

Cover Sheet: Request 14162

IDS 2935 Acosta UFQ2: Feeding the Planet: Nutrition, Sustainability, and the Economics of Eating

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Laura Acosta ljacosta@ufl.edu
Created	8/25/2019 3:37:49 PM
Updated	8/26/2019 6:31:38 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "Feeding the Planet: Nutrition, Sustainability, and the Economics of Eating" as an offering that fills the Social and Behavioral Sciences and International Designation Gen Ed requirements. This temporary approval will last for three semesters.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 514915000	Susan Percival	no comment	8/26/2019
Acosta - UF Q2 Social Behavioral - Feeding the Planet - 8-25-19.pdf					8/25/2019
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by Joel H. Brendemuhl.	8/26/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/26/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 14162

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Submitter: Laura Acosta ljacosta@ufl.edu

Created: 8/25/2019 2:20:10 PM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
IDS2935 Acosta UFQ2: Feeding the Planet: Nutrition, Sustainability, and the Economics of Eating

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:

Spring

Effective Year

Response:
2020

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
S - Social and Behavioral Sciences, N - International

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
None

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

These general education objectives will be accomplished through:

1. Instruction in the history, key themes, principles, terminology, theories, and methodologies underlying our modern understanding of the global food economy, food insecurity, food waste, and environmental impacts of food production and distribution.
2. Identifying, describing and explaining the sociocultural motivations for food choices and eating patterns, and applying critical thinking and problem solving techniques to synthesize potential solutions for feeding a growing global population in a nutritious, sustainable, economically-feasible, and environmentally-responsible way.
3. Qualitative and quantitative analysis to explore data relating to food behavior, and to draw connections between food security and anthropometric status.
4. Field trips and in-class debates to challenge students to critically evaluate opinions, outcomes and human behavior relating to sustainable eating patterns, and grapple with the ethical challenges associated with enacting dramatic and ambitious food system changes.

This course carries an international (N) designation in the UF General Education Program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

These international designation objectives will be accomplished through:

1. Comprehensively exploring the global food economy, and the impacts of supply and demand, consumer preferences, and cultural influences on food choices.
2. Presenting a model of the global food system that highlights the interconnectedness of food security, sustainability, physical health, and planetary/environmental health.
3. Comparing multicultural behaviors and eating habits around the world, and their impact on the environment.
4. Broadening perspectives from local to regional to international on food, environment, health, economic, and social issues.

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Social and Behavioral Sciences: Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.

At the end of the course, students will be able to:

-Describe the basic principles of food economics, and how they impact production, distribution, and consumption of food around the globe.

Content will be assessed through multiple choice and short-answer "quizzams" (hybrid between a quiz and an exam), a reflection paper from students' visit to the Alan and Cathy Hitchcock Pantry, an in-class Market Trading Experiment, in-class debates, a Plate Waste Analysis activity, and a final group project ("Gathering Around a Global Table").

International Designation: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

At the end of the course, students will be able to:

-Identify the social and economic determinants of dietary patterns around the world, and discuss the health implications of different eating styles.

Content will be assessed through multiple choice and short-answer "quizzams" (hybrid between a quiz and an exam), a reflection paper from students' visit to the Alachua County Public Schools Food Hub, a guided analysis of qualitative survey data, a guided analysis of quantitative data from the National Health and Nutrition Examination Survey, in-class debates, a Plate Waste Analysis activity, and a final group project ("Gathering Around a Global Table").

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Social and Behavioral Sciences: Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

International: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

At the end of the course, students will be able to:

-Evaluate the interconnectedness of food systems and planetary health, and synthesize the meaning of sustainability in the context of a food system.

Critical thinking will be assessed through multiple-choice and short-answer "quizzams" (hybrid between a quiz and an exam); reflection papers from students' visits to the Alan and Cathy Hitchcock Pantry, UF Field and Fork Farm and Gardens, and the Alachua County Public Schools Food Hub; in-class debates; a Plate Waste Analysis activity; and a final group project ("Gathering Around a Global Table").

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Social and Behavioral Sciences: Communicate knowledge, thoughts and reasoning clearly and effectively.

At the end of the course, students will be able to:

-Propose potential solutions for feeding a growing global population in a healthful, economically-feasible, and environmentally responsible way, and identify potential barriers to implementing such solutions.

Communication will be assessed through a "quizzam" (hybrid between a quiz and an exam) (specifically Quizzam 3); reflection papers from students' visits to the UF Field and Fork Farm and Gardens and the Alachua County Public Schools Food Hub; an in-class debate on "Environmental Sustainability: Ethical or Unethical?"; and a final group project ("Gathering Around a Global Table").

International: The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

Feeding the Planet: Nutrition, Sustainability, and the Economics of Eating

UF Quest 2 IDS2935 [Section Number]

General Education: Social and Behavioral Sciences, International

[Note: A minimum grade of C is required for General Education credit]

Spring 2020, Tuesdays, Periods 5-7

Location: [room]

Class resources, announcements, updates, and assignments will be made available through the Canvas site for this course: [URL]

Instructors (this is a team-taught course):

Laura Acosta, Lecturer in Dietetics (Food Science and Human Nutrition)

ljacosta@ufl.edu 352-273-3472

Office Hours: Fridays 11:00am-1:00pm or by appointment, Food Science and Human Nutrition, Building 120

Jeanette Andrade, Assistant Professor (Food Science and Human Nutrition)

jandrade1@ufl.edu 352-294-3975

Office Hours: Wednesdays and Thursdays 2:00-4:00pm or by appointment, 467B Food Science and Human Nutrition Building

Stephen Morgan, Assistant Professor (Food and Resource Economics)

snmorgan@ufl.edu 352-294-7654

Office Hours: By appointment, 1115 McCarty Hall A

Jaclyn Kropp, Associate Professor (Food and Resource Economics)

jkropp@ufl.edu 352-294-7631

Office Hours: Tuesdays and Thursdays 9:00-10:30am, 1157 McCarty Hall A

Derek Farnsworth, Assistant Professor (Food and Resource Economics)

dfarnswo@ufl.edu 352-294-7698

Office Hours: Tuesdays and Thursdays 10:00-11:00am, 1109 McCarty Hall B

Course Description:

This Quest 2 course explores the challenges of eating well around the globe considering environmental and economic factors, as well as access to and availability of nutritious food. Relying on the disciplines of food and resource economics, food science, and human nutrition, the course investigates and reflects on the contemporary international issues of global nutrition and sustainability from both economic and health perspectives. Major themes include the economics of global food systems, the growing problem of food waste, the implications of population growth, the impact of various eating patterns (e.g., animal sourced proteins, vegan, vegetarian, etc.) on the environment, the issues of food security and sustainability, and the elusive meaning of “healthy” eating. These themes are represented on an international level, with local and regional examples presented for classroom discussions and activities. Through field trips to local facilities (Alan and Cathy Hitchcock Pantry, UF Field and Fork Farm and Gardens, Alachua County Schools Food Hub, and campus dining halls), plate waste analysis, and classroom discussion and debates, students will grapple with the essential question of whether it is

possible to feed a growing global population in a healthful, economically-feasible, and environmentally responsible way. The course will culminate with a group project in which students synthesize potential sustainable solutions for various regions of the world, considering both environmental and nutritional perspectives. 3 credits.

Course Delivery:

This will be team-taught with instructors from Food Science and Human Nutrition and Food and Resource Economics. One lead instructor will have the primary responsibility for coordinating course activities and will be present at a majority (85%) of class meetings (even when not listed as the discussion leader). Other instructors will rotate in to teach the topics and units that best align with their individual areas of expertise. All instructors will collaborate in grading assignments, and will be available to meet with students during office hours.

The course will be delivered in a flipped classroom style where students are expected to complete assigned readings prior to class and be ready for active exploration and discussion to deepen their understanding. The role of the instructors will be to facilitate discussion, add insights from their expertise, moderate classroom activities and debates, and ask probing questions to stimulate students' creative and critical thinking skills.

Some class periods will consist of discussions that underscore major course themes; others will involve group activities or debates that challenge students to synthesize and apply what they've learned. Mid-semester, students will participate in a series of field trips to experience, on a local level, the global-scale concepts that the course addresses. Each field trip will be followed with an assigned Reflection Paper that will challenge students to align their observations to the context of the course's thematic motifs. At the conclusion of the semester, the course will culminate with a capstone group project and presentation, where students will propose potential sustainable solutions for food systems in different areas of the world, considering the economic, environmental, and nutritional implications of their proposals.

Quest 2 / Gen Ed Descriptions and Student Learning Outcomes:

Quest 2 Description: Grounded in the modes of inquiry and analysis characteristic of the social and/or biophysical sciences, Quest 2 courses invite students to address pressing questions facing human society and the planet—questions that outstrip the boundaries of any one discipline and that represent the kind of open-ended, complex issues they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

Quest 2 Student Learning Outcomes (SLOs):

At the conclusion of this Quest 2 course, students will be able to...

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)
- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)

- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

Social and Behavioral Sciences Description: Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Social and Behavioral Sciences SLOs:

At the conclusion of this Social and Behavioral Science course, students will be able to...

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (Content)
- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (Critical Thinking)
- Communicate knowledge, thoughts and reasoning clearly and effectively. (Communication)

International Description: This designation is always in conjunction with another program area: International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

International Designation SLOs:

At the conclusion of this course with an International designation, students will be able to...

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. (Content)
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. (Critical Thinking)
- The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. (Communication)

Course Objectives and Student Learning Outcomes:

Objectives

The Quest 2, Gen Ed Social and Behavioral Sciences, and International Designation objectives, described above, will be accomplished in this course by:

- Comprehensively exploring the global food economy, and the impacts of supply and demand, consumer preferences, and cultural influences on food choices.
- Presenting a model of the global food system that highlights the interconnectedness of food security, sustainability, physical health, and planetary/environmental health.
- Comparing multicultural behaviors and eating habits around the world, and their impact on the environment.
- Broadening perspectives from local to regional to international on food, environment, health, economic, and social issues.

Student Learning Outcomes

Reflecting the curricular structure of Quest 2 and the Gen Ed Social and Behavioral Sciences and International designations above, after taking *Feeding the Planet: Nutrition, Sustainability, and the Economics of Eating*, students will be able to:

1. Identify the social and economic determinants of dietary patterns around the world, and discuss the health implications of different eating styles. **(Content SLOs for Q2 and International)**
2. Describe the basic principles of food economics, and how they impact production, distribution, and consumption of food around the globe. **(Content SLO for Social/Behavioral Sciences)**
3. Evaluate the interconnectedness of food systems and planetary health, and synthesize the meaning of sustainability in the context of a food system. **(Critical Thinking SLOs for Q2, Social/Behavioral Sciences, and International)**
4. Propose potential solutions for feeding a growing global population in a healthful, economically-feasible, and environmentally responsible way, and identify potential barriers to implementing such solutions. **(Communication SLOs for Q2, Social/Behavioral Sciences, and International)**
5. Recognize how you, as an individual, and you, as a part of a community, can personally contribute now and in your career to addressing food security, sustainability, and environmental issues. **(Connection SLO for Q2)**

To see how assigned work advances each SLO, please see pages 14-20.

Required Texts:

There is no textbook for this course, but various articles, videos, etc. (listed below in the Course Schedule) will be made available through the class Canvas page.

Course Schedule:

Week	Topic Area
	UNIT 1: The Global Food Economy
	Theme: <u>Getting Started</u>

<p>1 (Jan 7)</p>	<p>Faculty Facilitators: All (Acosta, Andrade, Farnsworth, Kropp, Morgan)</p> <p>Periods 5-6: Course Orientation: What is a Quest 2 course? What is this particular course about? How is this course structured? What are the expectations? How will students be evaluated? Instructor and student introductions.</p> <p>Period 7: Introduction to the Big Question: <i>Can we feed a growing global population in a healthful, economically-feasible, and environmentally responsible way?</i> What are the challenges? What are the factors that make any potential solution nuanced and complex?</p> <p>Required Readings: n/a</p>
<p>2 (Jan 14)</p>	<p>Theme: <u>What Do We Eat, and Why?</u></p> <p>Faculty Facilitators: Acosta, Andrade</p> <p>Period 5: Discussion: How do dietary patterns and recommendations differ throughout the world? What social and cultural constructs govern food production and consumption in different countries and regions of the world?</p> <p>Periods 6-7: Discussion: What factors influence dietary choices and eating behaviors throughout the world? What social and behavioral theories help to explain why people eat the way they do, and how can we apply these theories to explain differences in eating patterns around the globe?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • What the World Eats. National Geographic Magazine. (https://www.nationalgeographic.com/what-the-world-eats/) *Review this website and come to class prepared to discuss the trends you observed in global eating behaviors. • Stern PC. Toward a coherent theory of environmentally significant behavior. <i>Journal of Social Issues</i>. 2000; 56(3): 407-424. (17 pages) <p>Plus choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • Bandura A. Social cognitive theory: An agentic perspective. <i>Annual Review of Psychology</i>. 2001; 52: 1-26. (26 pages) • Ajzen, I. The theory of planned behavior. <i>Organizational Behavior and Human Decision Processing</i>. 1991; 50: 179-211. (32 pages)
<p>3 (Jan 21)</p>	<p>Theme: <u>Statistical/Analytical Methods: Qualitative</u></p> <p>Faculty Facilitator: Andrade</p> <p>Period 5: Discussion: How do we analyze and interpret large qualitative datasets (eating practices, behaviors, patterns)?</p>

	<p>Period 6: In-class Activity: Guided Analysis of Qualitative Survey Data (Eating Motivations and Behaviors)</p> <ul style="list-style-type: none"> • Each student will be asked to respond anonymously to 5 open-ended questions about their eating behaviors and motivations for eating. (20 minutes) • Faculty will collect responses and divide students into groups of four. Responses will be evenly distributed among groups. (5 minutes) • Groups will identify at least three common themes based on all responses, and each group will submit their bulleted themes to the faculty. (25 minutes) <p>Period 7: Reflection and Discussion: What were the main findings? What do the data tell us? What challenges did you face in analyzing the responses? How valid is your analysis? What lingering questions exist?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Creswell JW, Hanson WA, Clark VL, Morales A. Qualitative research designs: Selection and implementation. <i>The Counseling Psychologist</i>. 2007; 35(2): 236-264. (28 pages) • Neergaard MA, Olesen F, Andersen RS, Sondergaard J. Qualitative description – The poor cousin of health research? <i>BMC Medical Research Methodology</i>. 2009; 9: 1-5. (5 pages) • Bradley EA, Curry LA, Devers KJ. Qualitative data analysis for health services research: Developing taxonomy, themes and theory. <i>Health Research and Educational Trust</i>. 2007; 42(4): 1758-1772. (14 pages) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • In-Class Activity: Guided Analysis of Qualitative Survey Data (Eating Motivations and Behaviors) (5 points)
<p>4 (Jan 28)</p>	<p>Theme: <u>Introduction to Food Economics</u></p> <p>Faculty Facilitators: Farnsworth, Morgan</p> <p>Period 5: Discussion: How do we discuss supply and demand for food? What is the historical context for beliefs about long run supply and demand for food production (Malthusians vs. Cornucopians)? What do these models tell us about food prices and expectations given growing populations and climate change?</p> <p>Periods 6-7: In-class Activity: Market Trading Experiment</p> <ul style="list-style-type: none"> • Students will be randomly assigned to be a buyer or a seller of a commodity, each with their own private value. By interacting with one another over several in-class rounds, students will observe how competitive markets determine prices. (60 minutes) • Reflection and Discussion: What did we learn from the Market Trading Experiment? How does this experiment relate to markets that determine the price of food commodities? How do we think about households in developing countries who both produce and consume food? What types of policies exist to help producers and

	<p>consumers? Are these policies appropriate for the challenges faced in every country? (45 minutes)</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Gouel C, Guimbard H. Nutrition Transition and the Structure of Global Food Demand. <i>American Journal of Agricultural Economics</i>. 2019; 101(2): 383-403. (https://doi.org/10.1093/ajae/aay030) (20 pages) Ritchie H. How much of the world’s land would we need in order to feed the global population with the average diet of a given country? 2017. (https://ourworldindata.org/agricultural-land-by-global-diets) (8 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> Malthus, Thomas Robert. <i>An Essay on the Principle of Population</i>. 1872. Krugman P, Wells R. <i>Microeconomics</i>. 2012. Chapter 2. <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> In-class Activity: Market Trading Experiment (5 points)
<p>5 (Feb 4)</p>	<p>Theme: <u>Food Systems: Where Does Food Come From?</u></p> <p>Faculty Facilitator: Farnsworth</p> <p>Period 5: Discussion: How is food produced and distributed? What do importing and exporting mean? What are the environmental impacts of importing and exporting?</p> <p>Period 6: Discussion: How do food systems affect dietary patterns? How do food systems differ around the world? How do the “carbon footprints” of food systems compare around the globe?</p> <p>Period 7: Review for Quizzam 1</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Nguyen H. Sustainable Food Systems Concept and Framework. Food and Agriculture Organization of the United Nations. 2018. (http://www.fao.org/3/ca2079en/CA2079EN.pdf) (8 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> Committee on a Framework for Assessing the Health, Environmental, and Social Effects of the Food System; Food and Nutrition Board; Board on Agriculture and Natural Resources; Institute of Medicine; National Research Council; Nesheim MC, Oria M, Yih PT, editors. <i>A Framework for Assessing Effects of the Food System</i>. Washington (DC): National Academies Press (US); 2015 Jun 17. Summary. (https://www.ncbi.nlm.nih.gov/books/NBK305165/) Nutrition and Food Systems - A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security. Rome: HPLE; 2017. (http://www.fao.org/3/a-i7846e.pdf)

