

# Food, Culture, and the Environment NST W104

## Summer 2018

3 Units

*Please note that this syllabus is subject to change.*

### Course Description

This course will broadly address the historical, ecological, socioeconomic, biological, political, and cultural environments impacting the human diet in addition to nutrition problems, programs, and consumer protection. It is a nutrition course with an anthropological slant that examines why we eat what we eat and contributes to the pursuit of multidisciplinary degrees in nutrition policy and planning.

As an American Cultures course, we will discuss cuisines from a variety of different countries and regions, with a specific focus on those in America, and examine how race and ethnicity affect diet, food access, and the human relationship with food.

Additionally, this summer online version incorporates content from Edible Education 101, the unique UC Berkeley course founded by Alice Waters that explores the future of food and its diverse systems and movements. Edible Education content includes presentations by renowned experts who will share their visions, research, and experiences about food and its critical role in our culture, well-being, and survival.

Through exposure to these concepts, NSTW104 aims to inspire you to become more aware, informed, and intentional about your role and participation in the food system.

This course fulfills the American Cultures and Social and Behavioral Sciences breadth requirements.

### Prerequisites

Introduction to Human Nutrition (NST10) is recommended as a prerequisite.

### Course Objectives

After successfully completing this course, you will be able to:

1. Understand how components of the socio-cultural, economic, political, and physical environments impact food intake.
2. Identify and compare food-producing technologies used by industrial and non-industrial societies.
3. Articulate thoughtful, informed insights on how the food system is a complex web of interconnected relationships and disciplines.
4. Observe and analyze the environmental impact and sustainability of industrialized agriculture.

5. Observe and analyze the impact of social structure, socioeconomics, and culture on food practices and how this interacts with race and ethnicity and identify the food disparities that exist in the United States.
6. Understand how marketing and labeling impact food practices and individual nutrition status.
7. Identify nutrition-related traditional health beliefs and how these affect food intake.
8. Apply knowledge of the role of environment, food, and lifestyle choices that will ultimately assist in developing interventions to affect change and enhance wellness in diverse individuals and groups.
9. Summarize the food practices of various segments of diverse cultural and religious groups around the world and in the United States and expand understanding of how food practices relate to the environment, religion, and politics.

## **Instructor Info, Contact, Office Hours, and Communication**

### **Course Instructor**

Professor Kristen Rasmussen

### **Graduate Student Instructors (GSIs)**

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

- Name of GSI (TBD)
- Name of GSI (TBD)

### **Course Mail**

Make sure to check the Course Mail for messages from the instructor. You can access course email within the Learning Management System by clicking on the Inbox link or choose to have your course mail forwarded to your personal email account or your cell phone.

Also remember that the Open Discussion Forum is a great place to communicate questions with a larger audience that may be able to respond faster than your GSI or the instructor.

### **Office Hours**

Students can make office hours requests with the instructor or GSIs by sending them a message through bCourses. Office hours will take place using the “Social Hours” setting in Canvas.

The Instructor and GSIs will be available each week at specific times. Students can access the instructor and GSI directly from their course to ask questions about assignments, exams, lectures, readings, or any topics pertaining to the course. Weekly online office hours will provide students the opportunity to engage in dialogue with the instructors and other students in “real time.” Day and times for weekly office hours are posted in your course under “Online Office Hours.”

## Course Materials and Technical Requirements

### Educational Approach

In this course, students will learn via video lectures, discussion forums, and projects using virtual software, online office hours, activity-based assignments, and digital quizzes.

In order to make the most of your experience, we encourage you to participate as much as possible in the discussion forums and partake in the online office hours.

### Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet [these computer specifications to participate within this online platform](#).

### Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

### Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support. Extensions and late submissions will not be accepted due to “technical difficulties.”

## Learning Activities

You are expected to fully participate in the course activities described below. This course is designed to provide you with insight into the diverse factors impacting the

human diet and the food system. A variety of learning activities will be utilized to accommodate different learning styles to build a community of learners.

This course consists of 8 modules of study outlined at the end of this syllabus. Each module includes the following learning activities:

1. Watch and listen to video/audio lectures led by instructor and review accompanying slides focused on the learning theme for that module.
2. Watch and listen to any other videos posted including interviews or presentations by guest speakers.
3. Read the assigned readings posted to bCourses or available online and (each week) submit two questions based on assigned readings, peer-evaluate two questions posted by another student, and respond to the two questions that you evaluated.
4. Participate in GSI-moderated discussion forum by answering two weekly prompts and commenting on the responses of two other students.
5. Complete the module quizzes.
6. Complete four written research assignments.
7. Participate in a digital group presentation and interact with other group presentations using the Whiteboards tool.
8. Complete the midterm exam and final exam. The final exam is cumulative and in person.

## **Discussion Sections**

For grading purposes, each of you has been assigned to one of the course GSIs and placed within his/her section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. You can see whose section you've been placed in by exploring the "Section" column within the "People" page or by examining your discussion group's title, which includes your GSI's name.

There are two types of discussions in this course: graded and ungraded.

- The graded discussions are listed in your module assignments. Your participation in these discussions contributes to your course grade.
- Ungraded discussions include Open Discussions Forum. If you have general questions regarding the course, procedures, etc., use this ungraded forum to share them with your course mates and instructor. The instructor will review this discussion regularly and will help whenever possible; however, please feel free to offer leads and suggestions to comments and questions that other students have made.

In Module 1 you'll introduce yourself to your instructor and course mates. You may also click on your name at the top of the course and upload a photo so that your course mates and instructor can get a better sense of you.

## **Modules**

A module is a grouping of topics related to one area of study, typically with readings, lectures, and various kinds of assignments. Each module contains a list of Learning Outcomes for the module. Your assignments reflect the learning activities to perform to reach those outcomes. For an at-a-glance view of due dates and projects, refer to the course calendar.

## **Multimedia Lectures and Other Videos**

Recorded lectures and other videos contain material that may be included in the exams. Each lecture has been broken into sections. You are expected to take notes while viewing the lectures and other videos as you would in a regular classroom.

