

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

## Quest 2

### I. General Information

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#### Class Meetings

- Semester: Spring 2022
- Time: Tuesday, Period 7 (1:55-2:45pm) and Thursday, Periods 7-8 (1:55-3:50pm)
- Location: MAT 0004

#### Instructors

- Lead Instructor: Jeanette Andrade, Assistant Professor (Food Science and Human Nutrition)
- Office: Food Science and Human Nutrition Building, Room 467B
- Office Hours: Monday and Wednesday, 12:00-1:00pm, or by appointment
- Contact: [jandrade1@ufl.edu](mailto:jandrade1@ufl.edu) 352-294-3975
  
- Instructor: Laura Acosta, Lecturer in Dietetics (Food Science and Human Nutrition)
- Office: Building 120, Room 104D
- Office Hours: Friday, 11:00am-1:00pm, or by appointment
- Contact: [ljacosta@ufl.edu](mailto:ljacosta@ufl.edu) 352-273-3472
  
- Instructor: Derek Farnsworth, Associate Professor (Food and Resource Economics)
- Office: McCarty Hall B, Room 1083
- Office Hours: Tuesday and Thursday, 12:00-1:00pm, or by appointment
- Contact: [dfarnswo@ufl.edu](mailto:dfarnswo@ufl.edu) 352-294-7698
  
- Instructor: Jaclyn Kropp, Associate Professor (Food and Resource Economics)
- Office: McCarty Hall A, Room 1157
- Office Hours: Tuesday and Thursday, 4:00-5:00pm, or by appointment
- Contact: [jkropp@ufl.edu](mailto:jkropp@ufl.edu) 352-294-7631

## 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.

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)
- International (N)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

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.

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

<i>Graded Activity</i>	<i>Points</i>	<i>Percentage of Grade</i>
Quizzams (3)	50 points each (150 points total)	30%
Reflections (10)	10 points each (100 points total)	20%
Group Project/Presentation	100 points	20%
Class Assignments	150 points	30%
<b>Total</b>	<b>500 points</b>	<b>100%</b>

#### Quizzams: (30% of grade)

- Quizzam 1 (Covering Weeks 1-5): 50 points
  - Format: 40 multiple choice questions and 10 true/false questions (1 point each)
- Quizzam 2 (Covering Weeks 6-10): 50 points
  - Format: 40 multiple choice questions and 10 true/false questions (1 point each)
- Quizzam 3 (Covering Weeks 11-14): 50 points
  - Format: 40 multiple choice questions and 10 true/false questions (1 point each)

\*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: (20% of grade) – 10 reflections (10 points each)

- Throughout this course, you will be reflecting on the information presented to you. In either a video format or document, address these questions:
  - What do you think about this situation and why?
  - How will you explain to friends or family members the importance of this situation?
  - How will you use this information in your future career and personal life?

#### Presentation: (20% of grade)

- Gathering Around a Global Table (Week 16): 100 points
  - Based on your reflections throughout this course, present for 20 minutes around the challenges and potential solutions for creating a healthful, sustainable, and planet-friendly food system.
  - Grading:
    - Presentation Materials (PowerPoint or other visuals): 70 points
      - The presentation needs to include the primary food or nutrition-related concerns and a proposed solution. At minimum, 10 references need to be included.
    - Presentation: 20 points
      - Grading will be based on cohesiveness, clarity, organization, engagement.
    - Peer Evaluation: 10 points
      - Each student will earn 10 points for filling out a thoughtful peer evaluation of your peers.

#### Class Assignments: (30% of grade)

- Guided Analysis of Qualitative Survey Data (Eating Motivations and Behaviors) (Week 3): 10 points
  - Each student will be asked to respond to 5 open-ended questions about their eating behaviors and motivations for eating (adopted from Deliens et al, 2014).
  - Class will identify at least three common themes based on all responses.
  - Grading:
    - Preparedness: 4 points
    - Engagement: 4 points
    - Professionalism: 2 points

- Debates

- Debate 1 (Week 10): 50 points

- Topic: “Are Vegetarian Diets Superior?”

- Debate 2 (Week 11): 50 points

- Topic: “What is the ‘Best’ Source of Protein?”

- Debate Structure and Guidelines:

- There are two debate “roles”: **Pro Side and Con Side**. Each student will get to play a different role for each debate, and thus will cycle through all roles over the course of the semester.

- The Pro Side and Con Side roles for each debate will be defined as:

Debate 1: “Are Vegetarian Diets Superior?”	
Pro Side	Vegetarian diets provide superior nutrition, are economically-friendly, and are far less detrimental to the environment than 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.

- For each debate, students will be evenly distributed between the pro and con side.
- 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.

- Grading:
 

All debates will be graded as follows:  
For Pro Side and Con Side Roles...

  - Preparedness: 20 points
    - Did the student thoughtfully prepare for the debate with a cohesive and well-written Position Brief?
  - Engagement: 20 points
    - Did the student actively participate in the debate during the initial argument and/or the rebuttal?
  - Professionalism: 10 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): 10 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
  - 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: 4 points
  - Engagement: 4 points
  - Professionalism: 2 points
- Plate Waste Analysis Activity (Week 13): 30 points
  - At home, observe the amount of food, condiments, herbs, spices, etc that may be wasted (past expiration date and needs to be thrown out, food that has been disposed of, etc). Indicate what type of food this was – fresh fruits/vegetables with peels and inedible particulates, processed, etc.
  - Reflection and Discussion: Each student will share their findings from the Plate Waste Analysis Activity with the class
  - Grading:
    - Preparedness: 12 points
    - Engagement: 12 points
    - Professionalism: 6 points

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	74 – 76.9%
A-	90 – 92.9%		C-	70 – 73.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	84 – 86.9%		D	64 – 66.9%
B-	80 – 83.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	<60%

## III. Annotated Weekly Schedule

Week	Topic Area
	<b>UNIT 1: The Global Food Economy</b>
<b>1</b> (Jan 12/14)	<b>Topic: <u>Getting Started</u></b> <b>Faculty Facilitator:</b> Andrade <b>Tuesday:</b> Introduction to the Big Question: <i>Can we feed a growing global population in a healthful, economically feasible, and environmentally responsible way?</i> <b>Thursday:</b> Reflection discussion <b>Required Readings:</b> n/a <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>● Reflection (10 points)</li> </ul>

<p><b>2</b> (Jan 19/21)</p>	<p><b>Topic: <u>What Do We Eat, and Why?</u></b>  <b>Faculty Facilitators:</b> Andrade  <b>Tuesday:</b> Discussion: Impact social/environment has on dietary patterns/habits  <b>Thursday:</b> Reflection &amp; Final project discussion  <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• What the World Eats. National Geographic Magazine. (<a href="https://www.nationalgeographic.com/what-the-world-eats/">https://www.nationalgeographic.com/what-the-world-eats/</a>) *Review this website and come to class prepared to discuss the trends you observed in global eating behaviors.</li> <li>• Stern PC. Toward a coherent theory of environmentally significant behavior. <i>Journal of Social Issues</i>. 2000; 56(3): 407-424. (17 pages)</li> </ul> <b>Plus choose <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• Bandura A. Social cognitive theory: An agentic perspective. <i>Annual Review of Psychology</i>. 2001; 52: 1-26. (26 pages)</li> <li>• Ajzen, I. The theory of planned behavior. <i>Organizational Behavior and Human Decision Processing</i>. 1991; 50: 179-211. (32 pages)</li> </ul> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>• Reflection (10 points)</li> </ul> </p>
<p><b>3</b> (Jan 26/28)</p>	<p><b>Topic: <u>Statistical/Analytical Methods: Qualitative</u></b>  <b>Faculty Facilitator:</b> Andrade  <b>Tuesday:</b> Discussion: How do we analyze and interpret large qualitative datasets (eating practices, behaviors, patterns)? Activity: Analyzing a large dataset  <b>Thursday:</b> Reflection discussion  <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>• Qualitative Survey Data (Eating Motivations and Behaviors) (10 points)</li> <li>• Reflection (10 points)</li> </ul> </p>
<p><b>4</b> (Feb 2/4)</p>	<p><b>Topic: <u>Introduction to Food Economics</u></b>  <b>Faculty Facilitators:</b> Farnsworth  <b>Tuesday:</b> Discussion: Historical and current events related to food supply and demand  <b>Thursday:</b> Reflection discussion  <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• 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. (<a href="https://doi.org/10.1093/ajae/aay030">https://doi.org/10.1093/ajae/aay030</a>) (20 pages)</li> </ul> </p>

