FN 357 ECOLOGY OF FOODS

**Class:** 12:00-12:50pm Tuesday and Thursday CPS 116

12:00-12:50 Friday CCC 213

This course is a hybrid class which includes both in-class instruction and online activities. Familiarity with D2L is an essential component of the class. The

**Instructor:** Dr. Jasia Steinmetz, RD, CD

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Email: [jsteinme@uwsp.edu](mailto:jsteinme@uwsp.edu) I make every effort to answer emails within 2 working days (Monday-Friday) of receiving them. Emails that do not contain any text in the subject line are easily overlooked. If I have not responded to you, please stop by my office during office hours or see me in the next scheduled class.

Office hours: 9 am Tuesday and Thursday or by appointment. The advantage of a college education is the access to professors and their expertise. I enjoy talking with students one to one, please do not hesitate to stop in my office hours if you would clarifications about assignments and other class content, found interesting news to share, or questions about food and nutrition. If you would like uninterrupted time, such as help in reviewing notes for the exams or discussing your learning, please schedule an appointment.

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| Introduction: I am happy to be your instructor and online course facilitator. I will give you a short introduction so that you can understand how I approach teaching and the course. I am a graduate of Wabeno High School which is in northern Wisconsin although I spent most of my younger years in Milwaukee, Oconto and Crivitz. This has given me an understanding of both urban and rural life; exposures to environments which have shaped my perception of a foodshed. I am an alumni of UWSP with a Bachelor of Science in Dietetics and Master of Science in Nutrition. During my undergraduate time at UWSP, I participated in 3 semesters abroad (Poland, India, & Malaysia). These travels changed my view of the world and my life (and hooked me on traveling). I highly recommend traveling as a student. I worked as a staff-relief clinical dietitian at the hospital in Marshfield, WI before commuting to UW-Madison to complete a master’s degree in epidemiology and PhD in Nutritional Science. My doctoral research work was in Haiti where I investigated preschool childrens’ health and factors in their food system and families, including mother’s education. Through my doctoral work and consulting, I have been able to travel to Canada, Nicaragua, Egypt, South Africa, India, Thailand and Guatemala. Each time I leave the country, I learn something new about people, places and myself with a new appreciation of many ways to live life happily and simply. I believe that lifelong learning combines the best of formal learning (books, classes, conferences, etc.) and informal learning (family, friends, peers, life experiences, etc.). I have organized the course to include both formal and informal learning using both in-class, online and community classrooms.  Because of my extensive travels and various work as a dietitian, consultant and educator, I incorporate system thinking as the basis of the course and as a method of analysis. Systems thinking organizes into integrated systems of various dimensions and their interrelationships. Systems thinking requires the ability to understand the large system and many details of smaller systems with critical analysis of how each system affects the other. This type of thinking is regularly practiced by parents, scientists, artists, musicians, teachers, and many more.  This is an interactive class with regular work in both large and small groups. We will explore the everyday act of eating and how you and I are changing the world.  I am looking forward to meeting you.  Dr. S |

**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.

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| 1. Desired Results |
| 1. Standards: |
| * 1. This course meets the UWSP requirement for Environmental Literacy |
| 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 D2L course content page. The UWSP sustainability webpages offer many tips to increase sustainability in your life. |
| 1. This courses is required for the Dietetics major. The following learning outcomes meet the accreditation standards of the Commission for Accreditation of Dietetic Education (CADE). Dietetic students should reflect on their development of the following foundation knowledge and learning outcomes in their ePortfolio. |
| * Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public. * Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation. * Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups. * Students are able to describe the food system. |
| 1. Enduring Understandings: These understandings will be explored but will be reexamined throughout the semester and our lives. |
| * Students will understand that the food system from production to elimination is dynamic. * Students will understand that because food reflects our values, including social, cultural, health and political, there are often conflicting ideas for which food systems should be supported. * Students will understand that to continue to provide food with Earth's limited resources and optimal human capital, a food system must be sustainable. |
| 1. Essential Questions: These questions help us to explore deeper understandings about our food system. |
| * How do personal and community values of food differ? * What values are reflected in a food system? * What limitations of Earth’s resources, including humans, affect our food system? * Who determines resource use? * What does a sustainable food system look/feel like? |
| 1. Knowledge, Skills and Dispositions: |
| * 1. 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 influence of diet on the ecosystem at large and local ecosystems, in particular. |
| * 1. Skills      1. Describe 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. |
| * 1. 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. |
| 1. Evidence |
| 1. Weekly discussions |
| 1. Performance Tasks |
| * 1. Community events (individual) |
| * 1. Food system case study (small group) |
| * 1. Water issue analysis (small group) |
| * 1. Sustainable dinner for college peers (final project) |
| 1. Quizzes and Exams |
| * 1. Noncredit quizzes |
| * 1. Exams |
| * 1. Writing short answers |