## **Reading Assignments**

Each module includes assigned readings relevant to each topic covered in that module with accompanying study questions. You are responsible for all readings – content from the readings will be included on the exams. Additionally, each week you are expected to do the following:

1. Post two essay questions related to that week's readings. Questions should require a respondent to write reflectively and critically about the topic.
2. Peer review two essay questions posted by another student.
3. Respond to the two questions that you peer-reviewed.

As you read the assigned materials, you will be assessed upon the material either through discussion forums, quiz questions, or short answers.

## **Discussion Forums**

Each module contains a group discussion with two prompts posted by the instructor and/or your GSI. You are required to answer both prompts (one paragraph per response) and respond to the responses of two other students. Responses and interaction are considered your class participation. This is your opportunity to exchange views with your peers and group-mates, share experiences and resources, and ensure your understanding of the course material.

Discussion groups are pre-assigned and include other members of your GSI section. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course.

## **Module Quizzes**

All modules include a quiz that must be completed and submitted within by the assigned due date. Refer to the Calendar for all due dates. You may take the quiz only

once and have a set period of time to complete each quiz. (See each quiz for details.) If you miss a quiz, you will be allotted 0 for that quiz, and there are no make-up quizzes.

Module Quizzes should be completed on your own, NOT in collaboration with other students and are open book/notes. However, you are encouraged to attempt the quizzes without referencing your notes or other materials, as this will better test your understanding of the material and prepare you for the final, which is closed book/note.

Please keep the campus Honor Code in mind: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

### **Research Assignments**

There will be four assignments over the semester that are intended to broaden your understanding of the course material. The assignments will be research-based, will include a short write-up, and may include an activity. Assignments must be submitted electronically in word (.doc, .docx) or PDF (.pdf) format on bCourses by the deadline. Any emailed assignments will NOT be accepted. For each day that your assignment is late, 1 point will be deducted. Software will be used to check for plagiarism on all assignments.

### **Digital Group Presentation**

In groups assigned by the GSI and instructor, which is based on your section, you will investigate the cuisine from a specific culture and publish a digital "poster" about your findings using the Whiteboards tool (Suite C) in bCourses. You are also expected to field questions from other students and interact with them on their projects for full credit. There will be a peer evaluation component to this project. More information about these projects, including instructions for signing up, will be provided on bCourses.

### **Exams**

There will be two exams for this course – a midterm and final exam. Exams will cover information from lectures and lecture slides, other videos, assigned readings, and discussion questions and are closed book. Your final exam is a proctored exam.

### **Midterm Exam**

You will complete a midterm in Module 5 and the exam covers Modules 1 through 4. You will have 2 hours to complete the midterm exam and the exam must be completed before moving onto Module 6. The exam is to be taken WITHOUT reference to book and notes (closed book and no notes), and it cannot be taken collaboratively with other students. The learning management system keeps detailed records of logins and submissions. Consider reviewing the Academic Integrity information in the Orientation Module for this online class, and keep the Campus Honor Code in mind: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

### **Final Exam**

The exam will be cumulative and will cover course material from Modules 1-8. It is a 2-hour proctored, pencil and paper, comprehensive exam. In order to pass this course, you must pass the final exam with a grade of 70% or higher. That is, passing the final exam is necessary in order to receive a satisfactory passing grade for the class. The final exam, like the midterm exam, is closed book and notes; thus textbooks and notes should NOT be consulted.

If you are unable to make it onto campus for your final exam, you may have the option to take it under the supervision of a proctor to receive credit for the course. Review the Proctor Info on the left navigation menu. Off-site proctor applications must be submitted prior to July 13, 2018.

Note:

We will not change the days and times for these exams; mark your calendars now. There will be no make-up exams. If you miss the final exam, you will receive zero points for that exam. If you miss taking the final or try to take it in a manner for which you have not received permission, you will fail this class automatically.

### **Reminder: Your Course End Date**

Your course will end on August 10, 2018. As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

## **Grading and Course Policies**

Your final course grade will be calculated as follows. Cheating and plagiarism on assignments and exams is not tolerated and can result in failing the course and expulsion from the university. All policies found in the Campus Code of Student Conduct will be enforced. Your grade will be based on a percentage of 200 points. There is no curve and no rounding of points.

Grading will be based on the following percentages:

Reading Assignment (questions, responses, and peer-evaluation)	10%
Discussion Forum Participation	10%
Module Quizzes	10%
Research Assignments (x4)	20%

Digital Group Presentation	10%
Midterm Exam	15%
Final Exam	25%

You must pass the final exam with at least 70 % to pass the course.

### Grading Information

Final grades follow the UC Berkeley grading system:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	100-94	93-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	< 60

To [view your final grade](#), go to the UC Berkeley Extension page and login via the "My Enrollment History" link.

Written assignments are graded based on their content, organization, and mechanics. Please keep the following criteria in mind:

Quality of Written Assignments	Poor	Needs Improvement	Meets Expectations	Exceptional
<b>Content</b>	Poor writing style with little or no specific details, no evidence of having studied the material, and/or off topic.	Adequately written; some points elaborated but with minimal use of concepts from the material.	Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.	Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts from the material.



<b>Quality of Written Assignments</b>	<b>Poor</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceptional</b>
<b>Organization and Mechanics</b>	Little or no structure present. Grammatical errors interfere with comprehension.	Organization present but awkward. Some grammatical errors present.	Good organization with few statements out of place. Minor grammatical errors.	Clearly organized and remains focused. Few or no grammatical errors.

Your participation in Discussion Assignments will be evaluated as follows:

<b>Quality of online discussion</b>	<b>Poor</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceptional</b>
<b>Characteristics of posted messages</b>	Messages are either missing or reflect almost no evidence of having attempted to address the discussion prompt.	Messages attempt to address the prompt, but reveal clear shortcomings: e.g., partially incomplete, limited to repetition of course materials, display only superficial understanding and thought, etc.	Messages fully address all aspects of the discussion prompt.	In addition to fully addressing the prompt, messages exceed expectations: e.g., uniquely insightful contributions, critical reflection, strong connections to other posts and course content, integration of outside materials and experiences, etc.

### **Course Policies – Promptness**

Assignments, reading question submissions, module quizzes, discussion forum postings, and exams all have specific final due dates and times. You will not receive full credit if items are submitted after the indicated due date.

