FOOD ACCESS AND HEALTH

PBH 445

Course Description and Objectives

PBH 445 – FOOD ACCESS AND HEALTH
Food is an element of our history, economy, culture, and social structures, as well as an important influence on our health. Food systems help determine who has access to what foods and when they are able to access them. A food system encompasses the activities, participants, and resources involved in getting food from its place of origin to our plates. Along the way, it influences and is influenced by aspects of public health, equity, and our environment. This course will provide an introduction to food systems in the United States. We will also cover food production practices and how what we choose to eat influences the world in which we live. Some key historical and political factors that have helped shape the current food system will be discussed, along with some alternative approaches from farm to fork.

This course is crosslisted with EOH 645. Credit at the 600-level requires additional work. University Undergraduate Learning Objectives will be emphasized and reinforced throughout this course. 3 Credits

COURSE OBJECTIVES:
1. Explain food systems and their impact on food access (UULO 1.1, 1.3, 1.4, 2.1, 2.2, 4.2, 5.2)
2. Place food systems in historical context (UULO 1.2, 1.4, 2.4, 4.1, 4.2)
3. Understand the state of food systems and food access in our community (UULO 2.4, 2.6, 4.2, 4.6, 5.1, 5.2, 5.4)
4. Analyze some elements of our local food environment and understand the use of tools to assess food environments (UULO 1.4, 2.2, 2.3, 2.4, 4.3, 5.4)
5. Summarize the dominant methods of food production in the United States (UULO 2.2, 5.1, 5.2)
6. Assess the influence of culture and place on patterns of food access and consumption (UULO 1.4, 2.4, 4.1, 4.2, 4.3)
7. Discuss the role of government and public policy in food marketing, labelling, and consumption patterns (UULO 1.4, 2.4, 2.5, 5.1, 5.2, 5.4)
8. Communicate (in writing and orally) his/her own thoughts, feelings and assumptions about food systems and their influence on consumption patterns and health (UULO 1.4, 3.1, 3.2, 3.3, 3.5)

COUNCIL ON EDUCATION FOR PUBLIC HEALTH BSPH COMPETENCIES:
1. Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences (1.1 Oral, 1.2 Written, 1.3 Diverse Audiences, 1.4 Variety of Media).
2. Information Literacy: Students should be able to locate, use, evaluate, and synthesize information (2.1 Locate, 2.2 Use, 2.3 Evaluate, 2.4 Synthesize).

UNIVERSITY UNDERGRADUATE LEARNING OBJECTIVES:

1. Intellectual Breadth and Lifelong Learning – Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning.
2. Inquiry and Critical Thinking – Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.

3. Communication – Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession.

4. Global/Multicultural Knowledge and Awareness– Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them.

5. Citizenship and Ethics – Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.

Textbooks & Required Reading

REQUIRED READINGS:


Additional reading as assigned – available on WebCampus

Course Evaluation & Grading

ASSIGNMENTS
See the class schedule for due dates. All assignments are due at the beginning of the class on their due date. All written assignments should be typed, double spaced with 1” margins, and in either Times or Arial 12 font. Use APA style for references. Spelling and grammar count. All written assignments must be submitted through WebCampus for a TurnItIn (TII) score. The TII score must be 20% or below. (Please note that TurnItIn is only a tool. Though it should exclude certain material, such as properly used quotations and reference lists, exceptions may occur. Please see me with concerns about a TII score, but be sure that your assignment is still submitted on time.)

- Healthy eating definition – 5 points: Write a paragraph defining a healthy diet. More details will be provided in class.
- Prepared questions – 5 points each, ~2: When a guest speaker is scheduled, you will be expected to submit an intelligent question through WebCampus the night before. Each question will be worth 5 points, and 2 speakers are expected.
- In class assignments/quizzes – 5 points each, ~16: Assignments will be completed as a group, with all group work completed in class. Quizzes will be announced in advance.
- Food journal and reflection – 50 points: Students will keep a log of the foods they eat and the cost of those foods for 7 days on a provided template. After completing the log, students
will write a 3-5 page reflection about the process and results of keeping the log which should include the following topics:
  o Discuss the process and results of keeping the log – did the results surprise you? Did you spend more or less on food than you expected?
  o Did your spending habits reflect your priorities for your health?
  o Are there any eating or spending habits you could change to better reflect your priorities?
  o How did your food budget for the week compare to federal food aid levels?

• **Food audit – 25 points:** Using a food environment assessment tool which will be discussed in class, students will visit an assigned food retail location and assess the availability of products at the location.

• **Reflection paper – 25 points:** Students will write a 3-5 page reflection paper on *The American Way of Eating*. The paper should use APA style for citations and references, and should, at a minimum, answer the following questions:
  o What themes did you identify across the sections of the book?
  o What information did you find surprising? Why?
  o After reading the material, do you see the world differently? How? Why?
  o Connect the material you read to at least 2 topics we have discussed in class, using citations properly when summarizing other people’s work.