**Required Reading:**

* Pollan, M. (2006) The Omnivore’s Dilemma. The Penguin Press, New York, NY.
* New York Times, daily (available online)
* See D2L content page for additional resource materials

**Course Evaluation:**

1. Weekly discussions 90 points
2. Two exams (100 points each) 200 points
3. Case studies:
   1. Case study: Food system 50 points
   2. Case study: Water issue 50 points
4. Participation in four community events 20 points
5. Final Project: Sustainable Dinner 150 points

**Total 560 points**

**Tentative Grading Scale:**

Grade Percentage

A 95-100%

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F < 60

“A” reflects exceptional work (going beyond the basics, integrating material well, displaying professionalism in individual and group work, application and demonstration of knowledge and skills, showing initiative, using creativity, written communication is effective-see rubric on D2L)

“B” reflects good work (valuable teamwork skills, active in class, ability to grasp basic concepts and apply to new situations, some participation in class, completes all assignments with a degree of proficiency but may not demonstrate initiative, creativity or reflection consistently, writing contains errors or lacks conciseness and completeness)

“C” reflects average work (assignments are completed at the minimum or missing, basic concepts are grasped but cannot be applied, some difficulty in group work, writing is rough draft quality, little participation in class and frequent absences.

**Instructor Expectations and Student Responsibilities:**

**Preparation:** It is important to read all material provided, including these course guidelines and introductory material on the D2L site.

* You are expected to read and understand the entire course syllabus. A schedule on D2L will be available to assist in your planning and preparation.
* Relevant book chapters are listed in this syllabus. Additional readings are posted in D2L. Students will be more successful in the class if the text and other handouts are read before a given topic will be taught and discussed. The course is focused on discussion and analysis of topics. Readings will prepare you for participation in class, success in completion of assignments and better performance on the exams.

**Attendance:** Students should plan to attend all classes and are responsible for all information presented in class. Notify the instructor in person, by telephone or email if an absence is anticipated. Class begins promptly at the scheduled times. Attendance will be taken.

**Participation**: I expect that you will model professionalism at all times during the course, both in-class and online. Regular participation is expected and encouraged. Online discussion is important for comprehending each topic. This will enhance your understanding and prepare you for the exam and your professional life. Research has shown that multi-tasking is a misconception since the mind cannot be involved with more than one task at one moment. Given this evidence, the successful learner is able to remove distractions and to fully concentrate on the task (in the class or online). it is an efficient use of your time to during the class time. The course quickly moves from the lower levels of learning to higher order thinking skills (see Bloom’s taxonomy of learning in the resource section of D2L content page). Your full attention and concentration will enable you to learn and apply new material quickly during the class time, thus saving time in studying. Cell phones including texting are disruptive to you, fellow students and me. Please turn cell phones off during the class, unless we are specifically using them in a class activity. I reserve the right to confiscate any disruptive devices during lecture. Please take care of all bodily functions so that you do not have to disturb your classmates by leaving the class. To maintain a learning environment, I reserve the right to dismiss any disruptive person from the classroom.