### **Late Work Policy**

It is your job to complete class readings, assignments, and writings on time. All assignment due dates are listed in the course Calendar, and you are expected to work on only that week's assignments. You may not lag behind or work ahead. Instructors have up to 1 week to grade and return assignments. Any late work must be approved ahead of time by the instructor.

Each online activity must be submitted through the course website by the due date. Fax or email submission will not be accepted. Students who wait until the final hours prior to a submission deadline risk having problems with their ISP, hardware, software, or various other site access difficulties. Therefore, it is advisable to submit assignments and tests through the course website early. The multiple days allowed for submission are to accommodate the busy schedules of working professionals, not to accommodate procrastination. Students should plan accordingly and get into the habit of checking the course website several times each week, and submitting and posting early.

### **Honor Code**

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

### **Collaboration and Independence**

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended and peer-to-peer discussion sections are available for this purpose. However, unless otherwise instructed, homework assignments, quizzes, and exams are to be completed independently and materials submitted should be the result of one's own independent work.

### **Cheating**

Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. Exams are to be completed without the assistance of other people, and without reference to texts, notes, and other materials. The expectation is that you will be honest in the taking of exams.

### **Plagiarism**

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, explore the resources linked below. Homework assignments will be submitted through plagiarism software.

- [UC Berkeley Library Citation Page, Plagiarism Section](#)
- [GSI Guide for Preventing Plagiarism](#)

### **Incomplete Course Grade**

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

### **Students with Disabilities**

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.
- You can contact your Online Learning Support Specialist by emailing: [summer\\_online\\_support@berkeley.edu](mailto:summer_online_support@berkeley.edu)

### **Academic Integrity, Research, and Proper Citation**

As an online student, you are encouraged to reach out to your fellow students in the online classroom to discuss materials and ask each other questions, but there are limits to this collaboration. Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently, and materials submitted as homework should be the result of your own independent work.

As a UC Berkeley student you are bound by the [Academic Integrity, Research and Proper Citation policies](#) outlined in the [UC Berkeley Extension Code of Student Conduct Policy Statement](#) dated July 11, 2011 that clearly defines what constitutes cheating, as well as plagiarism and other forms of academic misconduct.

You must review all sections of the Academic Integrity Pledge and Course Policies Module within your Canvas course and complete the following item prior to gaining access to course content: Take the Pledge to Academic Integrity.

### **Course Evaluation and Course End Date**

#### **Course Evaluation**

UC Berkeley Extension is committed to improving its online courses and instruction. Please take a few minutes to participate in the Course Evaluation. UC Berkeley Extension instructors and administrators are interested in your online learning experience, and your candid feedback will help to plan for the future and make improvements. Please

complete the evaluation before your course End Date. The evaluation does not request any personal information, and your responses will remain strictly confidential.

### **Course End Date**

Your access to the online classroom will expire on the course End Date <insert end date here>, which is indicated in the initial e-mail you received when you enrolled.

As you work through the course, please keep the End Date <insert end date here> in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

## **Canvas Tech Support and UC Berkeley Extension Student Services**

### **Canvas Tech Support**

The learning management system (LMS) used in this course is Canvas, which has convenient mobile apps for phones and tablets. Part of the orientation materials in your course will help you make sure that your computer is at par with Canvas specifications. Any time you are in Canvas you can report problems, get support, and search Canvas user guides from the Help link on the top menu bar. If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs nor the professor can assist you with technical problems. In your course, click on the "Help" button on the bottom left of the global navigation menu. **Extensions and late submissions will not be accepted due to “technical difficulties”.**

Other options:

- Canvas Support 24/7 Hotline: 855-308-2758
- Email: [support@instructure.com](mailto:support@instructure.com)

## **Course Outline**

You'll find complete instructions for your assignments within the course modules.

### **Week 1: Framing Our Interaction with Food and Food Values**

Introduce the biocultural framework that outlines how socioeconomic, physical, and sociocultural environments contribute to cuisine, diet, and ultimately, individual nutritional status. This model will be used in analysis throughout the course of the class and includes factors such as population-level differences, ideology, and social organization. Scandinavia (the instructor is of Scandinavian heritage) will be used as an

example of a specific culture's cuisine, with attention paid to research surrounding salt intake and disease risk in both the United States and Scandinavia.

This module will also cover food values in the United States, the “decolonizing foodways” movement of Native Americans, and the importance that food played for African Americans in the civil rights movement. Additionally, Edible Education as a concept at Berkeley and beyond will be discussed.

### **Course Objectives Covered in this Module: 1, 3, 4, 5, 8, 9**

#### **Learning Objectives – TBD (a few examples below)**

- Understand the biocultural framework that provides an outline for how the socio-cultural, economic, and physical environments impact food intake.
- Recognize how food practices in Scandinavia relate to the environment and other biocultural factors
- Discuss the relationship between sodium consumption and chronic disease risk in Scandinavia and other countries and recognize an example of the topics that should be covered in the Foods Around the World digital presentation.
- Identify what has contributed to the current health status of the Native American population and discuss how movements are connecting food justice and climate change.
- Discuss how the concept of edible education at Berkeley and beyond.

#### **Lecture**

- Instructor video lecture with slides
- The Sioux Chef and decolonizing foodways, <https://blackyouthproject.com/mic-covers-native-american-tribes-efforts-to-preserve-their-culture/>
- Example digital FAW Presentation on Scandinavia
- Podcast - A Secret Civil Rights Kitchen, The Kitchen Sisters - <http://www.kitchensisters.org/fugitivewaves/a-secret-civil-rights-kitchen-georgia-gilmore-and-the-club-from-nowhere/> - 13 minutes
- Video clip highlighting Black Panther participation in the school breakfast program from *Black Panthers: Vanguard of the Revolution* documentary, <https://berkeley.kanopystreaming.com/video/black-panthers-vanguard-revolution>
- Below videos cut from pre-recorded Edible Education content
  - Fast vs. slow food culture and the future of edible education - Alice Waters/Will Rosenzweig, <https://www.youtube.com/watch?v=uCw2PV0yYNQ> (2017)
  - Faster Food Nation - Eric Schlosser (2016 or earlier)

#### **Reading**

- Thorough review of the NSTW104 Syllabus (you will be tested on it)

