

## SFBS 552: FOOD ENVIRONMENTS + SUSTAINABLE DIETS



**Instructor:** Selena Ahmed, PhD, *Associate Professor*

**Course format:** Asynchronous online format via Brightspace / D2L with small-group discussion pods and optional synchronous web-based discussion sessions during Office Hours (via Zoom). Announcements and recorded lectures for the course will be posted on Monday afternoons to guide your learning each week.

**Prerequisites:** Graduate standing or permission of the instructor

### 1. COURSE DESCRIPTION

We are in a unique time with immense challenges of global change from climate change to public health crises such as COVID-19 and dietary transitions. These factors of global change are exacerbating existing food system challenges and disproportionately impact rural, minority, and health disparate communities. A sustainable diets approach is increasingly recognized for strengthening linkages between the environment, food, and health towards supporting human and planetary health. Alongside the consumption of healthy foods, sustainable diets also consider the ecological and socioeconomic dimensions of food including biodiversity, ecosystem services, greenhouse gas emissions, equity, food traditions, and food sovereignty. The food environment is a critical place in the food system for empowering sustainable diets as it is the consumer interface with the food system that influences the availability, accessibility, affordability, convenience, quality, and sustainability of foods. In this course, we will examine linkages between food environments, food security, equity, and sustainable diets within the frameworks of socio-ecological theory and policy. Our course activities and discussion will be driven by the following questions:

- What are different types of food environments?
- What policies shape food environments in the United States?
- How do consumers interact with the food environment and, how does this vary with socio-economic and cultural contexts?
- How are food environments transforming with global change, policies, and market shifts? What are implications of these food environment changes for food security, equity, diets, and health outcomes?
- What methods, tools, and metrics are effective in evaluating food environments as well as their linkages to food security, food choices, and sustainable diets?
- How can we design promote equity and planetary health through food environment and dietary interventions?

Ultimately, we will integrate our learnings to propose evidence-based strategies, interventions, and programs to improve food environments for supporting food security, equity, sustainable diets, and planetary health.

### 2. COURSE LEARNING OBJECTIVES

**A.** Develop systems thinking and transdisciplinary skills by identifying and evaluating the

ecological, economic, socio-cultural, and policy determinants of food choices and diets.

**B.** Develop critical analysis skills through applying mixed methodology to evaluate food environments, food security, equity, and sustainable diets as well as their linkages.

**C.** Apply diverse ways of knowing and enhance communication skills by proposing evidence-based strategies to enhance food environments, food security, equity, and sustainable diets towards supporting planetary health.

### 3. ONLINE COURSE FORMAT

This course will follow an asynchronous online format via Brightspace / D2L with small-group discussion pods and optional synchronous web-based discussion sessions (via Zoom). The asynchronous online format is to accommodate a wide range of student schedules including those working part or full time. The small-group discussion pods and optional Zoom discussion sessions are intended to enhance the asynchronous online format with rich group discussion and facilitation as well as interaction with your peers towards building a learning community among students.

The asynchronous online format will include recorded course lectures; online discussion boards; readings from course books, the primary literature, the news and other media providing a contemporary context; case studies for problem solving; and assessment assignments on food environment, food security, and sustainable diets. Announcements and recorded lectures for the course will be posted each Monday afternoon to guide your learning each week.

The small-group discussion pods and peer-led discussions will be assigned depending on student schedules and will rely on active student preparedness, participation, leadership, and teamwork. The optional synchronous web-based discussion sessions (via Zoom) will be facilitated by your course instructor during office hours. The final project will allow you to apply course concepts to design evidence-based strategies, interventions, and programs to improve food environments for supporting food security, sustainable diets, and planetary health.

### 4. GRADING

Your course grade will be calculated on the basis of the following evaluations and grading scale. These evaluative measures must all be fulfilled in order to receive full course credit.