UNIT 2: Food Security and Sustainability	
6 (Feb 11)	<p>Theme: <u>Food Security</u></p> <p>Faculty Facilitators: Kropp and Morgan</p> <p>Period 5: QUIZZAM 1 (on Unit 1 material) (50 points)</p> <p>Period 6: Discussion: How do we define food security/ insecurity? What does it mean to be food secure/insecure? How do we identify if someone is food secure/insecure? What are food desserts? What are the social, economic, and health implications of food insecurity? What are the global patterns of food security/insecurity?</p> <p>Period 7: Preview of Next Week’s Debate: How it will be structured, how to prepare, how it will be graded.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Azam-Ali S. Crop insecurity: What is the future of our food? <i>Financial Times</i>. 2018. (https://www.ft.com/content/843c2bbc-379a-11e8-8eee-e06bde01c544) (12 pages) • Meade B, Thome K. International Food Security Assessment, 2017-2027. USDA Economic Research Service. 2017. (https://www.ers.usda.gov/webdocs/publications/84128/gfa-28.pdf?v=0) (9 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> • Brown L. Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. W. W. Norton & Company. 2012. • Food and Agriculture Organization of the United Nations. The state of food security and nutrition in the world: Building climate resilience for food security and nutrition. 2018. (http://www.fao.org/3/I9553EN/i9553en.pdf)
7 (Feb 18)	<p>Theme: <u>What is Sustainability?</u></p> <p>Faculty Facilitator: Farnsworth</p> <p>Period 5: Discussion: What does it mean for a food system to be sustainable? What are the environmental impacts of different eating patterns? What types of eating patterns are the most/least environmentally sustainable? What are the connections between food production and climate change? Can sustainable food systems help address food insecurity? Can sustainable food systems address “first world” health problems like obesity, diabetes, and heart disease?</p> <p>Period 6: In-class Debate 1: “Are Vegetarian Diets Superior?”</p> <ul style="list-style-type: none"> • Please see Debate Structure and Guidelines on pages 17-19 <p>Period 7: Reflection and Discussion: What did we learn from the debate? In what ways did it broaden our perspectives? In what ways, if any, have your personal beliefs shifted or expanded as a result?</p>

	<p>Required Readings:</p> <ul style="list-style-type: none"> • Pimentel D, Pimentel M. Sustainability of meat-based and plant-based diets and the environment. <i>Am J Clin Nutr.</i> 2003; 78(3): 660S-663S. (3 pages) • Peters CJ, Picardy J, Darrouzet-Nardi A, et al. Carrying capacity of U.S. agricultural land: Ten diet scenarios. <i>Elementa: Science of the Anthropocene.</i> 2016; 4: 000116. (15 pages) • Fitzherbert EB, Struebig MJ, Morel A, et al. How will oil palm expansion affect biodiversity? <i>Trends in Ecology & Evolution.</i> 2008; 23(10): 538-545. (7 pages) • Koh LP, Wilcove DS. Cashing in palm oil for conservation. <i>Nature.</i> 2007; 448(7157): 993-994. (2 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> • Food and Agriculture Organization of the United Nations Food-based dietary guidelines: http://www.fao.org/nutrition/education/food-dietary-guidelines/en/ • World Health Organization, A healthy diet sustainably produced: https://apps.who.int/iris/bitstream/handle/10665/278948/WHO-NMH-NHD-18.12-eng.pdf?ua=1 • How ugly, unloved food can change the world: (https://www.ted.com/talks/dana_cowin_how_ugly_unloved_food_can_change_the_world) (Video: 8 minutes) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • In-class Debate 1: “Are Vegetarian Diets Superior?” (10 points)
<p>8 (Feb 25)</p>	<p>Theme: <u>Sustainable Food Systems in Action Field Trips</u></p> <p>Faculty Facilitators: Kropp, Morgan</p> <p>Periods 5-7: Visit the <i>Alan and Cathy Hitchcock Pantry</i> and the <i>UF Field and Fork Farm and Gardens</i></p> <p>Required Readings: n/a</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Alan and Cathy Hitchcock Pantry Reflection Paper (300-500 words, ~1 page single-spaced) (50 points) Due: [DATE] • UF Field and Fork Farm and Gardens Reflection Paper (300-500 words, ~1 page single-spaced) (50 points) Due: [DATE]
	<p>SPRING BREAK (Feb 29-Mar 7) No class</p>
<p>9 (Mar 10)</p>	<p>Theme: <u>Sustainable Food Systems in Action Field Trips (continued)</u></p> <p>Faculty Facilitator: Kropp</p> <p>Periods 5-7: Visit the <i>Alachua County Public Schools Food Hub</i></p>

	<p>Required Readings: n/a</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> Alachua County Public Schools Food Hub Reflection Paper (300-500 words, ~1 page single-spaced) (50 points) Due: [DATE]
<p>10 (Mar 17)</p>	<p>Theme: <u>Reflection on Field Trips / Housekeeping</u></p> <p>Faculty Facilitators: Acosta, Kropp, Morgan</p> <p>Period 5: Reflection and Discussion: What sustainable food practices did you observe on the field trips? What was the most impactful insight you gained from the field trips? In what ways were you able to make connections between the course concepts and the practices you observed? How did the field trips change or broaden your perspectives about sustainability?</p> <p>Period 6: Review for Quizzam 2</p> <p>Period 7: Preview of Next Week’s Debate: How it will be structured, how to prepare, how it will be graded.</p> <p>Required Readings: n/a</p>
UNIT 3: What We Do Eat and What We Should Eat	
<p>11 (Mar 24)</p>	<p>Theme: <u>What Should We Eat, and Why?</u></p> <p>Faculty Facilitator: Acosta</p> <p>Period 5: QUIZZAM 2 (on Unit 2 material) (50 points)</p> <p>Period 6: Health implications of different eating patterns around the world; What does it mean for a diet to be “healthy”, and how do we measure the “healthfulness” of food? What is the long-term economic cost of a poor-quality diet? How do we find the intersection between eating for personal health and eating for environmental responsibility?</p> <p>Period 7: In-class Debate 2: “Insect Protein: Should We All Eat Bugs?”</p> <ul style="list-style-type: none"> Please see Debate Structure and Guidelines on pages 17-19 <p>Required Readings:</p> <ul style="list-style-type: none"> Willett W, Rockstrom J, Loken B, et al. Food in the Anthropocene: the EAT-Lancet Commission on healthy diets from sustainable food systems. <i>Lancet</i>. 2019; 393: 447-492. (https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)31788-4.pdf?utm_campaign=tbeat19&utm_source=HubPage) (45 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> Shim JS, Oh K, Kim HC. Dietary assessment methods in epidemiologic studies. <i>Epidemiology Health</i>. 2014; 36: e2014009.

	<p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • In-class Debate 2: “Insect Protein: Should We All Eat Bugs?” (10 points)
<p>12 (Mar 31)</p>	<p>Theme: <u>Statistical/Analytical Methods: Quantitative</u></p> <p>Faculty Facilitator: Andrade, Kropp</p> <p>Period 5: Discussion: How do we analyze and interpret large quantitative datasets (anthropometry, plate waste, household surveys)?</p> <p>Period 6: In-class Activity: Guided Analysis of Quantitative Data (National Health and Nutrition Examination Survey, NHANES)</p> <ul style="list-style-type: none"> • Students will need to bring their computers to class. Select data from the 2015-2016 NHANES will be posted on the Canvas site. • Students will be divided into groups of about four. Each group will be assigned a different data set to analyze and to compare to standardized recommendations in the United States. The analysis will consist of identifying the total number of individuals who follow a specific diet and the means and ranges of the other data. Examples of data that groups may be assigned include: <ul style="list-style-type: none"> ○ Macronutrients consumed compared to U.S. DRIs ○ Vitamins consumed compared to U.S. DRIs ○ Minerals consumed compared to U.S. DRIs ○ Average Lab Values (Glucose, Cholesterol, Triglycerides, Calcium, Iron) of participants compared to Standard Reference Values ○ Average BMI, Waist Circumference, and Blood pressure of participants compared to Standard Reference Values (40 minutes) • Once the analysis is complete, each group will write and submit a half-page summary of their findings. • Reflection and Discussion: What do the data tell us? What inferences and conclusions can we draw? Why are these data important in the context of global nutrition and sustainability... what story do they tell? What are the limitations of our analysis? (10 minutes) <p>Period 7: Preview of Next Week’s Plate Waste Study: Importance and significance of plate waste – why does it matter? Introduction to different plate waste study methodologies (Comstock, Quarter waste, Half-waste, weighing food items directly, digital photography).</p> <p>Required Readings: Familiarize yourself with the NHANES website and questionnaires:</p> <ul style="list-style-type: none"> • National Health and Nutrition Examination Survey. Centers for Disease Control and Prevention. https://www.cdc.gov/nchs/nhanes/index.htm. • NHANES Questionnaires, Datasets, and Related Documentation. Centers for Disease Control and Prevention. https://www.cdc.gov/Nchs/Nhanes/. <p>Graded Assignments/Activities:</p>

	<ul style="list-style-type: none"> In-class Activity: Guided Analysis of Quantitative Data (National Health and Nutrition Examination Survey, NHANES) (5 points)
<p>13 (Apr 7)</p>	<p>Theme: <u>Plate Waste Study Field Trip</u></p> <p>Faculty Facilitators: Acosta, Kropp</p> <p>Periods 5-7: Visit a campus dining hall; observe and record plate waste data. The class will be divided into five groups. Each group will use a different methodology that we learned about last week to measure/record plate waste:</p> <p>Group 1: Comstock Group 2: Quarter waste Group 3: Half waste Group 4: Weighing food items Group 5: Digital photography</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Bolos LA, Lagerkvist CJ, Nayga RM. Consumer Choice and Food Waste: Can Nudging Help? <i>Choices</i>. 2019; Quarter 1. (http://www.choicesmagazine.org/choices-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/consumer-choice-and-food-waste-can-nudging-help) (7 pages) Grant K, Gallardo RK, McCluskey JJ. Are Consumers Willing to Pay to Reduce Food Waste? <i>Choices</i>. 2019; Quarter 1. (http://www.choicesmagazine.org/choices-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/are-consumers-willing-to-pay-to-reduce-food-waste) (7 pages) <p>Also watch this video:</p> <ul style="list-style-type: none"> Stuart T. The global food waste scandal. TedTalk. (https://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal) (Video: 14 minutes) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> Dunning RD, Johnson LK, Boys KA. Putting Dollars to Waste: Estimating the Value of On-Farm Food Loss. <i>Choices</i>. 2019; Quarter 1. (http://www.choicesmagazine.org/choices-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/putting-dollars-to-waste-estimating-the-value-of-on-farm-food-loss) Wilson NLW, Miao R, Weis C. When in Doubt, Throw It Out! The Complicated Decision to Consume (or Waste) Food by Date Labels. <i>Choices</i>. 2019; Quarter 1. (http://www.choicesmagazine.org/choices-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/when-in-doubt-throw-it-out-the-complicated-decision-to-consume-or-waste-food-by-date-labels) Minor T, Hitaj C, Kuchler R, Skorbiansky SR, Roe B, Thornsbury S. Exploring Food Loss from Farm-to-Retail in the Produce Industry. <i>Choices</i>. 2019; Quarter 1. (http://www.choicesmagazine.org/choices-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/exploring-food-loss-from-farm-to-retail-in-the-produce-industry)