**Weekly online discussions:** Discussion topics related to the week’s topic will be posted each Monday from Sept. 12 through the week of December 5th.

* Your initial response should be a minimum of 200 words and should be posted by midnight each Tuesday. Appropriate grammar and spelling that reflect university standards are expected.
* You will respond to at least two other posts by Thursday, midnight.

**Assignments:** Assignments will be submitted on D2L. 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 D2L for specifics for each assignment and the grading rubric.

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,

12 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); Word 97-2003 Document (\*.doc) 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
2. D2L submission:

Save your file as described above.

Find the appropriate dropbox in D2L. The dropboxes are titled with the name of the assignment.

Click on the dropbox.

Click on “add a file”.

Browse your files and click on the assignment document. Then click “upload” at the bottom right of the screen. The document should now appear on the submit files page. Be sure your document is titled correctly, as directed in the above steps.

If this is a case study assignment, click “submit”.

If this is an Earth event, follow submission instructions as above. Then, in the box labeled “comments” add the title of the event you attended, the date you attended and a 1-2 sentence descriptor of the event. Then click “submit”.

You should receive confirmation that your document was submitted.

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.

Deadline: All assignments are due at class time on the day specified in the syllabus in the drop box of D2L before class. Late assignments **will not** be accepted.

*If you have any concern about meeting the requirements of this course, please see me.*

# Progression of topics:

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| **Week of** | **Topic** | **Readings (see D2L for additional readings)** | |
| ***Introduction to the Food System and Food System Analysis*** | | | |
| Sept. 5 | Introduction of Perspectives Framework | Submit by Friday before class and bring to our class for discussion.  Ecological footprint: go to <http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/>  Take the quiz; be sure to answer the more detailed questions at the bottom of the pop-up screen.  On D2L dropbox, submit the number of planet Earths, the number of global acres, and the percent breakdown of your footprint (place cursor over each area). Your footprint report should be like this:  4.5 Plant Earths; 19.8 global acres; 44% services, 20% mobility, 15% goods, 14% shelter, 7% food. | |
| Sept. 12 | Perspectives Framework | Pollan: Section 1, Chapter 1 | |
| Sept. 19 | Food Systems | Pollan: Section 1, Chapters 2-7 | |
| ***Introduction to Alternative Systems*** | | | |
| Sept. 26 | Alternative production systems | Pollan: Section 2, Chapters 8-11 | |
| Oct. 3 | Alternative production practices: organic, sustainable and biodynamic | Pollan: Section 2, chapters 12-14 | |
| Oct. 10 | Alternative meat production | Meatrix: <http://www.themeatrix.com/> | |
| ***Analysis of Alternative Systems*** | | | |
| Oct. 17 | **Oct 18: Exam 1**  Alternative processing and distribution systems | Pollan: Section 2, chapter 13 | |
| Oct. 24 | Consumer as farmer/forager | Pollan: Section 3, chapters 15-20  [www.slowfoodusa.org](http://www.slowfoodusa.org) | |
| Oct. 31 | Biotechnology |  | |
| Nov. 7 | Seafood production: issues and alternatives  Water print due in dropbox Nov. 8th  <http://www.waterfootprint.org/?page=files/home> Complete the extended calculator. Hold down the left side of the mouse and drag across the results, then paste this onto a Word document and submit on D2L. Use the following title on your document:  last name\_waterfootprint | | <http://www.mbayaq.org/cr/cr_seafoodwatch/sfw_issues.asp> (read the four “fishy issues”) |
| ***Water Crisis*** | | | |
| Nov. 14 | Introduction to Water issues |  | |
| Nov. 21 | Water: Global to local |  | |
| Nov. 28 | **Nov. 29th: Exam 2**  Water: Global to local |  | |
| ***Finale*** | | | |
| Dec. 5 | The future of water and food  Dec. 9th: Remaining community events must be posted by midnight |  | |
| Dec. 12 | **Final Project (Sustainable Dinner) presentations** |  | |
| **Dec. 16** | Final Exam, 2:45-4:45 |  | |