	<ul style="list-style-type: none"> <li>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. (<a href="https://ourworldindata.org/agricultural-land-by-global-diets">https://ourworldindata.org/agricultural-land-by-global-diets</a>) (8 pages)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>Malthus, Thomas Robert. <i>An Essay on the Principle of Population</i>. 1872.</li> <li>Krugman P, Wells R. Microeconomics. 2012. Chapter 2.</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<p><b>5</b> (Feb 9/11)</p>	<p><b>Topic: <u>Food Systems: Where Does Food Come From?</u></b>  <b>Faculty Facilitator:</b> Farnsworth  <b>Tuesday:</b> Discussion: Global food supply  <b>Thursday:</b> Reflection discussion  <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Nguyen H. Sustainable Food Systems Concept and Framework. Food and Agriculture Organization of the United Nations. 2018. (<a href="http://www.fao.org/3/ca2079en/CA2079EN.pdf">http://www.fao.org/3/ca2079en/CA2079EN.pdf</a>) (8 pages)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>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. A Framework for Assessing Effects of the Food System. Washington (DC): National Academies Press (US); 2015 Jun 17. Summary. (<a href="https://www.ncbi.nlm.nih.gov/books/NBK305165/">https://www.ncbi.nlm.nih.gov/books/NBK305165/</a>)</li> <li>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. (<a href="http://www.fao.org/3/a-i7846e.pdf">http://www.fao.org/3/a-i7846e.pdf</a>)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<b>UNIT 2: Food Security and Sustainability</b>	
<p><b>6</b> (Feb 16/18)</p>	<p><b>Topic: <u>Food Security</u></b>  <b>Faculty Facilitators:</b> Kropp  <b>Tuesday:</b> Discussion: Society/Environment and Food Security/Insecurity  <b>Thursday:</b> Quizzam 1  <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Azam-Ali S. Crop insecurity: What is the future of our food? <i>Financial Times</i>. 2018. (<a href="https://www.ft.com/content/843c2bbc-379a-11e8-8eee-e06bde01c544">https://www.ft.com/content/843c2bbc-379a-11e8-8eee-e06bde01c544</a>) (12 pages)</li> <li>Meade B, Thome K. International Food Security Assessment, 2017-2027. USDA Economic Research Service. 2017. (<a href="https://www.ers.usda.gov/webdocs/publications/84128/gfa-28.pdf?v=0">https://www.ers.usda.gov/webdocs/publications/84128/gfa-28.pdf?v=0</a>) (9 pages)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>Brown L. Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. W. W. Norton &amp; Company. 2012.</li> <li>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. (<a href="http://www.fao.org/3/I9553EN/i9553en.pdf">http://www.fao.org/3/I9553EN/i9553en.pdf</a>)</li> </ul>