- Kuhnlein H., Receveur O. Dietary change and traditional food systems of indigenous peoples. *Annu Rev Nutr* 1996;16:417-442.
- Institute of Medicine. Sodium Intake in Populations: Assessment of Evidence. Report Brief, May 2013.
- Petrini, C. Excerpt from *Terra Madre: Forging a New Global Network of Sustainable Food Communities*. February 2010.
- Puhl R., et al. Perceptions of weight discrimination: prevalence and comparison to race and gender discrimination. *Intern J of Obesity* 2008;32:992-1000.
- Guthman, "The Food Police: Why Michael Pollan makes me want to eat Cheetos", <http://www.utne.com/politics/the-food-police.aspx#axzz3FbDBTfYx>
- Shute, Cooking up change - how food fueled the civil rights movement, NPR, January 2012.
- Taylor, Kevin, "Eating indigenously changes diets and lives of Native Americans", *Aljazeera*, 2013
  - <http://america.aljazeera.com/articles/2013/10/24/eating-indigenouslychangesdietsandlivesofnativeamericans.html>

#### **Supplemental Readings - (TBD, possible additional readings to follow)**

- Why the food movement is unstoppable - <https://www.independentsciencenews.org/health/why-the-food-movement-is-unstoppable/print/>.
- Strom, S. 7-Eleven Shifts Focus to Healthier Food Options. *New York Times*, December, 2012.

#### **Graded Assignments**

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 1 assigned: The Biocultural Framework of a Food

#### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students

### **Week 2: The Evolution of the Human Diet and the Role of the Microbiome**

Explore why humans have developed to eat what we eat and how meat eating has played a role in human brain development. Are humans meant to eat meat? Compare and contrast the hunter-gatherer to vegan/vegetarian and discuss how culture defines appropriateness of diet. There are many disparities amongst social groups in the presence of chronic diseases and premature morbidity. Explanations for these

disparities have focused on socioeconomic inequality and related mechanisms as the causal factors, yet even when such factors are taken into account, unexplained racial gaps in health still exist. Given the compelling evidence of health-related nutritional choices, what can we determine are the links to chronic disease and other health outcomes based on racial groups and nutritional behaviors?

Additionally, this module will introduce the role of the microbiome in regards to human health and how different socioeconomic and environmental factors contribute to the microbiome and its development over time. How do differences in health of the microbiome link to ethnic and racial disparities?

Course Objectives Covered in this Module: 1, 3, 5, 7, 8

### **Learning Objectives – TBD (a few examples below)**

- Discuss how the food intake of humans has evolved over time, our symbiotic relationship with the gut microbiome, and the future of personalized nutrition.
- Describe the perspective of race as a biological category.

### **Lecture**

- Instructor video lecture with slides
- CNN video clip on frutitarianism - <http://www.cnn.com/videos/health/2013/08/26/sgmd-gupta-frutitarian.cnn>
- Analysis of Hungry Planet photos with accompanying questions
- Planet Green video clip on veganism - <https://www.youtube.com/watch?v=OO5wMxS1LJk>
- Berkeley Open Source Food interview on benefits of wild foods with PI Philip Stark (Instructor is Co-I on this research)
- Video clip from *Microbirth, the Origins of the Microbiome* documentary, <https://berkeley.kanopystreaming.com/video/microbirth>
- Below videos cut from pre-recorded Edible Education content - <https://www.youtube.com/watch?v=STIYGDwCXwY&t>
  - The evolution of the gut microbiome - Justin Sonnenburg (2017)
  - The evolution of the human diet - Chris Gardner (2017)
  - Personalized nutrition - Bruce German (2017)

### **Readings**

- Leonard W., Robertson M. Evolutionary perspectives on human nutrition: the influence of brain and body size on diet and metabolism. *Am J Hum Bio* 1994;6:77-88
- O'Keefe, JH et al. Cardiovascular Disease Resulting From a Diet and Lifestyle at odds With Our Paleolithic Genome: Become a 21<sup>st</sup> Century Hunter-Gatherer. *Mayo Clin Proc.* 2004; 79:101-108.
- Pollan, M. Some of my best friends are germs. *The New York Times*, 2013.

- <http://www.nytimes.com/2013/05/19/magazine/say-hello-to-the-100-trillion-bacteria-that-make-up-your-microbiome.html>
- Reynolds, G. Exercise and the ever-smarter human brain. *The New York Times*. Dec 26, 2012.
- Roberts D. Debating the cause of health disparities. *Cambridge Quarterly Healthcare Ethics* 2012;21:332-341.
- Sonnenburg JL, Fischbach MA. Community health care: therapeutic opportunities in the human microbiome. *Sci Transl Med* 2011;3(78):78ps12.
- Velasquez, How the Western Diet has derailed our evolution, *Nautilus* 2015, <http://nautil.us/issue/30/identity/how-the-western-diet-has-derailed-our-evolution>

### Supplemental Readings

- Sonnenburg, J. The extinction inside our guts. *The LA Times*, 2016.
- <http://www.latimes.com/opinion/op-ed/la-oe-0225-sonnenburg-gut-bacteria-extinction-20160225-story.html>

### Graded Assignments

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 1 due: The Biocultural Framework of a Food

### Discussion/Participation

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students

## Week 3: A Brief History of Nutrition and the Promise of Transparency in the Food System

Review how nutrition recommendations and theories on nutrition have changed over time and explore important historical food policies in the United States and their impact on different populations. Highlight examples of past and present “nutrition movers and shakers” and discuss reasons why there are few widely known women and underrepresented minorities in the history of food policy and the food movement.

Explore food policy and complications related to creating food policy. Can we view soda in the same way as we view cigarettes? How does our food environment contribute to what we eat? What disparities exist between food environments and cultures? Are there differences in community characteristics and the purpose of food policy, particularly between large, urban, lower-income Latino and African American communities and smaller, suburban, relatively affluent majority-white communities?



Discuss the concept of transparency in the food system and how this ideal often neglects to include fair labor practices and quality of life for the, largely immigrant Latino, farmworker population.

Course Objectives Covered in this Module: 1, 3, 4, 5, 6, 8, 9

### **Learning Objectives – TBD (a few examples below)**

- Understand how nutrition recommendations and theories on nutrition have changed over time.
- Explore important historical food policies in the United States and their impact on different populations
- Discuss why there are few widely known women and underrepresented minorities in the history of food policy and the food movement.