- Participation in Weekly Online Discussion Board 15%
- Participation in Discussion Pods (7 pod meetings) 15%
- Reflections (4 reflections x 5 points each) 20%
  - o Due Dates
    - ☐ February 1<sup>st</sup>
    - ☐ March 8<sup>th</sup>
    - ☐ March 29<sup>th</sup>
    - ☐ April 19<sup>th</sup>
- Field Assignments and Case Studies (5 assignments x 6 points each) 30%
  - o Due Dates
    - ☐ January 25<sup>th</sup>
    - ☐ February 8<sup>th</sup>
    - ☐ February 22<sup>nd</sup>

- March 15<sup>th</sup>
- April 12<sup>th</sup>
- Final Project on Food Environment and Sustainable Diets Analysis and Evidence-Based Management Recommendations with Recorded Presentations 20%
  - Due Date: Week of April 26<sup>th</sup>

### Grading Scale

A	94 - 100	C+	77 - 79.9	F	0 - 59.9
A-	90 - 93.9	C	73 - 76.9		
B+	87 - 89.9	C-	70 - 72.9		
B	83 - 86.9	D+	67 - 69.9		
B-	80 - 82.9	D	60 - 66.9		

## 5. COURSE READINGS

We will read a food policy book (Wilde 2018) and a sustainable diets book (Mason and Lang 2017) as the main texts to frame our course coupled with reading in the primary literature as well as news and media for a contemporary context.

### Course Texts

- (1) Wilde, Parke. (2018) **Food Policy in the United States: An Introduction**. Earthscan Food and Agriculture Series, Routledge Press.
- (2) Mason, Pamela and Lang, Tim. (2017) **Sustainable Diets: How Ecological Nutrition Can Transform Consumption and the Food System**. Earthscan Food and Agriculture Series, Routledge Press.

### Websites / Blogs

You are encouraged to explore content on the following websites throughout the semester. I will direct you to specific new postings throughout the semester as well.

- |                                    |   |
|------------------------------------|---|
| (1) AgFunder News                  | <a href="https://agfundernews.com">https://agfundernews.com</a>                 |
| (2) Civil Eats                     | <a href="https://civileats.com">https://civileats.com</a>                       |
| (3) EAT Forum                      | <a href="http://eatforum.org">eatforum.org</a>                                  |
| (4) Food Politics by Marion Nestle | <a href="https://www.foodpolitics.com">https://www.foodpolitics.com</a>         |
| (5) Food Systems Dashboard         | <a href="https://foodsystemsdashboard.org">https://foodsystemsdashboard.org</a> |
| (6) Food Tank                      | <a href="https://foodtank.com">https://foodtank.com</a>                         |
| (7) Foodprint                      | <a href="https://foodprint.org">https://foodprint.org</a>                       |
| (8) US Food Policy by Parke Wilde  | <a href="http://usfoodpolicy.blogspot.com">http://usfoodpolicy.blogspot.com</a> |

## 6. CLASS SCHEDULE

### **PART 1: Introduction to the Food Environment and Sustainable Diets**

**Week 1 – Introduction (Week of January 11<sup>th</sup>)****Readings:**

- Wilde Chapter 1
- Mason & Lang Introduction + Chapter 1
- Fanzo, J; Davis, J. 2019. Can Diets Be Healthy, Sustainable, and Equitable? *Current Obesity Reports*. 8:495–503
- **Optional Recommended Readings**
  - o De Garine, I., 1972. The socio-cultural aspects of nutrition. *Ecology of Food and Nutrition*, 1(2), pp.143-163

**Week 2 – Characterizing the Food Environment (Week of January 18<sup>th</sup>)****Readings:**

- Downs, S.; Ahmed, S.; Fanzo, J. Herforth, A. 2020. Food Environment Typology: Advancing an Expanded Definition, Framework, and Methodological Approach for Improved Characterization of Wild, Cultivated, and Built Food Environments toward Sustainable Diets. *Foods* 9, 532
- Diehl, J. et al. 2020. Access in the Food Environment: A Health Equity Approach Reveals Unequal Opportunity. *Journal of Planning Education and Research*, Vol. 40(1) 69–81
- UNSCN. COVID-19 pandemic: The evolving impact on how people meet the food system. Available at: <https://www.unscn.org/en/resource-center?idnews=2065>
- **Optional Recommended Readings**
  - o Turner, C., Aggarwal, A., Walls, H., Herforth, A., Drewnowski, A., Coates, J., Kalamatianou, S. & Kadiyala, S. 2018. Concepts and critical perspectives for food environment research: A global framework with implications for action in low- and middle-income countries. *Global Food Security*, 18: 93–101.
  - o Herforth, A. & Ahmed, S. 2015. The food environment, its effects on dietary consumption, and potential for measurement within agriculture-nutrition interventions. *Food Security*, 7(3): 505–520.
  - o Story, M., Kaphingst, K.M., Robinson-O’Brien, R. & Glanz, K. 2008. Creating healthy food and eating environments: policy and environmental approaches. *Annual Review of Public Health*, 29: 253–272.
  - o Ahmed, S.; Herforth, A. 2017. Missing Wild and Cultivated Environments in Food Environment Measures. *Agriculture, Nutrition, and Health Academy Newsletter*.

