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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 2/14/2014

1b. Department/Division: Dietetics and Human Nutrition

1c. Contact Person

Name: Kelly Webber

Email: kelly.webber@uky.edu

Phone: 257-4351

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DHN 605

2c. Full Title: Food Systems and Society

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Food Systems and Society tracks food from farm to table, including growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal. Policy and culture determine who eats what and who benefits and loses in any given food system. As a result food systems vary considerably across the world with each evolving to affect overall health. The course will assess sustainability of food systems and explore the ethical, economical, socio-ecological, and environmental factors that affect local, regional, national, and global food system development. Content includes case study evaluations and current research in the field.

2k. Prerequisites, if any: Graduate standing.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: MS Nutrition and Food Systems

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LGRABAU|Larry J Grabau|DHN 605 NEW College Review|20140226

SIGNATURE|ZNNIKO0|Roshan N Nikou|DHN 605 NEW Graduate Council Review|20140307

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

Browse...

ID	Attachment
Delete 3071	DHN 605 Food Systems and Society Syllabus.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Food Systems and Society tracks food from farm to table, including growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal. Policy and culture determine who eats what and who benefits and loses in any given food system. As a result food systems vary considerably across the world with each evolving to affect overall health. The course will assess sustainability of food systems and explore the ethical, economical, socio-ecological, and environmental factors that affect local, regional, national, and global food system development. Content includes case study evaluations and current research in the field.

k. Prerequisites, if any:

Graduate standing.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This fits nicely with the Ag Sustainability degree.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^a for ANY program? Yes No

If YES ^a, list affected programs::

MS Nutrition and Food Systems

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

- Ⓜ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Ⓜ The chair of the cross-listing department must sign off on the Signature Routing Log.
- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

DHN 605-001

Food Systems and Society

Offered Spring Only, Scheduled meeting days, time and place TBD

Instructor: Dr. Sandra Bastin
Office Address: 203A Funkhouser Bldg
Email: Sbastin@uky.edu, preferred method of contact
Office Phone: 257-3800

Office Hours: Monday and Wednesday
2 to 3:30 PM

Course Description:

Food Systems and Society coursework tracks food from farm to table, including growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal. Policy and culture determine who eats what and who benefits and loses in any given food system. As a result food systems vary considerably across the world with each evolving to affect overall health. The course will assess sustainability of food systems and explore the ethical, economical, socio-ecological, and environmental factors that affect local, regional, national, and global food system development. Content includes case study evaluations and current research in the field.

Prerequisites:

Graduate Standing

Course Goal: Understand the interrelationship of food and the environment and the processes that have influenced its development from farm to table, from both a local to global perspective.

Student Learning Outcomes: The course emphasizes analysis of the:

- *Research* and other evidence used as a basis for the interrelationship of food systems and the environment.
- *Context* (nutritional, political, economic, cultural, etc.) in which a global food system is developed and analyzed.
- *Processes* through which stakeholders influence growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal.
- *Methods* through which government agencies translate affect local, regional, national, and global food system development.
- *Consequences* (intended and unintended, positive and negative, measurable and not) of food systems that promote healthful and sustainable food systems.

After completing this course, the student will be able to:

1. Describe food systems in a local, regional, national, and global context.
2. Analyze how stakeholders, food industry and government agencies influence and develop policies that affect health, the food environment, and sustainable food systems.

3. Prepare a compare and contrast how a particular food affects the global food economy and the issues surrounding it, such as human rights, rural poverty, the loss of cultural and biodiversity, climate change and fair trade.

Required Materials:

Timmerman, K. (2013) **Where Am I Eating?** John Wiley & Sons ISBN 978-1-118-35115-4

Course Assignments

- Course Readings & Discussion 8 x 25 = 150 points
- Current Events Blog Leader 1 x 50 = 50 points
- Current Events Blog Response 4 x 25 = 100 points
- Compare and Contrast Case Studies 4 x 50 = 200 points

Summary Description of Course Assignments

Course Readings will be posted on Blackboard. There may be a series of articles, book chapters, reports, or blogs by topic. You will be expected to attend class and discuss these topics as indicated on the Course Outline. A rubric for receiving discussion points will be on Blackboard. There will be four course readings, followed by discussion.

A current event will be chosen by each student. Each student will present the current event with a formulated opinion on blackboard, acting as the leader. These current event opinions must be at least 500 words long. Each student must respond to at least four current events blogs and may or may not agree with the original opinion of the student leader. Responses must be a minimum of 250 words. The idea is to involve all aspects of sustainable food systems so we can explore ethical, economical, socio-ecological and environmental factors that affect the development of food systems. Blogs must be initiated by mid-term and responses completed one month before the end of the course.