	<b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>Quizzam (50 points)</li> </ul>
<b>7</b> (Feb 23/25)	<b>Topic: <u>What is Sustainability?</u></b> <b>Faculty Facilitator:</b> Kropp <b>Tuesday:</b> Discussion: Current events that may impact global food sustainability <b>Thursday:</b> Rest/Recharge day <b>Required Readings:</b> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Fitzherbert EB, Struebig MJ, Morel A, et al. How will oil palm expansion affect biodiversity? <i>Trends in Ecology &amp; Evolution.</i> 2008; 23(10): 538-545. (7 pages)</li> <li>Koh LP, Wilcove DS. Cashing in palm oil for conservation. <i>Nature.</i> 2007; 448(7157): 993-994. (2 pages)</li> </ul> <b>Additional Recommended Resources:</b> <ul style="list-style-type: none"> <li>Food and Agriculture Organization of the United Nations Food-based dietary guidelines: <a href="http://www.fao.org/nutrition/education/food-dietary-guidelines/en/">http://www.fao.org/nutrition/education/food-dietary-guidelines/en/</a></li> <li>World Health Organization, A healthy diet sustainably produced: <a href="https://apps.who.int/iris/bitstream/handle/10665/278948/WHO-NMH-NHD-18.12-eng.pdf?ua=1">https://apps.who.int/iris/bitstream/handle/10665/278948/WHO-NMH-NHD-18.12-eng.pdf?ua=1</a></li> <li>How ugly, unloved food can change the world: (<a href="https://www.ted.com/talks/dana_cowin_how_ugly_unloved_food_can_change_the_world">https://www.ted.com/talks/dana_cowin_how_ugly_unloved_food_can_change_the_world</a>) (Video: 8 minutes)</li> </ul> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>None</li> </ul>
<b>8</b> (Mar 2/4)	<b>Topic: <u>Sustainable Food Systems in Action Field Trips</u></b> <b>Faculty Facilitators:</b> Andrade <b>Tuesday:</b> Visit to the <i>UF Farm and Gardens</i> <b>Thursday:</b> Reflection discussion <b>Required Readings:</b> n/a <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<b>9</b> (Mar 9/11)	<b>Topic: <u>Sustainable Food Systems in Action Field Trips (continued)</u></b> <b>Faculty Facilitator:</b> Andrade <b>Tuesday:</b> Visit to the <i>UF Food Systems Institute</i> <b>Thursday:</b> Reflection discussion <b>Required Readings:</b> n/a <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<b>10</b>	<b>Topic: <u>Debate and Mid-point review on reflections, final one</u></b> <b>Faculty Facilitators:</b> Andrade

(Mar 16/18)	<p><b>Tuesday:</b> In-class Debate 1: “Are Vegetarian Diets Superior?”</p> <p><b>Thursday:</b> Mid-point reflection discussion</p> <p><b>Required Readings:</b> n/a</p> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• In-class Debate 1: “Are Vegetarian Diets Superior?” (50 points)</li> <li>• Reflection (10 points)</li> </ul>
<b>UNIT 3: What We <i>Do</i> Eat and What We <i>Should</i> Eat</b>	
<p><b>11</b> (Mar 23/25)</p>	<p><b>Topic:</b> <u>What Should We Eat, and Why?</u></p> <p><b>Faculty Facilitator:</b> Acosta</p> <p><b>Tuesday:</b> Health implications of different eating patterns around the world</p> <p><b>Thursday:</b> In-class Debate 2: “Insect Protein: Should We All Eat Bugs?”</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Willett W, Rockstrom J, Loken B, et al. Food in the Anthropocene: the EAT-<i>Lancet</i> Commission on healthy diets from sustainable food systems. <i>Lancet</i>. 2019; 393: 447-492. (<a href="https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)31788-4.pdf?utm_campaign=tlead19&amp;utm_source=HubPage">https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)31788-4.pdf?utm_campaign=tlead19&amp;utm_source=HubPage</a>) (45 pages)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Shim JS, Oh K, Kim HC. Dietary assessment methods in epidemiologic studies. <i>Epidemiology Health</i>. 2014; 36: e2014009.</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• In-class Debate 2: “Insect Protein: Should We All Eat Bugs?” (50 points)</li> </ul>
<p><b>12</b> (Mar 30/Apr 1)</p>	<p><b>Topic:</b> <u>Statistical/Analytical Methods: Quantitative</u></p> <p><b>Faculty Facilitator:</b> Andrade</p> <p><b>Tuesday:</b> In-class Activity: Guided Analysis of Quantitative Data</p> <p><b>Thursday:</b> Quizzam 2</p> <p><b>Required Readings:</b></p> <p>Familiarize yourself with the NHANES website and questionnaires:</p> <ul style="list-style-type: none"> <li>• National Health and Nutrition Examination Survey. Centers for Disease Control and Prevention. <a href="https://www.cdc.gov/nchs/nhanes/index.htm">https://www.cdc.gov/nchs/nhanes/index.htm</a>.</li> <li>• NHANES Questionnaires, Datasets, and Related Documentation. Centers for Disease Control and Prevention. <a href="https://wwwn.cdc.gov/Nchs/Nhanes/">https://wwwn.cdc.gov/Nchs/Nhanes/</a>.</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• In-class Activity: Guided Analysis of Quantitative Data (National Health and Nutrition Examination Survey, NHANES) (10 points)</li> <li>• Quizzam (50 points)</li> </ul>
<p><b>13</b> (Apr 6/8)</p>	<p><b>Topic:</b> <u>Food Waste</u></p> <p><b>Faculty Facilitators:</b> Kropp</p> <p><b>Tuesday:</b> Plate waste discussion/ keeping track at home; live demo. Video record waste (beverages included)</p> <p><b>Thursday:</b> Reflection discussion</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Bolos LA, Lagerkvist CJ, Nayga RM. Consumer Choice and Food Waste: Can Nudging Help? <i>Choices</i>. 2019; Quarter 1. (<a href="http://www.choicesmagazine.org/choices-">http://www.choicesmagazine.org/choices-</a></li> </ul>

