

# 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: CBD 0220

#### **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: [dfarnsw@ufl.edu](mailto:dfarnsw@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, 9:15-10:15am, 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
- 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>
Quizzes (3)	25 points each (75 points total)	17.6%
Reflections (10)	10 points each (100 points total)	23.5%
Group Project/Presentation	100 points	23.5%
Class Assignments (3)	50 points each (150 points total)	35.4%
<b>Total</b>	<b>425 points</b>	<b>100%</b>

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

- In certain weeks of the course, you will reflect upon the week's topic to address what new information you learned, what is additional information that you would have liked to learn about, and how you will apply this information to your other courses/career/graduate school.

Presentation: (20% of grade)

- Gathering Around a Global Table (Week 16): 100 points
- In lieu of the final, you will work in a group. 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:
    - Paper: 50 points
    - Presentation Materials (PowerPoint or other visuals): 20 points
    - Presentation: 20 points
    - Peer Evaluation: 10 points

Class Assignments: (30% of grade)

- Debates
  - Debate 1: 50 points
    - Topic: "Are vegetarian diets superior?"
    - Topic: "Insect protein: Should we all eat bugs?"
  - Debate 2: 50 points
    - Topic: "Future of food sustainability: Obtaining our food Globally or Locally?"
    - Topic: "Food policies: Federal government or Local government?"
  - Grading:
    - Position paper: 30 points
    - Engagement: 10 points
    - Professionalism: 10 points
- Survey Data: 50 points
  - Grading
    - Recording a 1-day 24-hour recall (10 points)
    - Analysis of 1-day 24-hour recall (20 points)
    - Reflection on motivation/behaviors for dietary habits (15 points)
    - Pros/cons of this method (5 points)
- Food Economic Assignment: 50 points
  - Grading:
    - Global issues that shift availability and accessibility of foods (25 points)
    - Solutions to overcome these economic issues (25 points)
- Plate Waste Analysis Activity: 50 points
  - Grading:
    - Accuracy of using method (25 points)
    - Rationale for using method (20 points)
    - Pros/cons of this method (5 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 6)	<b>Topic: <u>Getting Started</u></b> <b>Faculty Facilitator:</b> Andrade/Farnsworth/Acosta/Kropp <b>Thursday:</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>Required Readings:</b> n/a <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>None</li> </ul>
<b>2</b> (Jan 11/13)	<b>Topic: <u>What Do We Eat, and Why?</u></b> <b>Faculty Facilitators:</b> Andrade <b>Tuesday:</b> Reading discussion <b>Thursday:</b> Discussion: Impact social/environment has on dietary patterns/habits <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 about journal discussion (10 points)</li> </ul>
	<b>Topic: <u>Statistical/Analytical Methods: Qualitative/Quantitative</u></b>

<p><b>3</b> (Jan 18/20)</p>	<p><b>Faculty Facilitator:</b> Andrade  <b>Tuesday:</b> Discussion: Qualitative and Quantitative Research – It’s in the eye of the beholder  <b>Thursday:</b> Guest Speaker: Dr. Juan Andrade  <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> </ul> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>• 24-hour recall (Eating Motivations, Behaviors and analysis of dietary habits) (50 points)</li> </ul> </p>
<p><b>4</b> (Jan 25/27)</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> <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> <b>Additional Recommended Resources:</b> <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> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>• Reflection (10 points)</li> </ul> </p>
<p><b>5</b> (Feb 1/3)</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> <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> <b>Additional Recommended Resources:</b> <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> </ul> </p>

	<ul style="list-style-type: none"> <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>Food Economic Assignment (50 points)</li> </ul>
	<b>UNIT 2: Food Security and Sustainability</b>
<p><b>6</b> (Feb 8/10)</p>	<p><b>Topic: Food Security</b>  <b>Faculty Facilitators:</b> Kropp  <b>Tuesday:</b> Quiz 1  <b>Thursday:</b> Discussion: Society/Environment and Food Security/Insecurity  <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> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Quiz (25 points)</li> <li>Reflection (10 points)</li> </ul>
<p><b>7</b> (Feb 15/17)</p>	<p><b>Topic: What is Sustainability?</b>  <b>Faculty Facilitator:</b> Farnsworth  <b>Tuesday:</b> Discussion: Current events that may impact global food sustainability  <b>Thursday:</b>  <b>Required Readings:</b></p> <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> <p><b>Additional Recommended Resources:</b></p> <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> </ul>

	<ul style="list-style-type: none"> <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>Reflection (10 points)</li> </ul>
<b>8</b> (Feb 22/24)	<b>Topic: <u>Sustainable Food Systems in Action Field Trips</u></b> <b>Faculty Facilitators:</b> Andrade <b>Tuesday:</b> Reading discussion <b>Thursday:</b> Visit to the <i>UF Field &amp; Fork Gardens</i> <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 1/3)	<b>Topic: <u>Debate and Mid-point review on reflections, final one</u></b> <b>Faculty Facilitators:</b> Farnsworth <b>Tuesday:</b> Reflection of class <b>Thursday:</b> In-class Debates <b>Required Readings:</b> n/a <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>In-class Debates (50 points)</li> <li>Reflection (10 points)</li> </ul>
<b>10</b> (Mar 8/10)	<b>SPRING BREAK WEEK: NO CLASSES</b>
	<b>UNIT 3: What We <i>Do</i> Eat and What We <i>Should</i> Eat</b>
<b>11</b> (Mar 15/17)	<b>Topic: <u>What Should We Eat, and Why?</u></b> <b>Faculty Facilitator:</b> Acosta <b>Tuesday:</b> Quiz 2 <b>Thursday:</b> Health implications of different eating patterns around the world <b>Required Readings:</b> <ul style="list-style-type: none"> <li>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. (<a href="https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)31788-4.pdf?utm_campaign=tleat19&amp;utm_source=HubPage">https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(18)31788-4.pdf?utm_campaign=tleat19&amp;utm_source=HubPage</a>) (45 pages)</li> </ul> <b>Additional Recommended Resources:</b> <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> <b>Graded Assignments/Activities:</b> <ul style="list-style-type: none"> <li>Quiz 2 (25 points)</li> <li>Reflection (10 points)</li> </ul>
<b>12</b> (Mar 22/24)	<b>Topic: <u>Food Waste</u></b> <b>Faculty Facilitators:</b> Kropp <b>Tuesday:</b> Plate waste discussion/ keeping track at home; live demo. Video record waste (beverages included)

	<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-magazine/theme-articles/examining-food-loss-and-food-waste-in-the-united-states/consumer-choice-and-food-waste-can-nudging-help">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</a>) (7 pages)</li> <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, Thornsbury 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 (50 points)</li> </ul>
<p><b>13</b> (Mar 29/31)</p>	<p><b>Topic:</b> <u>Policy/Interventions</u></p> <p><b>Faculty Facilitator:</b> Kropp</p> <p><b>Tuesday:</b> Reading Discussion</p> <p><b>Thursday:</b> Can behavioral economics principles be employed to improve food choices?</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• U.S. Agency for International Development. Ending Hunger: 60 Years of Action. <a href="https://medium.com/usaid-2030/ending-hunger-60-years-of-action-f3776d78d252">https://medium.com/usaid-2030/ending-hunger-60-years-of-action-f3776d78d252</a></li> <li>• Shapouri S, Rosen S. Fifty Years of U.S. Food Aid and Its Role in Reducing World Hunger. <i>Amber Waves</i>. 2014, Sep. 1. <a href="https://www.ers.usda.gov/amber-waves/2004/september/fifty-years-of-us-food-aid-and-its-role-in-reducing-world-hunger/">https://www.ers.usda.gov/amber-waves/2004/september/fifty-years-of-us-food-aid-and-its-role-in-reducing-world-hunger/</a></li> <li>• Congressional Research Service. Domestic Food Assistance: Summary of Programs. 2019, August 27. <a href="https://sgp.fas.org/crs/misc/R42353.pdf">https://sgp.fas.org/crs/misc/R42353.pdf</a></li> </ul>



	<ul style="list-style-type: none"> <li>Mancino L, Guthrie J. When Nudging in the Lunch Line Might Be a Good Thing. <i>Amber Waves</i>. 2009. <a href="https://www.ers.usda.gov/amber-waves/2009/march/when-nudging-in-the-lunch-line-might-be-a-good-thing/">https://www.ers.usda.gov/amber-waves/2009/march/when-nudging-in-the-lunch-line-might-be-a-good-thing/</a></li> </ul> <p><b>Also watch this video:</b></p> <ul style="list-style-type: none"> <li>U.S. Agency for International Development. Food for Peace: Celebrating More than 60 Years of Help and Hope. <a href="https://www.usaid.gov/news-information/videos/food-peace-celebrating-60-years-help-and-hope">https://www.usaid.gov/news-information/videos/food-peace-celebrating-60-years-help-and-hope</a></li> </ul> <p><b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>United States Department of Agriculture. Food Assistance Programs. <a href="https://www.nutrition.gov/topics/food-assistance-programs">https://www.nutrition.gov/topics/food-assistance-programs</a></li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>Reflection (10 points)</li> </ul>
<p><b>14</b> (Apr 5/7)</p>	<p><b>Topic: <u>What We Should Eat Versus What We Do Eat: The Discrepancy</u></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> In-class debates</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> <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> </ul>

	<ul style="list-style-type: none"> <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>In-class Debates (50 points)</li> <li>Reflection (10 points)</li> </ul>
<p><b>15</b> (Apr 12/14/19)</p>	<p><b>Topic: <u>How Do We Do Better?</u></b>  <b>Faculty Facilitator:</b> Andrade  <b>Tuesday:</b> Quiz 3  <b>Thursday:</b> 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> Discussion: What would need to happen for a restructuring of the global food system to occur?  <b>Required Readings:</b> n/a  <b>Additional Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>Review the Hungry Farmer: <a href="https://ed.ted.com/on/g08Z2A8W?s=03#review">https://ed.ted.com/on/g08Z2A8W?s=03#review</a></li> <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>Quiz (25 points)</li> <li>Reflection (10 points)</li> </ul>
	<p><b>FINAL PROJECT: “Gathering Around a Global Table”</b></p>
<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)

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).
  - Identify the social and economic determinants of dietary patterns around the world and discuss the health implications of different eating styles (Gen Ed).
  - Describe the basic principles of food economics, and how they impact production, distribution, and consumption of food around the globe (Gen Ed).

- **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).
  - Evaluate the interconnectedness of food systems and planetary health, and synthesize the meaning of sustainability in the context of a food system (Gen Ed).
- **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).
  - 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 (Gen Ed).
- **Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*
  - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Quest 2).
  - 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 (Gen Ed).

## 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.

### 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.