• **Volunteering – 25 points:** Each student in the class will spend at least 3 hours volunteering at a local food aid organization, such as Three Square. You will be required to document that you spent at least 3 hours completing this requirement. Documentation must be submitted on or before 12/5.

**FINAL PAPER AND PRESENTATION (75 PTS.)**
Students will select a food systems topic and write a 5-8 page final paper on that topic. The topic must be approved by the instructor by the date on the class schedule.

• **Paper – 50 points:** The final paper should be 5-8 pages long and should reflect the references and outline which were previously prepared. Citations and references should use APA style.

• **Presentation – 25 points:** Students will present their final papers, using Powerpoint or another visual aid, to the class. Presentations should be 10-12 minutes long.

**EXAMS (100 PTS.)**
• Students will take a midterm and a final exam, worth 50 pts each.

**GRADUATE STUDENTS**
Graduate students who are enrolled in this class are required to complete additional work. The additional assignments include an additional presentation (25 points) and a longer final paper (10-12 pages). Graduate students should see me before the end of September to schedule their additional presentations.

**ASSESSMENT OF GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Pts</th>
<th>Expectations/Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Student demonstrates mastery of the concepts; completes all assignments with a high degree of effort and skill; shows initiative and goes well beyond the minimum requirements; has excellent attendance; consistently participates and contributes.</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>Student understands and integrates terms and concepts; completes all assignments with a moderate level of effort and skill; has attended almost every class and is an active participant.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Student understands the core concepts; completes all assignments at an acceptable level and shows willingness to improve skills; has attended most classes and usually participates.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Student understands the core concepts; completes the minimum work required; has attended most classes and occasionally participates/contributes.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Student understands most of the core concepts; completes the minimum work required; has attended most classes and occasionally participates/contributes.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Student does not understand all of the core concepts; does not complete the minimum work required; has attended most classes but does not participate/contribute often.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Student does not understand many of the core concepts; does not complete the minimum work required; does not attend most classes and does not participate/contribute.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Student does not understand all of the core concepts; does not complete the minimum work required; has attended most classes but does not participate/contribute often.</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Student does not understand many of the core concepts; does not complete the minimum work required; does not attend most classes and does not participate/contribute.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>Student has not performed at the level acceptable for this course</td>
</tr>
</tbody>
</table>

The professor reserves the right to modify the schedule and adjust requirements and evaluation criteria for this course if necessary. Announcements regarding changes to the syllabus will be made during scheduled lectures and are your responsibility.

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit 1: Outcomes</th>
<th>Readings</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/2017</td>
<td>Introduction to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/31/2017</td>
<td>Introduction to food systems</td>
<td>Chap 1</td>
<td></td>
</tr>
<tr>
<td>9/5/2017</td>
<td>Food systems and public health</td>
<td>Chap 2</td>
<td>Healthy eating paragraph due</td>
</tr>
<tr>
<td>9/7/2017</td>
<td>Food systems and ecology</td>
<td>Chap 3</td>
<td></td>
</tr>
<tr>
<td>9/12/2017</td>
<td>Food systems and health disparities</td>
<td>Chap 4</td>
<td></td>
</tr>
<tr>
<td>9/14/2017</td>
<td>Food insecurity and public health</td>
<td>Chap 5</td>
<td></td>
</tr>
<tr>
<td>9/19/2017</td>
<td>Community food security</td>
<td>Chap 6</td>
<td></td>
</tr>
<tr>
<td>9/21/2017</td>
<td>Food system economics</td>
<td>Chap 7</td>
<td></td>
</tr>
<tr>
<td>9/26/2017</td>
<td>Guest speaker</td>
<td></td>
<td>Prepared question</td>
</tr>
<tr>
<td>9/28/2017</td>
<td>Policy and food systems</td>
<td>Chap 8</td>
<td></td>
</tr>
<tr>
<td>10/3/2017</td>
<td>Food, culture, and society</td>
<td>Chap 9</td>
<td>Paper topic due</td>
</tr>
<tr>
<td>10/5/2017</td>
<td>Food marketing and promotion</td>
<td>Chap 10</td>
<td></td>
</tr>
<tr>
<td>10/10/2017</td>
<td>FROST food audit tool training</td>
<td>WebCampus article</td>
<td>Food journal and reflection</td>
</tr>
<tr>
<td>10/12/2017</td>
<td>Midterm (take home)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 3: Food supply chain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INSTRUCTOR POLICIES:**

**ATTENDANCE:** Students are expected to attend every class. Students who are absolutely unable to attend class must contact the instructor PRIOR to the absence, provide SOUND reasoning as to why the student is missing class, and receive approval for an excused absence. Students with excused absences may have the opportunity to make up points from the in-class assignments. Students who do not receive prior approval for absences should be prepared to provide an official excuse (ie: Dr. note, jury duty) if they wish to obtain an excused absence. If your absence is not approved before the class begins, you will not have the opportunity to make up points from the in-class assignment.