### **Lecture**

- Instructor video lecture with slides
- Nutrient guidelines over time video clip - [https://www.washingtonpost.com/lifestyle/food/no-food-is-healthy-not-even-kale/2016/01/15/4a5c2d24-ba52-11e5-829c-26ffb874a18d\\_story.html?hpid=hp\\_hp-more-top-stories\\_healthy-209pm:homepage/story](https://www.washingtonpost.com/lifestyle/food/no-food-is-healthy-not-even-kale/2016/01/15/4a5c2d24-ba52-11e5-829c-26ffb874a18d_story.html?hpid=hp_hp-more-top-stories_healthy-209pm:homepage/story)
- Video clip from *Fighting for our Lives – The United Farm Workers’ 1973 Strike and the Wrath of Grapes* documentary, <https://berkeley.kanopystreaming.com/video/fighting-our-lives> (or from *Latino Americans* documentary, <https://berkeley.kanopystreaming.com/video/latino-americans-collection>)
- Video clip demonstrating how females are often underrepresented from *Miss Representation* documentary, <https://berkeley.kanopystreaming.com/video/miss-representation-0> (or from *Changing the World: Women who Make America* documentary, <https://berkeley.kanopystreaming.com/video/episode-2-changing-world>)
- Below videos cut from pre-recorded Edible Education content
  - The promise of transparency in the food system - Michael Pollan and Raj Patel (2017), <https://www.youtube.com/watch?v=Qi43AFtIii0>
  - How Food Policy shapes US Culture and the economy - Robert Reich (2017) - <https://www.youtube.com/watch?v=14tya9c1isM>
  - Faster Food Nation - Eric Schlosser (2016 or earlier)

### **Readings**

- Barnhill A. Impact of excluding sweetened beverages from the SNAP program. *Am J Pub Health* 2011;101(11).
- Bittman, Mark. Stop Subsidizing Obesity. *The New York Times*, December 25, 2012.

- Bittman, Pollan and Salvador. How a national food policy could save millions of lives. The Washington Post, 2014.
- Carroll, Abigail. How Snacking Became Respectable. The Wall Street Journal. Aug. 2013.
- Confessore, "How School Lunch Became the Latest Political Battleground". The New York Times, 2014.
- Nixon, Laura. "Fast Food Fights in sleepy villages and urban jungles: the importance of community characteristics and policy purpose over fast food zoning".
- Pollan, M. Why did the Obamas fail to take on corporate agriculture? The New York Times, 2016.  
[https://www.nytimes.com/interactive/2016/10/09/magazine/obama-administration-big-food-policy.html?\\_r=0](https://www.nytimes.com/interactive/2016/10/09/magazine/obama-administration-big-food-policy.html?_r=0)
- Robinson, Jo. Breeding the Nutrition Out of Our Food. The New York Times, May 2013.
- Schooling C., Leung G. A socio-biological explanation for social disparities in non-communicable chronic diseases: the product of history? J Epidemiol Community Health 2010;64:941-949

#### **Supplemental Readings - (TBD, possible additional readings to follow)**

- Power Steer - <http://www.nytimes.com/2002/03/31/magazine/power-steer.html>

#### **Graded Assignments**

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 2 assigned: Nutrition Policy Perspective
- Group Project: Digital Foods Around the World Presentation assigned

#### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students

#### **Week 4: Subsistence Strategies, Cultural Competency, and the Sustainability of Modern Agriculture**

Examine various subsistence strategies in developing economies and the pros and cons of these strategies. Discuss nutrition-related health beliefs of US immigrants, specifically immigrants who were previously residing in these developing economies such as China, India, and Mexico. We will examine the effects of globalization on health status and an

overview of cultural competency in nutrition practice. Food intake is directly affected by attitudes and behaviors particular to locally situated cultures. What happens when people migrate? How do factors like ethnicity and religion affect nutrition-related choices, even when the individual is removed directly from those cultures, and how might nutritional education and counseling effectively address nutrition-related disease prevention that is culturally appropriate?

Introduce different methods of food production in industrialized nations, specifically the United States, including industrial agriculture, organic agriculture, and GMOs, and the pros/cons of these methods. Discuss the effects of these methods on the diet and health status of populations that often produce the food, highlighting Latino farmworkers experience to exemplify group-based experiences that occur through exposure to particular farming and food system practices. Where do we see racial justice movements developing within such food system analyses and how do they fit within some of the emerging food justice platforms, such as 'food deserts' or 'non-GMO' foods?

Course Objectives Covered in this Module: 1, 2, 3, 4, 5, 7, 8, 9

#### **Learning Objectives – TBD (a few examples below)**

- Understand the effects of globalization on health status and identify problems leading to and solutions for world hunger.
- Recognize the importance of cultural competency and cultural sensitivity in nutrition practice.
- Discuss the effects of agricultural food systems within a racial justice framework.

#### **Lecture**

- Instructor video lecture with slides
- Cultural Competency overview - Kara Bresnahan
- Video clip from 1968 "Hunger in America" compared to National Geographic video clip "The Changing Face of Hunger"
- Bolsa Familia (conditional cash transfer program) video clip - <https://vimeo.com/130338981>
- Imperfect Produce video clip - <http://grist.org/food/this-new-startup-wants-to-sell-you-ugly-fruit-and-veggies/>
- American farmer in the media vs. true American farmworkers video clips and compare
- Pesticide exposure in valley vs. foothills children video clip (Guillette research)
- Polyface farms video clip - <https://www.youtube.com/watch?v=KxTfQpv8xGA>
- Podcast – The Just Food Podcast Episode 1: Harvesting Equitable Food, <https://food.berkeley.edu/the-justfood-podcast/>
- Video clip demonstrating the "Lation paradox" and immigration from *Becoming American* documentary, <https://berkeley.kanopystreaming.com/video/unnatural-causes-becoming-american>