**Week 3 –Characterizing Sustainable Diets (Week of January 25<sup>th</sup>)****Readings:**

- Mason & Lang Chapter 2
- Mason & Lang Chapter 8
- Willett, W., Rockström, J., Loken, B., Springmann, M., Lang, T., Vermeulen, S., Garnett, T. et al. 2019. Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems. *The Lancet*, 393(10170): 447–492.  
[\*\*Note: Only need to read the executive summary]
- **Optional Recommended Readings**

- Jones, A. et al. 2016. A Systematic Review of the Measurement of Sustainable Diets. *Adv Nutr* 2016;7:641–64.

## **PART 2: Environmental Dimensions of Sustainability and Food Availability**

### **Week 4 – Environmental Dimensions of Sustainability (Week of February 1<sup>st</sup>)**

#### **Readings:**

- Mason & Lang Chapter 4
- Wilde Chapter 3
- Springmann, M., Clark, M., Mason-D'Croz, D., Wiebe, K., Boudirsky, B.L., Lassaletta, L., de Vries, W. et al. 2018. Options for keeping the food system within environmental limits. *Nature*, 562: 519–525.
- **Optional Recommended Readings**
  - Swinburn, B. A. et al. 2019. The Global Syndemic of Obesity, Undernutrition, and Climate Change: The Lancet Commission report. *The Lancet* 393, 791–846
  - Acevedo, M. et al. 2020. A scoping review of adoption of climate-resilient crops by small-scale producers in low- and middle-income countries. *Nature Plants*. Volume 6 1231–1241.
- **Optional Video:**
  - "The Biggest Little Farm" <https://www.uphe.com/movies/the-biggest-little-farm>

### **Week 5 – Agriculture, Production, and Food Availability (Week of February 8<sup>th</sup>)**

#### **Readings:**

- Wilde Chapter 2
- Mason & Lang Chapter 2
- Cultivating Justice: The Farm Historical  
(<https://www.arcgis.com/apps/MapSeries/index.html?appid=2412db41dacc41f6bdd198d0ee3afa8c>)
- Piñeiro, V. et al. 2020. A scoping review on incentives for adoption of sustainable agricultural practices and their outcomes. *Nature Sustainability*. Volume 3; 809 - 820
- **Optional Recommended Readings**
  - Where Our Food Comes From. <http://blog.ciat.cgiar.org/origin-of-crops/>
  - Agnolucci, P. et al. 2020. Impacts of rising temperatures and farm management practices on global yields of 18 crops. *Nature Food*. Volume 1. 562–571
  - Santo R, Palmer A, Kim B. Vacant lots to vibrant plots: A review of the benefits and limitations of urban agriculture. Johns Hopkins Center for a Livable Future. Baltimore MD, 2016.
  - Harray, A. J., Meng, X., Kerr, D. A. & Pollard, C. M. 2018. Healthy and sustainable diets: Community concern about the effect of the future food environments and support for government regulating sustainable food supplies in Western Australia. *Appetite* 125, 225–232.
  - UNSCN 44. Promoting neglected and underutilized species to boost nutrition in LMICs (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - UNSCN 44. Vertical indoor production of vegetables to reduce micronutrient deficiencies in urban areas ((<https://www.unscn.org/uploads/web/news/UNSCN->

[Nutrition44-WEB-version.pdf](#))

- **Video:** “Farming while Black”  
<https://www.youtube.com/watch?v=cHiDSMKpkRg>

### **PART 3: Economic Dimensions of Sustainability and Food Affordability and Convenience**

#### **Week 6 – Economic Dimensions of Sustainability (Week of February 15<sup>th</sup>)**

##### **Readings:**

- Mason & Lang Chapter 7
- Darmon, N. & Drewnowski, A. 2015. Contribution of food prices and diet cost to socioeconomic disparities in diet quality and health: a systematic review and analysis. *Nutrition Reviews*, 73(10): 643–660.
- **Optional Recommended Readings**
  - o UNSCN 44. The future of food pricing: Monitoring and novel policy targets (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - o Ball, K., McNaughton, S.A., Le, H.N.D., Gold, L., Ni Mhurchu, C., Abbott, G., Pollard, C. & Crawford, D. 2015. Influence of price discounts and skill- building strategies on purchase and consumption of healthy food and beverages: outcomes of the Supermarket Healthy Eating for Life randomized controlled trial. *The American Journal of Clinical Nutrition*, 101(5): 1055–1064.

#### **Week 7 – Trade and Advertising (Week of February 22<sup>nd</sup>)**

##### **Readings:**

- Wilde Chapters 4 and 9
- UNSCN 44. The evolution and spread of industrial food: Building youth resilience through food and media literacy (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
- The New York Times. *Aunt Jemima Brand to Change Name and Image over “Racial Stereotype”*: <https://www.nytimes.com/2020/06/17/business/media/aunt-jemima-racial-stereotype.html>
- **Optional Recommended Readings**
  - o Nelson, M.R. & Kehr, D.P. 2016. Food-focused advertising literacy can increase nutrition knowledge in elementary school students. *Journal of Nutrition Education and Behavior*, 48(10): 749–751.
  - o Chandon, P. & Wansink, B. 2012. Does food marketing need to make us fat? A review and solutions. *Nutrition Reviews*, 70(10): 571–593.

#### **Week 8 – Food Affordability, Convenience, Manufacturing, and Distribution (Week of March 1<sup>st</sup>)**

##### **Readings:**

- Wilde Chapter 5
- Reese, A. 2018. Food Access in the United States
- Davis, K.F. et al. 2020. Towards food supply chain resilience to environmental shocks. *Nature Foods*. <https://doi.org/10.1038/s43016-020-00196-3>
- Monteiro, C.A., Moubarac, J.C., Cannon, G., Ng, S.W. & Popkin, B. 2013. Ultra-processed products are becoming dominant in the global food system. *Obesity Reviews*,

14(Suppl. 2): 21–28.

- **Optional Recommended Readings**

- Rao, M., Afshin, A., Singh, G. & Mozaffarian, D. 2013. Do healthier foods and diet patterns cost more than less healthy options? A systematic review and meta-analysis. *BMJ Open* 3, e004277
- UNSCN 44. The digital food environment  
(<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)

## **PART 4: Social Dimensions of Sustainability and Food Desirability**

### **Week 9 – Socio-cultural factors (Week of March 8<sup>th</sup>)**

#### **Readings:**

- Mason & Lang Chapter 5
- Borelli, T. et al. 2020. Born to Eat Wild: An Integrated Conservation Approach to Secure Wild Food Plants for Food Security and Nutrition. *Plants*. 9: 1299
- New York Times. *The Sugar that Saturated the American Diet has a Barbaric History as the “White Gold” that Fueled Slavery.*  
(<https://www.nytimes.com/interactive/2019/08/14/magazine/sugar-slave-trade-slavery.html>)
- Barilla Foundation. The cultural dimension of food.
  - [https://www.unscn.org/layout/modules/resources/files/the\\_cultural\\_dimension\\_of\\_food.pdf](https://www.unscn.org/layout/modules/resources/files/the_cultural_dimension_of_food.pdf)
- **Optional Recommended Readings**
  - Kuhnlein, H.V., Erasmus, B. and Spigelski, D., 2009. Indigenous peoples' food systems: the many dimensions of culture, diversity and environment for nutrition and health. Rome, Italy: Food and Agriculture Organization of the United Nations.
  - Khoury, C. K. et al. Increasing homogeneity in global food supplies and the implications for food security. *Proceedings of the National Academy of Sciences* 111, 4001–4006 (2014).
  - Devereux, S., 2010. Better marginalised than incorporated? Pastoralist livelihoods in Somali Region, Ethiopia. *The European Journal of Development Research*, 22(5), pp.678-695.
  - UNSCN 44. Improving the school food environment through policy: A case study of challenges and recommendations from Mexico.  
(<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - DLA Piper. 2016. Advertising & Marketing to Children. Global Report. Chicago, IL. (also available at <https://www.dlapiper.com/en/uk/insights/publications/2016/12/advertising-and-marketing-to-children/>).
  - Deetz, Kelley Fanto. How Enslaved Chefs Helped Shape American Cuisine.  
(<https://www.smithsonianmag.com/history/how-enslaved-chefs-helped-shape-american-cuisine-180969697/>)
- **Video:** How this Sioux Chef is bringing back Indigenous Food  
([https://www.youtube.com/watch?v=NzfG\\_25NP08](https://www.youtube.com/watch?v=NzfG_25NP08))



**Week 10 – Food Desirability, Quality, and Retailing (Week of March 15<sup>th</sup>)****Readings:**

- Wilde Chapter 6
- Mason & Lang Chapter 6
- Placket, B. 2020. Changing diets at scale. *Nature*. Vol 588 S70.
- **Optional Recommended Readings**
  - o Satia, J.A., Galanko, J., Neuhouser, M.L. 2005. Food nutrition label use is associated with diet-related psychosocial factors and dietary intake among African Americans in North Carolina. *Journal of the American Dietetic Association*, 105(3): 392–402.
  - o UNSCN 44. Farmers markets as a strategy for improving food environments. (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - o UNSCN 44. Retail diversity for dietary diversity: Resolving food-safety versus nutrition priorities in Hanoi. (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)

**Week 11 – Food Sovereignty, Justice, and Equity (Week of March 22<sup>nd</sup>)****Readings:**

- Weiler, A. et al. 2015. Food sovereignty, food security and health equity: a meta-narrative mapping exercise. *Health Policy and Planning* 30:1078–1092.
- Antin, T.M. and Hunt, G., 2012. Food choice as a multidimensional experience. A qualitative study with young African American women. *Appetite*, 58(3), pp.856-863.
- Alkon, A. et al. 2020. Unequally vulnerable: a food justice approach to racial disparities in COVID-19 cases. *Agriculture and Human Values* 37:535–536
- Penniman, L. Yes Magazine: Radical Farmers Use Fresh Food to Fight Racial Injustice and the New Jim Crow.
- **Optional Recommended Readings**
  - o Development Initiatives, 2020. Global Nutrition Report 2020. Chapter 1. Introduction: Towards Global Nutrition Equity. Bristol, UK: Development Initiatives.
  - o Reese, A. 2018. “We will not perish; we’re going to keep flourishing”: Race, Food Access, and Geographies of Self-Reliance. *Antipode*. Volume 10 Issue 2
  - o Leventon, J.; Laudan, J. 2017. Local food sovereignty for global food security? Highlighting interplay challenges. *Geoforum*, Volume 85: Pages 23-26

**PART 5: Human Health Dimensions of Sustainability and Food Accessibility****Week 12 – Nutrition and Human Health Dimensions (Week of March 29<sup>th</sup>)****Readings:**

- Wilde Chapter 8
- Mason & Lang Chapter 3
- Eker, S. et al. 2019. Modelling the drivers of a widespread shift to sustainable diets. *Nature Sustainability*. Volume 2 725–735



- **Optional Recommended Readings**

- Ahmed, S.; Downs, S.; Fanzo, J. 2019. Advancing an Integrative Framework to Evaluate Sustainability in National Dietary Guidelines. *Frontiers in Sustainable Food Systems* 3:76.
- Popkin B. (2006) Global Nutrition Dynamics: the world is shifting rapidly toward a diet linked with noncommunicable diseases. *American Journal of Clinical Nutrition* 84: 289-98.
- Zobel, E. H., Hansen, T. W., Rossing, P. & von Scholten, B. J. Global Changes in Food Supply and the Obesity Epidemic. *Curr Obes Rep* 5, 449–455 (2016).
- UNSCN 44. Demand-side measures improving food environments; The fight against non-communicable diseases: A snapshot of fatty-food taxation in Tonga (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)

**Week 13 – Food Access and Disparities (Week of April 5<sup>th</sup>)**

**Readings:**

- Wilde Chapter 10
- Byker Shanks, C.; Ahmed, S.; DuPuis, V.; Houghtaling, B.; Running Crane, M.; Tryon, M.; Pierre, M. 2020. Perceptions of Food Environments and Nutrition among Residents of the Flathead Indian Reservation. *BMC Public Health*. 20: 1536
- UNSCN 44. *Advancing healthy and sustainable food environments: The Flathead Reservation case study* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
- **Optional Recommended Readings**
  - Glanz, K., Sallis, J.F., Saelens, B.E. & Frank, L.D. 2007. Nutrition environment measures survey in stores (NEMS-S): development and evaluation. *American Journal of Preventive Medicine*, 32(4): 282–289.
  - Smith, E.; Ahmed, S.; Byker Shanks, C.; Dupuis, V.; Running Crane, M.; Eggers, M.; Pierre, M.; Flagg, K. 2019. Contribution of Wild Foods to Food Security and Cultural Values on the Flathead Reservation of the Confederated Salish & Kootenai Tribes in the Context of Climate Change. *Journal of Agriculture, Food Systems, and Community Development* (Special Issue: Indigenous Food Sovereignty of North America).
  - Ahmed, S.; Byker Shanks, C. 2017. Quality of Vegetables based on Total Phenolic Scores is Lower in More Rural Consumer Food Environments in a Rural American State. *International Journal of Environmental Research and Public Health* 14 (924)
  - UNSCN 44. *The changing landscape of food deserts* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - Ford, P. B. & Dziewaltowski, D. A. Disparities in obesity prevalence due to variation in the retail food environment: three testable hypotheses: *Nutrition Reviews*, Vol. 66, No. 4. *Nutrition Reviews* 66, 216–228 (2008).
  - Swinburn, B., Vandevijvere, S., Kraak, V., Sacks, G., Snowdon, W., Hawkes, C., Barquera, S. 2013. Monitoring and benchmarking government policies and actions to improve the healthiness of food environments: a proposed Government

Healthy Food Environment Policy Index. *Obesity Reviews*, 14(S1): 24–37.

### **Week 14 – Food Safety and Assistance Programs (Week of April 12<sup>th</sup>)**

#### **Readings:**

- Wilde Chapters 7 and 11
- Ahmed, S.; Dupuis, V.; Tryon, M.; Running Crane, M.A.; Garvin, T.; Pierre, M.; Byker Shanks, C. 2020. Intended and Unintended Consequences of a Fresh Fruit and Vegetable Nutrition Intervention on the Flathead Nation of the Confederated Salish and Kootenai Tribes in Montana. *Frontiers in Public Health*.
- **Optional Recommended Readings**
  - o UNSCN 44 *The nutrition, safety and health implications of food hawking in traffic* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)

### **Week 15 – Transforming Food Systems for Supporting Planetary Health (Week of April 19<sup>th</sup>)**

#### **Readings:**

- Wilde Chapter 12
- Mason & Lang Chapter 9
- Herrero, M et al. 2020. <sup>[1]</sup><sub>SEP</sub> Innovation can accelerate the transition towards a sustainable food system. *Nature Food*. 266–272
- Jacobi, J. et al. 2020. A new understanding and evaluation of food sustainability in six different food systems in Kenya and Bolivia. *Scientific Reports* 10:19145
- **Optional Recommended Readings**
  - o Hyseni L, et al. (2017). The effects of policy actions to improve population dietary patterns and prevent diet-related non-communicable diseases: scoping review. *European journal of clinical nutrition*, 71(6), 694.
  - o UNSCN 44 *Using legal frameworks to build healthy and sustainable food environments* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - o UNSCN 44 *The role of government in improving urban nutrition* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - o UNSCN 44 *Food environments for a healthy and nutritious diet: The contribution of academia* (<https://www.unscn.org/uploads/web/news/UNSCN-Nutrition44-WEB-version.pdf>)
  - o Ahmed, S.; Downs, S.; Yang, C.; Long, C.; ten Broek, N.; Ghosh-Jerath, S. 2020. Food Environment Typology Framework for Evaluating Effects of the COVID-19 Pandemic on Food System Resilience. *Food Security: The Science, Sociology and Economics of Food Production and Access to Food*.

### **Week 16 – FINAL EXAM WEEK (Week of April 26<sup>th</sup>) – Final Project Due**

## **7. STUDENT CONDUCT CODE AND ACADEMIC PRINCIPLES**

A commitment to abiding to the principles of Montana State University's Student Conduct Code

is mandatory as a student at MSU. MSU expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, faculty, staff, and the public. Please review MSU's Student Conduct Code at: [http://www2.montana.edu/policy/student\\_conduct/cg600.html](http://www2.montana.edu/policy/student_conduct/cg600.html). Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. The university allows the imposition of sanctions for academic misconduct ranging from an oral reprimand to expulsion from the university.

**Plagiarism.** Plagiarism includes paraphrasing or quoting work of someone else without giving appropriate credit to the source. You must always cite others work if you draw from any references. Please be aware that your work is subject to screening by a plagiarism software and that any violation of plagiarism policy may be sanctioned according to university policy. Your work in this course will include both drawing from references which are to be appropriately cited as well as your own thoughts. Assignments that paraphrase only one reference and do not show independent thought will not be accepted. You are encouraged to discuss course content outside of class with your peers and others. This includes discussing homework assignments and final projects. However, you are required to individually work on the specific writing of your homework assignments and the final project.

## 8. COURSE EXPECTATIONS

In addition to the academic expectations outlined in the MSU Conduct Guidelines, you are expected to meet the following course requirements.

**Preparedness and Participation.** Because of the interactive nature of this course, your attendance, preparedness and participation are mandatory. Attendance counts as being present for the entire class. If you need to miss a class for an extraordinary personal circumstance that is documented, please inform me as soon as possible. Such documented circumstances include illness, family emergencies, MSU approved university activities, religious holidays, required legal proceedings, mandatory military duties, and obligatory professional obligations. In the event you are expecting to miss class because of planned activities, please notify me prior to your absence.

Participation includes asking and responding to questions, contributing to in-class activities, and sharing knowledge and perceptions in a professional manner in an academic context.

**Respect and Diverse World views.** I encourage students to share their perspectives and world views. In cases, you may disagree with your peers during class discussions. You are encouraged to debate in a scholarly manner and be mindful in remaining respectful and tolerant towards contributing to a healthy, vibrant and respectful class environment.

**Communication.** I encourage you to reach out to me with any questions, concerns and suggestions regarding this course and related academic and career matters during via email and during office hours. I invite you to provide feedback on the course throughout the semester towards providing the most effective learning environment that I can. The best way to reach me is via my university email. I would appreciate if you can title your email correspondence with

‘SFBS 552’ in the subject line to bring my attention to your email.

**D2L.** Announcements and recorded lectures for the course will be posted on the course D2L site each Monday afternoon to guide your learning each week. Additional announcements may be posted throughout the week.

**Written Work Policy.** Written homework assignments are to be typed using 12-point font with either Times New Roman, Helvetica, or Arial and one-inch margins. Proper citations, grammar and composition is expected for all assignments. Make sure to include your name and course title on the header of each sheet. You are encouraged to utilize the writing resources at The Writing Center at the Library (<http://www.lib.montana.edu/help/writingcenter.php>). For grammar and composition assistance, you may tap into the resources at The Writing Center at MSU (<http://www1.english.montana.edu/~engweb/wc/>).

**Late Assignment Policy.** Please communicate with me if you need to submit a late assignment due to personal circumstances.

**Course Drop or Withdraw.** You may drop the course via MYINFO through the 10th day of the semester and must obtain a signature from me to drop the course after this day. I am willing to sign a drop or withdraw forms for personal circumstances. MSU’s policy on dropping and withdrawing from courses can be found here:

<http://www.montana.edu/wwwcat/register/register1.html>. Information on MSU’s academic calendar can be found here: <http://calendar.msu.montana.edu/calendar.php?callId=47>.

## 9. LEARNING-STYLE NEEDS

Please communicate with me as soon as possible if you would like accommodation to any chronic illness, disability or learning-style needs, or if you think these may influence your performance in this course. Our discussions on those adjustments, accommodations or influences will remain confidential. Please also arrange accommodations with Disabled Student Services (DSS) to acquire the appropriate documentation (180 Strand Union Building, <http://www.montana.edu/wwwres/disability/index.shtml> or call 406.994.2824).

## 10. SYLLABUS CHANGE CLAUSE

The syllabus may require minor revision during the semester to better serve your learning experience. Any change will be discussed with you prior to modification.