the fire alarm; dial 911 in the event of an emergency; and evacuate using nearest exit.