- Below videos cut from pre-recorded Edible Education content
  - The global food system - feeding the 9 billion - Anna Lappé (2017), <https://www.youtube.com/watch?v=vY9MGj2YSr0>
  - Understanding food workers and the food system - Saru Jayamaran (2017), <https://www.youtube.com/watch?v=8YQc-1Sc5pw&index=4&list=PL7OFJd0uhJY3WLo0AGZZabPuE9GT4V3F3&t=1422s>
  - Eric Schlosser (2016 or earlier) if not in another week - farmworkers, identity, health

### Readings

- Academy of Nutrition and Dietetics Practice Application Paper. Cultural Competency: Where It Is and Where It's Headed. J Am Diet Assoc. 2009;109:3:388-394.
- Crystal SS, et al. Are Organic Foods Safer or Healthier Than Conventional Alternatives? A Systematic Review. Annals of Internal Medicine. 2012 Sep;157(5):348-366.
- Hawkes C. Uneven dietary development: linking the policies and processes of globalization with the nutrition transition, obesity and diet-related chronic diseases. Globalization and Health 2006;2:4.
- MacDiarmid JI, et al. Sustainable diets for the future: can we contribute to reducing greenhouse gas emissions by eating a healthy diet? Am J Clin Nutr. 2012;96:632-9.
- Masumoto, Working with ghosts in the field of American Agriculture. Food and Society Policy Fellows, 2008.
- McMillan, Forked: A New Standard for American Dining, <http://www.npr.org/sections/thesalt/2016/02/02/464852535/forked-rates-restaurants-on-how-they-treat-their-workers>
- Patel, Raj. 2012 The stuffed and Starved: the hidden battle for the world food system (Introduction)
- Verza, M. The "Coca-Colaization" of Mexico, the Spark of Obesity. Human Journalism, May 5, 2013.
- Vidal, J. UN warns of looming worldwide food crisis in 2013. The Guardian. Oct 14, 2012.

### Supplemental Readings - (TBD, possible additional readings to follow)

- Chang, K. Stanford scientists cast doubt on advantages of organic meat and produce. New York Times. September 4, 2012.
- Jayaraman, Forked, Chapters 1 and 2.
- Lappé, Diet for a Hot Planet, The Hunger Scare and Biotech Ballyhoo. - 30
- ReFED executive summary.

### Graded Assignments

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 2 due: Nutrition Policy Perspective

### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students.

## **Week 5: Food in the Family, Religious Food Practices, and Integrative Nutrition**

Explore generational dietary differences between millennials and baby boomers, dietary changes over the lifespan, and the effects of food habits within the family. Also discuss the development of soul food as an American cuisine and its strong interaction with African American culture. How might soul food and other culturally embedded cuisines play a role in diet-related diseases?

Review various food practices of different religions and examine how religion can have an impact on nutritional status. Examine stigmatization of religious groups and how this connects with dietary habits. Bringing back our conversation surrounding cultural competency, we will discuss how integrative nutrition and Eastern medicine can play a role in our western-centric medical paradigm. We will also discuss how ethnicity defines appropriateness of diet and ethnomedical beliefs among U.S. immigrant and minority populations such as Mexican-, African-, and Native-Americans.

Course Objectives Covered in this Module: 1, 3, 5, 6, 7, 8, 9

### **Learning Objectives – TBD (a few examples below)**

- Identify nutrition-related traditional health beliefs and how these affect food intake, with a specific focus on U.S. immigrants.
- Examine stigmatization of religious groups and how this connects with dietary habits.
- Discuss how integrative nutrition and Eastern medicine can play a role in our western-centric medical paradigm.

### **Lecture**

- Instructor video lecture with slides
- Mindful eating exercise video or recording
- Integrative nutrition interview - ayurvedic nutrition
- Religion and food interview - Rabbi
- Baby-led weaning video - Katie Ferraro
- Excerpt from Soul Food documentary

- Video clip about food and mindfulness from *Mindfulnessmovie*, <https://berkeley.kanopystreaming.com/video/mindfulness-movie> (or [mindless eating](#) video from Wansink)

### Readings

- Anderson-Loftin, W. et al. Soul food light: Culturally competent diabetes education. *The Diabetes Educator*, July/August 2005 Volume 31, Number 4.
- Kristoff, N. The Breast Milk Cure. *New York Times*, June 2011.
- Leschin, Slice the price of fruits and veggies, save 200,000 lives? *NPR*, March 2016
- Lynch E., Kane J. Body size perception among African American women. *J Nutr Edu Behav*. 2014;46(5): 412-417.
- McDonald, C. The Breast Milk Gap. *New York Times*, June 2016.
- Mushkin, S. et al. Trouble in Aisle 5, Exec. Summary (pages 1-6). *Equity Analyst* (212), June 2012.
- Otokiti, et al. Impact of acculturation and diverse ethnomedical beliefs on health care delivery to recent New York Immigrants, *J Med Ed Persp* 2014;3(1):8-12.
- Patwardhan, B. et al. Ayurveda and traditional Chinese medicine: A comparative overview. *eCAM* 2005;2(4)465-473.
- Shatenstein B., Ghadirian P. Influences on diet, health behaviours, and outcome in select ethnocultural and religious groups. *Nutrition*. 1998;14(2):223-230.
- Timmerman, G., Brown, Adam. The effect of mindful restaurant eating intervention in weight management in women. *J Nutr Behav*, 2012;44(1):22-28.
- Yong, Ed. Breastfeeding the microbiome. *The New Yorker*, 2016.
  - <http://www.newyorker.com/tech/elements/breast-feeding-the-microbiome>

### Supplemental Readings - (TBD, possible additional readings to follow)

- Kesmodel, D. Hummus is Conquering America. *Wall Street Journal*, April 30, 2013.
- Kraft, Dina. Jewish and Muslim, Bonding Over Dieting. *The New York Times*, March 16, 2013.
- Kuruvila, K. Mormon Food Bank a Private Welfare System. *San Francisco Chronicle*, March 2009.
- Lynch, For centuries these Asian recipes have helped new moms recover from childbirth, <http://www.npr.org/sections/thesalt/2017/04/02/520535846/for-centuries-these-asian-recipes-have-helped-new-moms-recover-from-childbirth>
- Rosin, Hanna. The Case Against Breast-Feeding. *The Atlantic*, 2009.

### Graded Assignments

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students

- Module quiz (15 questions)
- Research Assignment 3 assigned: A Menu for Change in an Industrialized World
- Midterm Exam (40 questions)

### Discussion/Participation

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students.

### Week 6: Socioeconomic Status, Food Access, and Food Security

Define food insecurity and examine the socioeconomic factors (including re-introducing the food environment and access) that contribute to diet in addition to the disparities that exist between cultures and access to healthy food. Discuss the paradox of obesity – how can obesity and micronutrient deficiency co-exist? The United States has a varied mix of populations, but why do the minorities, specifically African American and Latino American, suffer from health disparities in greater numbers than those of European descent?

Course Objectives Covered in this Module: 1, 3, 5, 8, 9

### Learning Objectives – TBD (example below)

- Define food insecurity and examine the socioeconomic factors that contribute to diet and the disparities that exist between cultures and access to healthy food

### Lecture

- Instructor video lecture with slides
- Real solutions to the challenges we face (interview with someone from nonprofit such as People’s Grocery)
- Food insecurity on college campuses and beyond interview - Ruben Sanchez
- Vegetables or medicine? Food Inc. clip - <https://www.youtube.com/watch?v=OqYCePrzJWA>
- Food deserts video from National Geographic
- Podcast - King’s Candy: A New Orleans Prison Vision, Kichen Sisters - <http://www.kitchensisters.org/fugitivewaves/episode-29/> - 20 min
- Video clip from *In Sickness and in Wealth* documentary, <https://berkeley.kanopystreaming.com/video/unnatural-causes-sickness-and-wealth>
- Below videos cut from pre-recorded Edible Education content
  - Food access, security, and sustainability - Michel Nischan (2017), <https://www.youtube.com/watch?v=9CR-wwDn3Vc&list=PL7OFJd0uhJY3WLo0AGZZabPuE9GT4V3F3&index=11&t=1930s>

### Readings

- Block J., et al. Fast food, race/ethnicity, and income. *Am J Prev Med* 2004;27(3).

- De Vogil R, et al. The influence of market deregulation on fast food consumption and body mass index: a cross-national time series analysis. *Bull World Health Organ* 2014;92.
- Garrouste 2013 Food insecurity and obesity among American Indians, Alaskan Natives and Whites in California. *Journal of Hunger and Environmental Nutrition*, Vol. 8, Issue 4.
- Hazel, AB et al. Diet quality of Americans differs by age, sex, race/ethnicity, income, and education level. *Journal of the Academy of Nutrition and Dietetics*, February 2013 Volume 113, Number 2.
- Pinsker J. "Why So Many Rich Kids Come to Enjoy the Taste of Healthier Foods." *The Atlantic*, 2016.
- Policy Link, *Healthy Food Healthy Communities: Promising Strategies to Improve Access to Fresh, Healthy Food and Transform Communities*, 2011.
- Sanger, Giving the poor easy access to healthy food doesn't mean they'll buy it, *New York Times*, May 2015.
- TNN, "Nutrition rank gives food for thought." *The Times of India*, 2016.
- Walker R, et al. Disparities and access to healthy food in the United States: A review of food deserts literature. *Health & Place*. 2010;16(5):876-884.

### **Supplemental Readings**

- Gardiner B. "A Road Map for Eradicating World Hunger." *The New York Times*, 2015.

### **Graded Assignments**

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 3 due: A Menu for Change in an Industrialized World

### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students.

## **Week 7: Marketing, Labeling, and Food Entrepreneurship**

Analyze food marketing tactics and their contribution to the foods we choose to eat. Discuss how large food corporations have "hooked us" and whether or not their advances are targeted to certain vulnerable populations, such as children and those living in unhealthy food environments and/or with lower socioeconomic status. How does marketing contribute to America's obsession with physical beauty and perfection, leading to negative body image and eating habits?



Explore current food entrepreneurship ideals and opportunities and connect these back to class concepts – what ideals from class such as social justice and environmental sustainability do you see (or wish to see) exemplified in current food businesses?

Course Objectives Covered in this Module: 1, 3, 5, 6, 8

### **Learning Objectives – TBD (a few examples below)**

- Discuss how marketing impacts food choices and “how food giants hooked us”.
- Identify principles of behavior economics and examples of using these tactics for better health.

### **Lecture**

- Instructor video lecture with slides
- Vintage infant formula commercial clip
- Broccoli marketing video - <https://vimeo.com/78837016>
- Mind Over Milkshake (tie labeling back into mindfulness) - Crumb, <http://www.npr.org/sections/health-shots/2014/04/14/299179468/mind-over-milkshake-how-your-thoughts-fool-your-stomach>
- Effectiveness of restaurant menu labeling, <http://online.wsj.com/article/SB10001424127887324809004578635783927655580.html#articleTabs%3Dvideo>
- Digital Foods Around the World Presentation (group project) - online “presentation” and interaction with other groups
- Video clip about negative body image from marketing from *America the Beautiful* documentary, <https://berkeley.kanopystreaming.com/video/america-beautiful>
- Video clip from *Food on the Brain* documentary, <https://berkeley.kanopystreaming.com/video/food-brain>
- Below videos cut from pre-recorded Edible Education content
  - Humane treatment of animals and how business can shape things for the better - Paul Shapiro (2017), <https://www.youtube.com/watch?v=51cXa3Fwbd0>
  - The power of business to transform the system - Gary Hirshberg (2017), <https://www.youtube.com/watch?v=51cXa3Fwbd0>
  - Entrepreneurship, food, and technology - Megan Mokri and Kevin Brown, <https://www.youtube.com/watch?v=6i3Ym9syL5g&t=1650s&list=PL7OFJd0UuHjY3WLo0AGZZabPuE9GT4V3F3&index=7>

### **Readings**

- Brand, Frosting on the Cake, *Public Health Nutrition*: 19(12), 2128–2134.
- Graff, Samantha et al. Government Can Regulate Food Advertising To Children Because Cognitive Research Shows That It Is Inherently Misleading. *Health Affairs*, February 2012.

- Grier S. The context for choice: health implications of targeted food and beverage marketing to African Americans. *Am J Public Health* 2008;98:9.
- Mikkelsen, L. et al. Where's the Fruit?: Fruit Content of the Most Highly-Advertised Children's Food and Beverages. Prevention Institute, April 2007.
- Nassauer, Sarah. The Psychology of Small Packages. *The Wall Street Journal*, 2013.
- Powell L., et al. Racial/ethnic and income disparities in child and adolescent exposure to food and beverage television ads across the U.S. media markets. *Health & Place*. 2014;29:124-131.
- Rosenzweig, Foodpreneurs, <http://fortune.com/2015/06/19/how-foodpreneurs-are-reinventing-your-kids-school-lunch/?iid=lefttrail>
- Tavernise, Calories on Menus, *The New York Times*, 2014, <https://www.nytimes.com/2014/11/27/upshot/calories-on-menus-a-nationwide-experiment-into-human-behavior.html>
- Wansink, et al. Front-Panel Health Claims: When Less is More, *Food Pol* 2004;29(6).

#### **Supplemental Readings - (TBD, possible additional readings to follow)**

- Behavioral economics/SNAP
- Case, The future of food is food, <https://www.recode.net/2015/6/8/11563366/the-future-of-food-is-food>
- Schwartz, Lab-grown meatballs, <http://www.businessinsider.com/memphis-meats-lab-grown-meatballs-2016-11>
- Stanford - labeling healthy food (when published)

#### **Graded Assignments**

- Reading assignment: Post two essay questions related to reading and peer-evaluate and respond to two questions posted by another student.
- Discussion forum: Answer two prompts and respond to 2 answers posted by other students
- Module quiz (15 questions)
- Research Assignment 4 assigned: Taking Action in the Food Movement
- Digital Foods Around the World Presentation due (group project)

#### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students.

### **Week 8: Sensory Experience and the Future of the Food Movement**

Food is an art and a science – in this module, we will discuss how these concepts intertwine. A basic understanding of what contributes to our sensory experience will be explored, in addition to how we can use this knowledge to fuel positive change for all populations, but specifically those that have been marginalized.

Race, class and history have not been strong points in the analytical scope of food movements. How do we view the food movement in the United States as one that fully embraces justice? How are people organizing on an everyday basis to create healthy, sustainable, affordable and culturally appropriate foods for all? We will recap concepts discussed in lecture and aspects of the biocultural framework as they relate to the U.S. and current food movements. We will specifically focus in this last week on how the diets of those first to the America, Native Americans have changed over time – what has contributed to the current health status of the Native American population, particularly the Pima, Tohono O’odham, and Alaskan Native tribes, and how are movements such ‘Idle No More’ connecting food justice and climate change?

Course Objectives Covered in this Module: 1, 3, 5, 9

### **Learning Objectives – TBD (a few examples below)**

- Describe how food and cooking are both an art and a science.
- Discuss how people are organizing on an everyday basis to create healthy, sustainable, affordable, and culturally appropriate food for all.
- Discuss the racial disparities in the local food movement.
- Discuss what action you can take to help move the food system in a positive direction.

### **Lecture**

- Instructor video lecture with slides
- The art and science of food panel - Samin Nosrat, Ali Bouzari, and Dan Barber
- Increasing perceived deliciousness of insects video - The Nordic Food Lab, <http://www.theguardian.com/lifeandstyle/video/2013/may/09/cooking-with-insects-video>
- Sensory experience activity video or recording
- Excerpt from Chef’s Table (Dan Barber or other)
- Innovation in food interview - Michael Bom Frøst
- Video clip: African Americans and new immigrants in St.Paul, rendered by artist Seitu Jones in 'Frog Town', <https://www.youtube.com/watch?v=gLz7EVB7Wzk>,
- Video clip (effects of sugar and the Western Diet on Native American population) from *Bad Sugar* documentary, <https://berkeley.kanopystreaming.com/video/unnatural-causes-bad-sugar>
- Video clip from *Fresh: Sustainable Food Production in America* documentary, <https://berkeley.kanopystreaming.com/video/fresh>
- Below videos cut from pre-recorded Edible Education content
  - Food Policy and Action - Sam Kass (2017), video link TBA
  - An education for the senses - Alice Waters, Davia Nelson (2016)
  - U.S. Food Culture - Sophie Egan (2017)

### **Readings**

- Allen, P. Realizing justice in local food systems. *Cambridge J Regions, Economy and Society* 2010;3:295-308. - 11 pages
- Bouzari, *Ingredient*, pages 8-13.
- Drewnowski A., Gomez-Carneros C. Bitter taste, phytonutrients, and the consumer: a review. *Am J Clin Nutr* 2000;72:1424-35.
- Guthman J. Bringing good food to others: investigating the subjects of alternative food practice. *Cult Geo* 2009;15:431.
- Moss, The Extraordinary Science of Addictive Junk Food (pages 1-10), <http://www.nytimes.com/2013/02/24/magazine/the-extraordinary-science-of-junk-food.html>
- Nosrat, Salt, Fat, Acid, Heat excerpt.
- Severson, Chefs struggle over whether to serve up politics, *New York Times*, March 2017.
- Rosen, Y. Shift from traditional foods takes toll on Alaska Native populations, May 2016, <https://www.adn.com/rural-alaska/article/processed-food-comes-diabetes-obesity-alaska-natives/2014/09/29/>
- Schulz LO et al., Effects of traditional and western environments on prevalence of type 2 diabetes in Pima Indians in Mexico and the U.S. *Diab Care* 2006;29(8):1866-71.
- Wendell Berry - the pleasures of eating, <https://www.ecoliteracy.org/article/wendell-berry-pleasures-eating>

#### **Supplemental Readings - (TBD, possible additional readings to follow)**

- Alkon A., McCullen C. Whiteness and farmers; markets: performances, perpetuations...contestations? *Antipode* 2010;43:4.
- Hobbs, Food waste: How much of it is consumer responsibility? *The Guardian*, February 2013.

#### **Graded Assignments**

- Submit 2 reading questions
- Participate on discussion forum (answer two essay questions)
- Module quizzes
- Research Assignment 4 due: Taking Action in the Food Movement
- Final Exam

#### **Discussion/Participation**

- Answer weekly forum prompts posted by GSI/instructor and respond to 2 answers posted by other students.

#### **Final Exam**

The final exam period begins one week before the course end date and ends one week after the course end date.