FN 357, 3 credits

Syllabus  
Winterim 2021

This course meets the UWSP requirement for Environmental Literacy & Responsibility

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| --- | --- | --- |
| |  | | --- | | Instructor Name: Dr, Jasia Steinmetz, RD, CD  Office Location: 202 CPS | | Office #: 715.346-4087  Email: [jsteinme@uwsp.edu](mailto:jsteinme@uwsp.edu) |

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# Course Description

* **Course Catalog Description:** 3 cr. Introduction to ecology of food and food systems. Sociocultural, political and economic influence on food choices and their environmental consequences. Overview of alterations in human diet caused by global environmental changes including climate, toxic pollution, degradation of terrestrial and marine environments, loss of species and biodiversity. Role of rapidly growing human populations, their food choices and patterns of resource use. Policies for regulation, strategies for prevention, control of problems.
* We will talk about the impact of your food/drink vote. Every time you eat or drink, there are ripples that extend into different layers of the food system and ultimately the planet and the population, essentially voting with every swallow. So, what are you voting for? What future are you creating with your daily choices? Will there be food and water for the next generation and the one after that? Which species do I absolutely need for my survival?

# Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

|  |  |
| --- | --- |
| At the end of this course, you will be able to: | |
| Knowledge | 1. Describe a food system including foodsheds, agricultural diversification, environmental concerns of resource management (water, soil, fossil fuels, etc.) and market forces. 2. Identify the social and cultural influences of diet on the ecosystem at large and local ecosystems, in particular. |
| Skills | 1. Analyze the impact of your food choices on the global food system. 2. Identify a current policy and analyze the impact on our resource management and potential ecological concerns. |
| Dispositions | 1. Appreciate the changing cultural effects of diet within communities and throughout time. 2. Develop an appreciation of safeguarding the food supply in light of growing environmental concerns. |

# General Education Program Learning Outcomes\*

UWSP is committed to sustainability and its practice in our daily operations. Sustainability is the human enterprise of living to meet today’s needs without compromising the needs of future generations, and to be ecologically sound, socially just, culturally affirming, politically doable, and economically viable. We demonstrate our commitment to sustainability through such measures as resource recovery (recycling), composting food wastes, energy reduction and continually exploring ideas to promote and support sustainability initiatives. See the Sustainability Pledge for students, faculty and staff at [www.uwsp.edu/sustainability](http://www.uwsp.edu/sustainability) and on the Canvas course content page. The UWSP sustainability webpages offer many tips to increase sustainability in your life.

## General Education Program Learning Objectives for Environmental Literacy & Responsibility

1. You recognize areas of interaction between human society and the natural environment.
2. You identify the individual, social, cultural and ecological factors that influence environmental sustainability.
3. You evaluate competing scientific claims that inform environmental debates.

# Food and Nutrition Students Competencies

This course is required for the Dietetics and Sustainable Food & Nutrition majors. The following learning outcomes meet the accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and Nutrition Educator Competencies for Promoting Healthy Individuals, Communities and Food Systems of the Society for Nutrition Education and Behavior (SNEB).

Food and Nutrition students should reflect on their development of the following foundation knowledge and learning outcomes in their ePortfolio.

* ACEND KRDN 1.3 Apply critical thinking skills
* SNEB 5.2. Describe the roles of government agencies in regulating food systems and the food supply.
* SNEB 6.1. Describe differences in agricultural practices and their potential effects on food choices and food availability.
* SNEB 6.3. Explain the relationships between natural resources (e.g. soil, water, biodiversity) and the quantity and quality of the food and water supply.
  + ACEND Students are able to describe the food system and environmental sustainability.
  + ACEND Students apply knowledge of the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.
* SNEB 6.4. Describe ways to collaborate with other stakeholders to promote policies supporting systems that produce healthy food.
  + ACEND KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
* SNEB 7.1. Describe the biological, psychological, social, cultural, political, and economic determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health and quality of life.
* SNEB 9.1. Communicate effectively in written, visual, and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.
  + ACEND Students demonstrate communication skills sufficient for entry into professional practice.
* SNEB 9.4. Advocate effectively for action-oriented nutrition education and healthy diets in various sectors and settings.
  + ACEND Students demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.
* SNEB 10.1. Analyze, evaluate, and interpret nutrition education research and apply it to practice.
  + ACEND KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

# Evaluation/Course Requirements\*

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Brief Description | Points | Learning Outcomes Met (#) |
| Discussions | Group discussions will help you understand and apply your knowledge and learn from others. (20 pts each) | 40 | 1,2,3,9 |
| Assignments for assessment | Dimensions of Wellness and Food System (10 pts)  Ecological and Water Footprints Calculate the impact of your lifestyle. See Canvas for instructions. (20 pts each) | 50 |  |
| Quizzes | There will be 3 quizzes | 75 | 1,2,3 |
| Fast Food Research & Analysis (group project) | Your discussion and project group will research and analyze a fast food restaurant chain. | 100 | 4-9 |
| Personal Food System | An investigation and analysis of your personal food system | 50 | 3 |
| Reflection Paper | A summary of the course and your new knowledge and actions | 50 | 7,8 |
|  | Total Points | 365 |  |

# Required Course Materials

Rental Text: Neff, R. (2015). Introduction to the U.S. Food System. San Francsico, CA: Jossey-Bass.

Purchased Text: Guptill, A., Copelton, D., & Lucal, B. (2017). *Food & Society, 2nd ed,*. Malden, MA: Polity Press.

# Assignments

Assignments will be submitted on Canvas. For group assignments (case study and final paper), only one document is submitted by one group member on behalf of the whole group. Please see content page on Canvas for specifics for each assignment and the grading rubric. Writing must be at least at the 13th grade level as assessed by the Readability Statistic on the Word program.

Formatting: To maximize the space on the page and save paper, please use the following general formatting for your papers:

0.7” margins on all sides, 11 pt Calibri font, single-spaced, page numbers are required for any assignment beyond 2 pages.

Saving and submitting your assignments:

1. Names appear in the upper left hand corner. For group assignments, list names in one line, alphabetically by last name, in the header.
2. Title of document: Save your assignment using the following title format: last name\_assignment\_title

For example: steinmetz\_ \_impact\_analysis

1. Your document must be in one of the following document formats to be opened: Word Document (\*.docx); or Rich Text Format (\*.rtf). If you are using a Mac computer, save your document in the Rich Text Format. After saving your assignment, the document title should look like this: last name\_assignment\_title.docx **Do not submit documents as pdf files**.
2. See the student help section for Canvas assignment submission.

For group assignments, **only one document is submitted** by one group member on behalf of the whole group.

It is your responsibility to submit your assignments in the format which can be opened and read. To assure this, do not add any symbols or dots to the title of the document that is submitted.

# Technology Guidelines

**Cell phone and computer usage:** Research supports that having visual access to a cell phone or computer diminishes our ability to learn. We are building a community within the class and practicing the same professional behaviors that you will be using when you have online professional meetings. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community and also signals your professional readiness for engaging in work meetings. Please turn off your phone during class or adjust your computer screen so that you are focused on our class; I will do so as well. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

# Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

# Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

# Grading Scale\*

|  |  |  |
| --- | --- | --- |
| 95 – 100% =A | 77 – 79% = C+ | 60 – 63% = D- |
| 90 – 94% = A- | 73 – 76% = C | < 60% = F |
| 87 – 89% = B+ | 70 – 72% = C- |  |
| 83 – 86% = B | 67 – 69% = D+ |  |
| 80 – 82% = B- | 61 – 66% = D |  |

# Communicating with your Instructor

|  |  |
| --- | --- |
|  | Email is the quickest way to reach me at: jsteinme@uwsp.edu |
|  | Call my office at any time (715-346-4087). Leave a voicemail if I do not answer. |
|  | Zoom Videoconference is also available by request. |

**Communicate Clearly**

Remember some faculty receive more than 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

# Office hours

I am available without an appointment on the days/times below. Individual meetings can be arranged through an email request, phone call, or conversation directly before class.   
Tuesday and Thursday, 9:00-10:00 am

# Attendance\*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.* Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx):

Attend all your classes regularly. We do not have a system of permitted "cuts."  
  
If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu) .
* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.  Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

# Late Work

Late work will only be accepted under unusual or significant circumstances. 10% of your grade will be deducted for each late day.

# Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two (2)](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) [weeks](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](https://www3.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

# Religious Beliefs Accommodation

It is UW System policy ([UWS 22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
* You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
* Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
* Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
* You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

# Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the* [*Disability and Assistive Technology Center*](https://www3.uwsp.edu/datc/Pages/default.aspx) *to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

# Help Resources

|  |  |  |  |
| --- | --- | --- | --- |
| Tutoring | Advising | Safety and General Support | Health |
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)

**Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

# Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1)  Academic misconduct is an act in which a student:

(a)  Seeks to claim credit for the work or efforts of another without authorization or citation;

(b)  Uses unauthorized materials or fabricated data in any academic exercise;

(c)  Forges or falsifies academic documents or records;

(d)  Intentionally impedes or damages the academic work of others;

(e)  Engages in conduct aimed at making false representation of a student's academic performance; or

(f)  Assists other students in any of these acts.

(2)  Examples of academic misconduct include, but are not limited to:

* Cheating on an examination
* Collaborating with others in work to be presented, contrary to the stated rules of the course
* Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
* Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
* Stealing examinations or course materials
* Submitting, if contrary to the rules of a course, work previously presented in another course
* Tampering with the laboratory experiment or computer program of another student
* Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

# Other Campus Policies

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**FERPA**

The [Family Educational Rights and Privacy Act](https://www3.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

## 

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](https://www3.uwsp.edu/DOS/sexualassault) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page.](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

## 

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www3.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](https://www3.uwsp.edu/dos/clery/Pages/default.aspx) page.

**Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.[Center for Prevention – DFSCA](https://www3.uwsp.edu/dos/cfp/Pages/dfsca.aspx)

**Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](http://libraryguides.uwsp.edu/copyright?hs=a).

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# Course Schedule\*

Course Outline

*(Subject to Change)*

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Textbook Readings (see Canvas for additional readings) | Assignments |
| *Introduction to the Food System and Food System Analysis* | | |  |
| Day 1  Jan 4 | Introduction of systems thinking | Read: Guptill, et al. Chapter 1  Read Neff, Chapter 1 |  |
| Day 2  Jan 5 | Foodways/ Food Systems  Personal Foodways | Read: Guptill, et al. Chapter 2  Read Neff, Chapter 9 | Introductory Discussion with your group |
| Day 3  Jan 6 | Ecosystems, Planetary Boundaries, and Climate Change | Read: Guptill, et al. Chapter 4  Read Neff, Chapter 3 | Ecological footprint due |
| Day 4  Jan 7 | Industrialized Food Systems | Read: Guptill, et al. Chapter 6  Read Neff, Chapter 10 | 7 Dimensions of Wellness-Food systems assignment due |
| *Ecology of Food Systems* | | |  |
| Day 5  Jan 8 | Ecology of Water | Read Neff, Chapter 2 | Water footprint due |
| Day 6  Jan 11  Quiz 1 is available | Ecology of  Soil & Farmers | Read: Guptill, et al. Chapter 7  Read Neff Chapter 11 |  |
| Day 7  Jan 12 | Agroecology | Read Guptill: Chapter 9  Read Neff, Chapter 7 |  |
| *Future of Food* | | |  |
| Day 8  Jan 13  Quiz 2 is available | Meat Production | Read: Guptill, et al. Chapter 5  Read Neff, Chapter 12 | Personal Food System paper due |
| Day 9  Jan 14 | Food & Social Justice  Good Food Movement | Read: Guptill, et al. Chapter 3  Read Neff, Chapter 4 |  |
| Day 10  Jan 15 | Food Waste | Read: Guptill, et al. Chapter 8  Read Neff, Chapter 14 | Fast Food Impact draft due in Canvas today (group project) |
| Day 11  Jan 19 | Technology & Sustainable food & water systems | Read Neff, Chapter 13 |  |
| Day 12  Jan 20 Quiz 3 is available | Sustainable Diets & Food systems | Read Neff, Chapter 17 |  |
| *Finale* | | |  |
| Day 13  Jan 21 | Sustainable Water Actions in Food Systems | Read Neff, Chapter 18 | Fast Food Research & Impact final paper due |
| Day 14  Jan 22 | Sustainable, resilient food & water systems-universities & communities |  | Reflection paper due |