**ABSENCES:** You have a unique and valuable contribution to make to this class! Please be present so that we can experience it. That being said, if you do need to miss class, I will attempt to offer you the opportunity to make up attendance and participation points if you notify me in advance. Assignments must still be submitted to WebCampus by the due date, unless specific arrangements are made. You can reach me at my office phone, my email, or WebCampus email, but you must contact me in advance if you want to make up the points. In the case of repeated absences, this policy may be suspended and no make-up work may be offered. Make-up exams will not be offered, unless the student has a valid excuse, approved by the instructor prior to missing the
exam. (At least 1 week’s notice is required, since I will need to write a different test for you.) If you have more than 3 unexcused absences, expect your final grade to be reduced by at least a letter grade. Continued excessive absences may result in additional grade reductions, including failing the class.

**ACADEMIC INTEGRITY:** Copying or failing to properly cite other people’s work is stealing. It is also a violation of the University’s Academic Integrity standards AND a waste of my time and your time and money. Use the TurnItIn tool to assess your work, and do not submit papers with plagiarism or falsified references. I will refer you to the Office of Student Conduct as a consequence of your poor judgment. Students are expected to be familiar with and follow the terms of UNLV’s Student Code of Conduct. Students who do not follow the code will be referred to the Office of Student Conduct.

**BRING YOUR OWN DEVICE:** Most classes will involve some in-class research or other online activities. To support these activities, you are expected to come to class with a charged and functioning internet-capable device. If you do not have access to such a device, please contact me as soon as possible so we can make alternate arrangements.

**WebCampus:** We will use WebCampus extensively in this class, as well as communication by email. University policy requires that I only communicate with you using your Rebelmail address. Please make sure that your student email is set up and that you check it regularly, or forward it to an address that you do. If you are not familiar with how to use these tools, contact the Help Desk at 895-0777 for assistance.

**Late Work Policy:** I do not accept unexcused late work. If you do not submit your assignment before the class when it is due, you will receive 0 points for the assignment. However I do understand that life often gets in the way of study. To accommodate that, you have 2 Late Work Passes. To use a Late Pass, you must:

- Notify me **before the assignment is actually due.** Any time before the actual assignment deadline is fine. The notification must be via email to Sheila.clark@unlv.edu with the words “Late Pass”, your name, and your section number in the subject line. You do not have to tell me why you are asking for the late pass, since it does not matter. Your request will be approved as long as you have late passes remaining. You do not need to wait for a reply, as all requests will be approved. **It is your responsibility to know how many Late Passes you have remaining.** If you submit a Late Pass request even though you have already used 2, your work will be considered late and will not be accepted.
- Turn in the assignment on WebCampus within 4 calendar days of the due date.
- Late Passes are granted **per assignment, not per week.** For example, if you are late with a written assignment and a discussion post one week, you will need to use 2 late passes – one for each assignment.
- **The Late Pass cannot be used with the presentation, the midterm or the final.**
• After you have used your two late passes, or if you have neglected to request one, late assignments will not be accepted, and you will receive 0 points for the assignment.

**Response Time:** If you contact me by email or leave a message, I will respond within 24 hours, typically not on weekends. Most papers will be graded and returned within 1 week.

**Submitting Your Work:** Please note that **all written assignments must be submitted through WebCampus for a TurnItIn Originality Score.** TurnItIn scores are available before the deadline for your information, and you may submit revisions until the due date to lower your Originality Score. (TII does require that you wait at least 24 hours before resubmitting.) Your assignment must have an Originality Score of 20% or less to be turned in. Since Originality Scores are required, assignments will not be accepted via email or by any other means for credit. If you are having technical trouble, you may submit via email as evidence that you did the work on time. However, **work submitted via email will not be graded.** The work submitted via email must be submitted in WebCampus for a TurnItIn score to be graded. An OIT Help Desk Ticket must accompany problem submissions work to be eligible for an extension – an email from you saying “I had trouble” is **not** sufficient. An excellent way to avoid last minute technology problems is to plan ahead and submit early! Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

**Technology:** We will use technology extensively during class time. Uses will include required and graded work, so I am assuming that you will come to class with an Internet-capable device unless you contact me in advance. Please do make sure that your phone is in silent mode before entering class. Most classes will include a brief lecture period – please give me your attention during that time. If you choose to use your cell phone during the lecture anyway, please be aware that I can probably tell, regardless of whether it is in your lap or hiding behind your backpack. If you are using your phone during lecture, I may ask you to leave until your business is completed and you are ready to focus again – an appropriate time to check your phone is probably less than 30 minutes away.

**Classroom Courtesy:** If you arrive late or need to leave early, find a seat near the door to minimize disruptions for the rest of the class. Refrain from side conversations, as these are distracting for the instructor and your fellow students. Please do not bring children to class. If you are interested in making audio or video recordings of the class, please see the instructor first. Recordings are not permitted for exam review days.

**Additional Policies**
Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.
Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu.