FN 357, 3 credits

Syllabus  
Summer

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 | Cell #: 715-498-9446  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 acknowledge that we are dependent on the planet and maintaining a sustainable natural environment is necessary for the long-term survival of all organisms, including humans. An understanding of the individual, social, cultural, and natural factors that influence and contribute to environmental sustainability and ecosystem function is, therefore, essential to responsible global citizenship so we survive on our planet.
* Food intimately connects us to our planet. We will talk about the impact of your food/drink choices. 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 or shaping the food system 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 and the one after that? Which species do I absolutely need for my survival? Who do I need in my food system? This course will help us all think about these questions.

# 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.

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| --- | --- |
| At the end of this course, you will be able to: | |
| Knowledge | 1. Recognize areas of interaction between human society and the natural environment. 2. Describe a food system including foodsheds, agricultural diversification, environmental concerns of resource management (water, soil, fossil fuels, etc.) and market forces. 3. Identify the individual, social, cultural and ecological factors that influence environmental sustainability through our foodways with 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. 3. Evaluate competing scientific claims that inform environmental debates. |
| Dispositions | 1. Appreciate the changing cultural effects of diet within communities and throughout time. 2. Describe your values that safeguard the food supply in light of growing environmental concerns. |

# General Education Program Learning Outcomes\*

## This course meets the General Education Program Learning Objectives for Environmental Literacy & Responsibility for UWSP. 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, supporting local and regional farmers, and continually exploring ideas to promote and support sustainability initiatives. The UWSP Office of Sustainability, [www.uwsp.edu/sustainability](http://www.uwsp.edu/sustainability) is driven by UWSP students’ goals to create a more sustainable world, starting with our own campuses and communities.

# Food and Nutrition Majors Competencies

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| --- |
| This course is required for the Dietetics and Sustainable Food and Nutrition majors. FN students should reflect on their development of the following foundation knowledge and learning outcomes. **Learning objectives are assessed to meet accreditation standards. Your work may be used as part of this assessment. Every effort to make student work anonymous is used. If you do not want your work included in course assessment for accreditation, please email me.** |
| **The following learning outcomes meet the 2022 accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).**  KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.  KRDN 1.3 Apply critical thinking skills.  KRD 2.1 Demonstrate effective and professional oral and written communication and documentation.  KRDN 2.6 Demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity and inclusion.  KRDN 5.4 Practice resolving differences or dealing with conflict.  KRDN 5.5 Promote team involvement and recognize the skills of each member. |
| **Society for Nutrition Education and Behavior Nutrition Educator Competencies For Promoting Healthy Individuals, Communities, and Food Systems**  1.7. Critically evaluate the claims associated with a research study finding, food product, dietary supplement or eating style based on the nutrition educator’s knowledge of nutrition and the approaches used to study diet health relationships.  1.8. Critically evaluate the source of materials that provide nutrition information.  5.3. Describe the history, purpose and funding of key pieces of legislation that authorize programs supporting nutrition education, research, and food assistance to address malnutrition and food security and to promote health.  5.4. Describe the history and current roles of governmental and nongovernmental organizations that develop and implement nutrition education programs and related health promotion or food security activities.  5.5. Describe ways to collaborate with community members and other professionals to create communities and settings in which healthy food options are easy, affordable, and desired and unhealthy foods are less prominent and less desired.  6.1. Describe differences in agricultural practices and their potential effects on food choices and food availability.  6.2. Explain the effects of various food processing, packaging, distribution, and marketing practices on food availability, food choices, and nutritional value as well as the amount and types of additives, contaminants, and pathogens in foods.  6.3. Explain the relationships between natural resources (e.g., soil, water, biodiversity) and the quantity and quality of the food and water supply.  6.4. Describe ways to collaborate with other stakeholders to promote policies supporting systems that produce healthy food.  8.7. Design or select strategies, activities and materials that match the objectives and are appropriate for diverse audiences.  8.8. Apply inclusive participatory approaches that enable the target population to effectively communicate, share experiences, identify personal needs, and manage personal food behaviors.  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.  9.2. Facilitate communication from and between clients so they can express their beliefs and attitudes, define needs, and share experiences.  9.3. Engage and educate through simple, clear, and motivational language appropriate for diverse audiences.  9.4. Advocate effectively for action-oriented nutrition education and healthy diets in various sectors and settings.  10.1. Analyze, evaluate, and interpret nutrition education research and apply it to practice. |

# Evaluation/Course Requirements\*

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Brief Description | Points/Percentage | Learning Outcomes Met (#) |
| Discussions | Group discussions will help you understand and apply your knowledge and learn from others. | 3 discussions, 20 pts each | 1,2,3,7, 8 |
| Footprints: Ecological and Water Footprints | Calculate the impact of your lifestyle. See Canvas for instructions. | 10 pts each | 1,3 |
| 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. | 50 | 4-7 |
| Class debate | Small groups will debate a current policy issue. This will be done asynchronously in our last week of class. | 50 | 5,6 |
| Personal Food System | An investigation and analysis of your personal food system | 50 | 3, 8 |
| Reflection Paper | A summary of the course and your new knowledge and actions | 50 | 7,8 |
|  | Total Points | 345 |  |

# Required Course Materials

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

Text Rental: Neff, R. , ed. (2015) Introduction to the U.S. Food System. San Francisco, CA: Josey & Bass.

Additional course material is provided on Canvas course site.

# 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 the 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 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 who is identified as the group leader 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

This course requires posting of work online that is viewable only by your classmates or administration. 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://www.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\*

(Sample below. Should be determined by instructor.)

|  |  |  |
| --- | --- | --- |
| 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](mailto:jsteinme@uwsp.edu) I will be checking email in the morning and evening.  Please use *Discussion: Questions and Answers* for posting questions about the course. If you have a question, please check this discussion to see if someone else has posted. Feel free to provide answers, as some of the technology or access issues may be something you have troubleshot and can help others. |
|  |  |
|  | Zoom Videoconference is also available by request. |

**Communicate Clearly**

Remember some faculty receive as many as 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 for individual meetings which can be arranged through Zoom. It is often easier to talk through some confusion or area of interest with a quick meeting. I do not hold normal office hours in the summer and often work from outside the Stevens Point area.

# Attendance and course success\*

You are required to contribute to group discussion and assignments. Your ability to analyze and solve problems in teams is one of the top ten desired traits by employers. You will have group assignments that will be complete asynchronously, so you are not required to attend synchronous group meetings but will have to show evidence of your participation through the online group discussion and group assignments in our Canvas course. **Any exceptions to the attendance policy for your participation in your group should be confirmed in writing.**

Attending class in a virtual class is the single most important factor in determining your performance and grade in the course, so schedule time each day for class. Similar to the semester, you should consider one hour of class time for reviewing the lectures and another hour with the other learning material-readings and videos. The relationship between involvement that includes all your senses (auditory, physical such as writing or typing, and emotional) and achievement in education has been extensively documented in peer-reviewed research.

Brain research (neuroscience) has shown that the brain functions best in 20-minute segments of concentration. Avoid disruptions during this time but then take a short 5–10-minute break by doing some other activity-take a short walk, have a snack, check your social media, etc. so that your brain changes focus. Working with your brain will provide the most efficient learning in the least amount of time.

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://www.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.

Your instructor will take attendance through your participation in accessing the course and involvement in assignments. 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.

# Emergency Procedures

* In the event of a **medical emergency call 9-1-1** or use campus phone in the classroom Offer assistance if trained and willing to do so. Guide emergency responders to victims.
* In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure which is in the basement. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
* In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at crosswalk to the Champions Hall. Notify instructor or emergency response personnel of any missing individuals.
* **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

# 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://www.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) [weeks](https://www.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 for providing reasonable accommodation 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://www.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://www.uwsp.edu/datc/Pages/default.aspx) *to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

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# Help Resources

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| 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://www.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 need 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://www.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 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 their 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://www.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.

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**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://www.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://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

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**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://www.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://www.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://www.uwsp.edu/dos/aoda-ipv/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)*

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| --- | --- | --- |
| **Date** | Topic | Textbook Readings (see Canvas for additional readings); Assignments |
| **Week 1** May 30  Day 1 Tuesday | Systems thinking |  |
| Day 2 | Ecosystem | Read Neff, Chapter 1  **Discussion for week 1 begins.** |
| Day 3 | Food Systems | Read: Guptill, et al. Chapter 1  Read Neff, Chapter 14  **Ecological Footprint due in Canvas today** |
| Day 4 | Food Retailers | Read: Guptill, et al. Chapter 8;  Read Neff, Chapter 10 |
| **Week 2**  **Day 5 Monday** | Food Processing & Distribution | Read Neff, Chapter 13  Guptill, et al. Chapter 5  **Group Discussion for week 2 begins.**  **Quiz 1 is available** |
| Day 6 | Food Production | Read: Guptill, et al. Chapter 6;  Read Neff, Chapter 10  **Water footprint due in Canvas today** |
| Day 7 | Sustainability Assessment | Read Guptill: Chapter 7  Read Neff Chapter 18 |
| Day 8 | Health Sustainability | Read Neff, Chapter 4 |
| Day 9 | Social-Cultural Sustainability | Read: Guptill, et al. Chapters 2  Read Neff, Chapter 9 |
| **Week 3**  **Day 10 Monday** | Ecological Sustainability | Read Neff, chapter 3.  **Quiz 2 is available.**  **Group Discussion for week 3 begins.**  **Personal Food System paper due** |
| Day 11 | Agricultural Sustainability | Read Neff, chapter12 |
| Day 12 | Economic Sustainability | Read Guptill, chapter 3  Read Neff, chapter 7 |
| Day 13 | System Sustainability Mindset | Read Guptill, et al, chapter 8.  Read Neff, chapter 17 |
| Day 14 | Analysis: Waste | Read Neff, page 392, Focus 15.3 |
| **Week 4**  **Day 15 Monday** | Change analysis: technology | **Quiz 3 is available.**  **Fast Food Impact draft due in Canvas today (group project)** |
| Week 4 Day 16 | Change analysis: protein choices | **Group Assignment: Policy Debate Begins today** |
| Day 17 | Change analysis: plant-based eating | Read Neff, chapter 11 |
| Day 18 | Futurists: Creating the next food system |  |
| Day 19 | Futurists: Taking action Final Day | **Reflection paper due** |
|  |  | Congratulations on finishing the course! Have a great summer and enjoy good food 😊 |