	<p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Plate Waste Analysis Activity (5 points) Due: [DATE]
<p>14 (Apr 14)</p>	<p>Theme: <u>What We <i>Should</i> Eat Versus What We <i>Do</i> Eat: The Discrepancy</u></p> <p>Faculty Facilitators: Acosta, Kropp</p> <p>Period 5: Reflection and Discussion: Each group will share their findings from the Plate Waste Study with the class and then we will compare/contrast and discuss the pros/cons of each method as a class. What did we learn about food patterns, preferences, and waste on campus? Do we have a paradox of food waste and food insecurity on campus? How can we cultivate awareness of the environmental impacts of food waste? How can we ensure that we are reducing food waste and practicing good environmental stewardship, whether on or off campus?</p> <p>Period 6: Discussion: Is there a viable solution to address malnutrition, food insecurity, chronic diseases, climate change, and planetary health via changes in food systems and dietary behaviors? If so, how do we implement it? What would need to happen for the vision to become reality? What are the ethical considerations and challenges in enacting dramatic and ambitious food systems changes?</p> <p>Period 7: In-class Debate 3: “Environmental Sustainability: Ethical or Unethical?”</p> <ul style="list-style-type: none"> • Please see Debate Structure and Guidelines on pages 17-19 <p>Required Readings:</p> <ul style="list-style-type: none"> • Jennings B. Ethical Aspects of Sustainability. Center for Humans and Nature. (https://www.humansandnature.org/ethical-aspects-of-sustainability) (2 pages) • Jackson R. Unpacking the ethics of food sustainability: health, harmony, and beyond. Nuffield Council on Bioethics. (http://nuffieldbioethics.org/blog/unpacking-ethics-food-sustainability-health-harmony) (1 page) • Askew K. Fast food versus slow food: A choice of ‘ethics and sustainability’. Food Navigator. (https://www.foodnavigator.com/Article/2018/09/24/Fast-food-versus-slow-food-A-choice-of-ethics-and-sustainability) (2 pages) • Dargie J. Biotechnology, GMOs, Ethics and Food Production. Food and Agriculture Organization of the United Nations. (http://www.fao.org/News/2001/stockholm/biotech.pdf) (21 pages) <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> • The EAT-Lancet Commission Launch Lecture in Oslo (https://www.youtube.com/watch?v=6ZU9kQpXLjA&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&index=2) • How Can Food Solve Global Issues? Gunhild Stordalen (https://www.youtube.com/watch?v=z6zyT1qF6hY&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&index=4) • The EAT-Lancet Launch Lecture by Johan Rockstrom and Walter Willett (https://www.youtube.com/watch?v=mnlaBhD-124&index=6&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv)

	<ul style="list-style-type: none"> Changing the Food System is a Necessity (https://www.youtube.com/watch?v=kC2xTdWuJks&index=7&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv) How Can You Contribute to the Food System Change – Gunhild’s Call to Action (https://www.youtube.com/watch?v=xfrfBOueX60&index=8&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> In-class Debate 3: “Environmental Sustainability: Ethical or Unethical?” (10 points)
<p>15 (Apr 21)</p>	<p>Theme: <u>How Do We Do Better?</u></p> <p>Faculty Facilitator: Acosta</p> <p>Period 5: QUIZZAM 3 (on Unit 3 material) (50 points)</p> <p>Period 6: In class time to work in groups on final projects with faculty guidance. Questions to Consider: What are the barriers to adopting healthful, environmentally-sound eating patterns? What would need to happen in order for a restructuring of the global food system to occur?</p> <p>Period 7: Evaluation and Wrap-Up: UF course evaluations, Quest Student Survey, visit from Quest Ambassadors about additional course offerings, peer-mentoring, and research opportunities in the Quest curriculum.</p> <p>Required Readings: n/a</p> <p>Additional Recommended Resources:</p> <ul style="list-style-type: none"> Towards a Common Food Policy for the European Union: The Policy Reform and Realignment that is Required to Build Sustainable Food Systems in Europe. iPES Food. (http://www.ipes-food.org/_img/upload/files/CFP_FullReport.pdf)
FINAL PROJECT: “Gathering Around a Global Table”	
<p>16 (Date and time TBA; to be assigned by Registrar)</p>	<p>*In lieu of a traditional Final Exam, students will present their projects during the Final Exam period.</p> <p>Faculty Facilitators: All (Acosta, Andrade, Farnsworth, Kropp, Morgan)</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> “Gathering Around a Global Table” Group Project and Presentation (150 points)

Assigned Work:

You must complete all of the assigned work in order to pass the class.

Quizzams:* (30% of grade)

- Quizzam 1 (Covering Weeks 1-5): 50 points
 - Format: 30 multiple choice questions (1 point each) and 4 short-answer questions (5 points each)
 - Advances SLOs 1, 2
- Quizzam 2 (Covering Weeks 6-10): 50 points
 - Format: 30 multiple choice questions (1 point each) and 4 short-answer questions (5 points each)
 - Advances SLOs 3, 5
- Quizzam 3 (Covering Weeks 11-14): 50 points
 - Format: 30 multiple choice questions (1 point each) and 4 short-answer questions (5 points each)
 - Advances SLOs 1, 3, 4, 5

*A “quizzam” in this course is a hybrid between a quiz and an exam. These evaluations will have more substance and rigor than a traditional quiz, but are not weighted as heavily as a typical exam. The format of each Quizzam will be a combination of multiple choice and short answer critical thinking questions.