	<p><a href="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">magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/consumer-choice-and-food-waste-can-nudging-help</a>) (7 pages)</p> <ul style="list-style-type: none"> <li>Grant K, Gallardo RK, McCluskey JJ. Are Consumers Willing to Pay to Reduce Food Waste? <i>Choices</i>. 2019; Quarter 1. (<a href="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">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</a>) (7 pages)</li> </ul> <p><b>Also watch this video:</b></p> <ul style="list-style-type: none"> <li>Stuart T. The global food waste scandal. TedTalk. (<a href="https://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal">https://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal</a>) (Video: 14 minutes)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>Dunning RD, Johnson LK, Boys KA. Putting Dollars to Waste: Estimating the Value of On-Farm Food Loss. <i>Choices</i>. 2019; Quarter 1. (<a href="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">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</a>)</li> <li>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. (<a href="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">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</a>)</li> <li>Minor T, Hitaj C, Kuchler R, Skorbiansky SR, Roe B, Thornsby S. Exploring Food Loss from Farm-to-Retail in the Produce Industry. <i>Choices</i>. 2019; Quarter 1. (<a href="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">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</a>)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Plate Waste Analysis Activity (30 points)</li> <li>Reflection (10 points)</li> </ul>
<p><b>14</b> (Apr 13/15)</p>	<p><b>Topic: What We <i>Should</i> Eat Versus What We <i>Do</i> Eat: The Discrepancy</b></p> <p><b>Faculty Facilitators:</b> Acosta</p> <p><b>Tuesday:</b> 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?</p> <p><b>Thursday:</b> Reflection discussion</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Jennings B. Ethical Aspects of Sustainability. Center for Humans and Nature. (<a href="https://www.humansandnature.org/ethical-aspects-of-sustainability">https://www.humansandnature.org/ethical-aspects-of-sustainability</a>) (2 pages)</li> <li>Jackson R. Unpacking the ethics of food sustainability: health, harmony, and beyond. Nuffield Council on Bioethics. (<a href="http://nuffieldbioethics.org/blog/unpacking-ethics-food-sustainability-health-harmony">http://nuffieldbioethics.org/blog/unpacking-ethics-food-sustainability-health-harmony</a>) (1 page)</li> <li>Askew K. Fast food versus slow food: A choice of 'ethics and sustainability'. Food Navigator. (<a href="https://www.foodnavigator.com/Article/2018/09/24/Fast-food-versus-slow-food-A-choice-of-ethics-and-sustainability">https://www.foodnavigator.com/Article/2018/09/24/Fast-food-versus-slow-food-A-choice-of-ethics-and-sustainability</a>) (2 pages)</li> </ul>

	<ul style="list-style-type: none"> <li>Dargie J. Biotechnology, GMOs, Ethics and Food Production. Food and Agriculture Organization of the United Nations. (<a href="http://www.fao.org/News/2001/stockholm/biotech.pdf">http://www.fao.org/News/2001/stockholm/biotech.pdf</a>) (21 pages)</li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>The EAT-Lancet Commission Launch Lecture in Oslo (<a href="https://www.youtube.com/watch?v=6ZU9kQpXLjA&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&amp;index=2">https://www.youtube.com/watch?v=6ZU9kQpXLjA&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&amp;index=2</a>)</li> <li>How Can Food Solve Global Issues? Gunhild Stordalen (<a href="https://www.youtube.com/watch?v=z6zyT1qF6hY&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&amp;index=4">https://www.youtube.com/watch?v=z6zyT1qF6hY&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&amp;index=4</a>)</li> <li>The EAT-Lancet Launch Lecture by Johan Rockstrom and Walter Willett (<a href="https://www.youtube.com/watch?v=mnlaBhD-124&amp;index=6&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv">https://www.youtube.com/watch?v=mnlaBhD-124&amp;index=6&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv</a>)</li> <li>Changing the Food System is a Necessity (<a href="https://www.youtube.com/watch?v=kC2xTdWuJks&amp;index=7&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv">https://www.youtube.com/watch?v=kC2xTdWuJks&amp;index=7&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv</a>)</li> <li>How Can You Contribute to the Food System Change – Gunhild’s Call to Action (<a href="https://www.youtube.com/watch?v=xfrfBOueX60&amp;index=8&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv">https://www.youtube.com/watch?v=xfrfBOueX60&amp;index=8&amp;list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv</a>)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<p><b>15</b> (Apr 20/22)</p>	<p><b>Topic: <u>How Do We Do Better?</u></b>  <b>Faculty Facilitator:</b> Andrade  <b>Tuesday:</b> Discussion: What would need to happen for a restructuring of the global food system to occur? 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.  <b>Thursday:</b> Quizzam 3  <b>Required Readings:</b> n/a  <b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>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. (<a href="http://www.ipes-food.org/_img/upload/files/CFP_FullReport.pdf">http://www.ipes-food.org/_img/upload/files/CFP_FullReport.pdf</a>)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Quizzam (50 points)</li> </ul>
<b>FINAL PROJECT: “Gathering Around a Global Table”</b>	
<p><b>16</b> (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.  <b>Faculty Facilitators:</b> All (Acosta, Andrade, Farnsworth, Kropp)  <b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>“Gathering Around a Global Table” Presentation (100 points)</li> </ul>

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*
  - 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 (Quest 2, S). Assessment: Quizzams, Class Assignments.
  - Identify the social and economic determinants of dietary patterns around the world and discuss the health implications of different eating styles (N). Assessment: Quizzams, Class Assignments.
  - Describe the basic principles of food economics, and how they impact production, distribution, and consumption of food around the globe (S). Assessment: Quizzams, Class Assignments.
- **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*
  - 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 (Quest 2, S). Assessment: Guided Analysis of Quantitative Data, Plant Waste Analysis.
  - Evaluate the interconnectedness of food systems and planetary health and synthesize the meaning of sustainability in the context of a food system (Quest 2, N). Assessment: Guided Analysis of Quantitative Data, Plant Waste Analysis.
- **Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*
  - 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 (Quest 2, S). Assessment: Debates, Presentation.
  - 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 (S). Assessment: Debates, Presentation.
- **Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*
  - Reflect on 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 (Quest 2). Assessment: Reflections, Presentation.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

- **Visit to UF Farm and Gardens:** The Farm and Gardens host a variety of production systems that can be used for experiential learning, classes, tours, and events. From art and history to engineering and agronomy, the space is designed to allow all academic disciplines to explore and experience food systems concepts and sustainable agriculture in practice. Additionally, staff, interns, and volunteers work together to manage the space and provide food for the Alan and Cathy Hitchcock Pantry and local charities, such as GRACE Marketplace and Bread of the Mighty Food Bank.
- **Visit to UF Food Systems Institute:** The Food Systems Institute (FSI) highlights UF's leading role in finding and promoting evidence-based solutions to the greatest challenge of our time — providing safe and nutritious food for a teeming global population while enhancing livelihoods, societies, and the environment. The FSI is a merger of the Institute for Sustainable Food Systems (ISFS) and the faculty of the Feed the Future Innovation Lab for Livestock Systems (LSIL). The FSI has expertise in the improvement and management of commodities of terrestrial and aquatic food systems (crops, livestock, fish) that address food security, improved nutrition, and a sustainable environment in the US and globally.

### 2. Details of Self-Reflection Component

As discussed in the Graded Work section, you will be reflecting on the information presented to you. There are 10 reflections assignments throughout the semester. These are occasions when you will examine what you think, why you think it, and what are the implications of your thoughts for yourself and for others. In either a video format or document, address these questions:

- What do you think about this situation and why?
- How will you explain to friends or family members the importance of this situation?
- How will you use this information in your future career and personal life?

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their

accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.