Reflection Papers: (30% of grade)

- Alan and Cathy Hitchcock Pantry Reflection (Week 8): 50 points
 - 300-500 words (~one page, single-spaced): Students will need to address the following within their reflective papers. How does the Alan and Cathy Hitchcock Pantry contribute to food security for the campus community? What is the environmental impact of a food pantry operation such as this one? Explore the intersection between food security and sustainability on campus. What role can you play in promoting sustainability and combating food insecurity, both now and in the future?
 - Advances SLOs 2, 3, 5
- UF Field and Fork Farm and Gardens Reflection (Week 8): 50 points
 - 300-500 words (~one page, single-spaced): Students will need to address the following within their reflective papers. Describe how the Field and Form Farm and Gardens interface and collaborate with the Alan and Cathy Hitchcock Pantry. How does this model support a farm-to-table paradigm? How can the sustainable food production practices you observed in the farm and gardens be applied on a larger, global scale?
 - Advances SLOs 3, 4, 5
- Alachua County Public Schools Food Hub Reflection (Week 9): 50 points
 - 300-500 words (~one page, single-spaced): Students will need to address the following within their reflective papers. Describe how the Food Hub contributes to a sustainable food system in the Alachua County Public Schools. Compare and contrast the operation of the Food Hub with that of the Field and Fork Farm and Gardens. What cultural and ethical factors might be important to consider in an operation like the Food Hub?
 - Advances SLOs 1, 3, 4

Group Project/Presentation: (30% of grade)

- Gathering Around a Global Table (Week 16): 150 points

- Students will work in groups of four. Each group will choose a country or region of the world and describe the primary food or nutrition-related concerns in that area, how these issues evolved, and what threats they present. You and your group will then facilitate a 20-30 minute class discussion around the challenges and potential solutions for creating a healthful, sustainable, and planet-friendly food system in that country/region.
- Grading:
 - Summary Paper: 100 points
 - The group will submit a paper of about 4-5 pages double-spaced (~2000 words) describing the primary food or nutrition-related concerns in your assigned country/region, and thoroughly summarizing your proposed solution. At minimum, 10 references need to be included.
 - Presentation Materials (PowerPoint or other visuals): 20 points
 - Submit one copy for the whole group.
 - Presentation/Discussion Facilitation: 20 points
 - Each student must participate in the presentation. Grading will be based on a combination of the group's presentation as a whole (cohesiveness, clarity, organization, engagement) (10 points), and your individual contributions (evaluations from your peers will be considered) (10 points).
 - Peer Evaluation: 10 points
 - Each student will earn 10 points for filling out a thoughtful peer evaluation of your teammates.
- Advances SLOs 1, 2, 3, 4, 5

Class participation:* (10% of grade)

*"Participation" means coming to class prepared, attentively and thoughtfully engaging with the material, and interacting with peers and instructors in a courteous, respectful, and professional manner.

- Guided Analysis of Qualitative Survey Data (Eating Motivations and Behaviors) (Week 3): 5 points
 - Each student will be asked to respond anonymously to 5 open-ended questions about their eating behaviors and motivations for eating (adopted from Deliens et al, 2014). (20 minutes)
 - Faculty will collect responses and divide students into groups of four. Responses will be evenly distributed among groups. (5 minutes)
 - Groups will identify at least three common themes based on all responses, and each group will submit their bulleted themes to the faculty. (25 minutes)
 - Grading:
 - Preparedness: 2 points
 - Did the group analyze the qualitative data by identifying common themes?
 - Engagement: 2 points
 - Did each student actively participate in the group activity and the class discussion?

	omnivorous diets. People around the world should be encouraged to adopt more plant-based eating patterns.
Con Side	Vegetarian diets may lack essential nutrients, and the environmental and economic costs of vegetarian diets can be just as great as with omnivorous diets. It is dangerous to generalize and recommend that everyone follow a plant-based diet.
Debate 2: "Insect Protein: Should We All Eat Bugs?"	
Pro Side	Insects provide a nutritionally-sound, sustainable protein source that should be widely adopted around the globe.
Con Side	There are health and acceptability concerns associated with eating bugs, and there are other, equally effective ways to promote sustainably-sourced protein. Eating insects is not an acceptable solution for everyone.
Debate 3: "Environmental Sustainability: Ethical or Unethical?"	
Pro Side	From an ethical standpoint, it is our obligation to strive for more sustainable food systems.
Con Side	Sustainability initiatives can negatively impact financial stability and quality of life for some of the most vulnerable populations, and thus present a complex ethical dilemma.

- For each debate, approximately 10 students will be on the Pro Side, 10 students will be on the Con Side, and 10 students will be Adjudicators.
- All students on the Pro Side and the Con Side will individually prepare a short (1 page) **Position Brief**, providing some background on the topic and outlining their key points and arguments. These Position Briefs should be used for reference during the debate, and will be submitted at the end of the debate.
- Students should plan to coordinate ahead of time with other students who are arguing on the same side, to ensure that the group presents a cohesive and logical argument on the debate day. They should also think about who will say what, and in what order.
- On the debate day, the format will be as follows:
 - The Pro Side will have 10 minutes to present their argument.
 - The Con Side will then have 10 minutes to present their argument.
 - There will be a 10 minute break, during which each side will confer and formulate a rebuttal for the other side.
 - The Pro Side will have 5 minutes to present their rebuttal.
 - The Con Side will have 5 minutes to present their rebuttal.
 - Adjudicators will carefully consider all of the arguments presented, and for about 10 minutes, provide comments on which way they would lean, and why.
- Following the debate, each Adjudicator will individually prepare a short (1 page) **Synthesis Paper**, in which they briefly describe the key arguments on each side, state their personal conclusion, and describe the rationale for their chosen position.

- Grading:
 - All debates will be graded as follows:
 - For Pro Side and Con Side Roles...
 - Preparedness: 4 points
 - Did the student thoughtfully prepare for the debate with a cohesive and well-written Position Brief?
 - Engagement: 4 points
 - Did the student actively participate in the debate during the initial argument and/or the rebuttal?
 - Professionalism: 2 points
 - Did the student interact with peers and faculty in a courteous and respectful manner during the debate?
 - For Adjudicator Role...
 - Preparedness: 2 points
 - Did the student listen attentively to the arguments on both sides to prepare their personal conclusion?
 - Engagement: 6 points
 - Did the student actively participate by sharing their thoughts during the discussion following the debate, and by writing a thoughtful Synthesis Paper?
 - Professionalism: 2 points
 - Did the student interact with peers and faculty in a courteous and respectful manner during the debate?
- Ground Rules:
 - In order to create a climate for open and honest dialogue, and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges during classroom debates are counter-productive and will not be tolerated.
 - Remember that learning is about sharing different views and actively listening to those with different views. Remember that it is okay to disagree. The purpose of dialogue, discussion, and debate is **not** to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of our classroom debates is to reach higher levels of learning by examining different viewpoints and opinions.
- Guided Analysis of Quantitative Data (National Health and Nutrition Examination Survey, NHANES) (Week 12): 5 points
 - Students will need to bring their computers to class. Select data from the 2015-2016 NHANES will be posted on the Canvas site.
 - Students will be divided into groups of about four. Each group will be assigned a different data set to analyze and to compare to standardized recommendations in the United States. The analysis will consist of identifying the total number of individuals who follow a specific diet and the means and ranges of the other data. Examples of data that groups may be assigned include:

- Macronutrients consumed compared to U.S. DRIs
 - Vitamins consumed compared to U.S. DRIs
 - Minerals consumed compared to U.S. DRIs
 - Average Lab Values (Glucose, Cholesterol, Triglycerides, Calcium, Iron) of participants compared to Standard Reference Values
 - Average BMI, Waist Circumference, and Blood pressure of participants compared to Standard Reference Values (40 minutes)
- Once the analysis is complete, each group will write and submit a half-page summary of their findings.
- Reflection and Discussion: What do the data tell us? What inferences and conclusions can we draw? Why are these data important in the context of global nutrition and sustainability... what story do they tell? What are the limitations of our analysis? (10 minutes)
- Grading:
 - Preparedness: 2 points
 - Did the group analyze the quantitative data appropriately with frequencies and means?
 - Engagement: 2 points
 - Did each student actively participate in the group activity and the class discussion?
 - Professionalism: 1 point
 - Did the student interact with peers and faculty in a courteous and respectful manner during the group activity and the class discussion?
- Advances SLO 1
- Plate Waste Analysis Activity (Week 13): 5 points
 - As a class, we will visit a campus dining hall, and observe and record plate waste data. The class will be divided into five groups. Each group will use a different methodology (i.e. Comstock, Quarter waste, Half waste, Weighing food items, Digital photography) to measure/record plate waste. (2-3 hours)
 - Reflection and Discussion: Each group will share their findings from the Plate Waste Analysis Activity with the class and then we will compare/contrast and discuss the pros/cons of each method as a class, and reflect on the implications of dining and environmental stewardship. (50 minutes)
 - Grading:
 - Preparedness: 2 points
 - Was the student prepared to measure plate waste with his or her assigned method, and appropriately analyze the results?
 - Engagement: 2 points
 - Did the student actively participate in the Plate Waste Analysis Activity and the class discussion?
 - Professionalism: 1 point

- Did the student interact with peers and faculty in a courteous and respectful manner during the Plate Waste Analysis Activity and the class discussion?
 - Advances SLOs 1, 2, 3, 5

Evaluation of Grades:

Graded Activity	Points	Percentage of Grade
Quizzams (3)	50 points each (150 points total)	30%
Reflection Papers (3)	50 points each (150 points total)	30%
Group Project/Presentation	150 points	30%
*Class Participation (see above for specific activities that constitute "participation")	50 points	10%
Total	500 points	100%

*Class Participation will be graded based on three criteria: Preparedness, Engagement, and Professionalism. Please see individual assignment descriptions, above, for descriptions of how these criteria will be applied to each activity.

Grading Scale:

Points:	Percent:	Letter:
465-500	93-100%	A
450-464	90-92.9%	A-
435-449	87-89.9%	B+
415-434	83-86.9%	B
400-414	80-82.9%	B-
385-399	77-79.9%	C+
365-384	73-76.9%	C
350-364	70-72.9%	C-
335-349	67-69.9%	D+
315-334	63-66.9%	D
300-314	60-62.9%	D-
<300	<60%	E

UF Grades and Grading Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Policies:

Class Attendance and Make-Up Work:

The interactive, discussion-based nature of this class requires that students be present to fully engage in course activities. Each student is allowed two discretionary/unexcused absences for the semester. After that, each unexcused absence will result in a deduction of 5 points from your final grade. Requirements for excused absences and make-up work are consistent with university policies, and can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. If an extenuating circumstance or conflict beyond your control prevents you from attending class, you must reach out to

the course director within 1 business day of the absence to provide documentation of the circumstance or event that prevented you from attending.

Tardiness is unacceptable in the workplace and therefore also inappropriate in the classroom. Tardiness of more than 10 minutes will be treated like an absence. It will be considered an excused absence only if the student provides documentation to substantiate an extenuating circumstance that led to the tardiness. Otherwise, it will either count as one of the two allowed discretionary absences, or be considered an unexcused absence (if the two discretionary days have already been used).

Late work will not be accepted, except when associated with a valid and documented excused absence.

Students Requiring Accommodations:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact information: 0001 Reid Hall, 392-8565, <https://disability.ufl.edu/>.

Course Evaluation:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Class Demeanor:

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. This is a discussion-based class that follows the “flipped classroom” model. Thus, you are expected to come to class having read/reviewed any assigned materials. Electronic devices should be turned off and placed in closed bags, except when they are needed for class activities as determined by the instructors. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Material and Supply Fees:

There are no additional fees for this course.

University Honesty Policy:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on

all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/process/student-conduct-code/>.

Writing Studio:

The Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. Individual assistance is provided and students of all levels and disciplines are welcome. The Writing Studio is located at 2215 Turlington Hall. Contact them at 352-846-1138 or on the web at <https://writing.ufl.edu/writing-studio/>.

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Service	Location	Phone/Email	Web site	Services provided
University Counseling and Wellness Center	3190 Radio Road	352-392-1575	https://counseling.ufl.edu/	Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
U Matter We Care		umatter@ufl.edu	https://umatter.ufl.edu/	Support for students in distress
Career Connections Center	J. Wayne Reitz Union	352-392-1601	https://career.ufl.edu/	Career development assistance and counseling