There will be four case studies presented on topics to be chosen by the instructor. These case studies will be in the form of compare and contrast methods. The benefits and losses in how policy and culture determine what we eat will be what is compared and contrasted. A rubric for receiving points will be on Blackboard.

Course Grading

Grading scale for graduate students (no D for Grad Students):

450 - 500 points	90-100% = A
400 - 449 points	80 - 89% = B
350 - 399 points	70 - 79% = C

Final Exam Information

Date, time, location - TBD

Submission of Assignments:

All assignments are due by Friday at midnight of the week they are assigned.

Attendance Policy and Classroom Behavior:

Attendance is expected. Professional behavior becoming of a graduate student is expected.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Make-up opportunities are available for excused absences.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic

supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Course Schedule

DATE	FOOD SYSTEMS TOPIC	ASSIGNMENTS Readings should be <i>completed</i> and ready to discuss by the indicated class date. All readings are available on Blackboard.
Week 1	Introducing Food Systems in the Community	Reading: Food Policy for Developing Countries (Pinstrup-Andersen) – Chapter 1
Week 2	Food and the Environment Food Waste	Reading: Environment and Food (Sage) – Chapter 1 Video - Nourish

Week 3	Economic Benefits of Regional Food Systems	Reading: Introducing the Regional Food Hub Guide: An Innovative Tool for Growing Local Food Systems; http://blogs.usda.gov/2012/04/25/introducing-the-regional-food-hub-guide-an-innovative-tool-for-growing-local-food-systems/
Week 4	Food Policy and Food Venues Case study: New York City's soda cap initiative Case study: Richmond California's soda tax initiative	Reading: Food Policy for Developing Countries (Pinstrup-Andersen) – Chapter 2 <i>For background and context, browse the Center for Responsive Politics: Open Secrets: Influence and Lobbying</i> <i>For background and context, browse:</i> The Mayor's press release. The Task Force Report (PDF). The proposed rule (PDF). Maximum Size for Sugary Drink - Board of Health Presentation June 12, 2012 (PDF). Maximum Size for Sugary Drink - Briefing Document (PDF). <i>International perspective</i> PLoS Medicine series on Big Food
Week 5	Guest Lecture on New Food Technologies	Find a journal article of interest on biotechnology, organic foods, genetic modification, etc. and ask one intelligent question as it relates to food sustainability.
Week 6	Food Environment in Human Health and Nutrition	<i>For background and context, browse:</i> Healthy People 2010 http://healthypeople.gov/2020/about/default.aspx White House Task Force on Childhood Obesity. Solving the Problem of Childhood Obesity within a Generation http://www.letsmove.gov/sites/letsmove.gov/files/TaskForce_on_Childhood_Obesity_May2010_FullReport.pdf <i>For background and context, browse:</i> CDC site on adult obesity http://www.cdc.gov/obesity/data/adult.html CDC site on childhood obesity http://www.cdc.gov/obesity/childhood/index.html FTC, CDC, FDA, USDA. Interagency Working Group Report on Food Marketed to Children http://www.ftc.gov/os/2011/04/110428foodmarketproposedguide.pdf
Week 7	Food Insecurity and Hunger and Obesity Paradox	<i>For background and context, browse:</i> Center for Study of the Presidency and Congress. SNAP to Health: A Fresh Approach to Strengthening the Supplemental Nutrition Assistance Program, July 2012. USDA food assistance
Week 8	Ethical Aspects of Food Systems	Reading: Food Policy for Developing Countries (Pinstrup-Andersen) – Chapter 11

<p>Week 9</p>	<p>Food Production</p> <p>Case Study: The Farm Bill</p>	<p>Reading: Imhoff D. <i>Food Fight: The Citizen's Guide to the Next Food and Farm Bill, 2012.</i></p> <p><i>For background and context, browse:</i></p> <ul style="list-style-type: none"> • <u>Current status of the farm bill</u> • <u>USDA agricultural support policies home page</u> • <u>Environmental Working Group database on farm subsidies</u> • <u>Previous farm bills</u>
<p>Week 10</p>	<p>Guest Lecture on Advocating for Policy Change: School Food</p>	<p><i>For background and context, browse:</i></p> <p>Poppendieck J. <i>Free for All: Fixing School Food in America, 2010.</i></p> <p>Adams, K. <i>Lunch Money: Serving Health School Food in a Sick Economy, 2012</i></p>
<p>Week 11-15</p>	<p>Local vs Global Food Movement</p>	<p>Reading: Timmerman, K. <i>Where Am I Eating?</i> All Chapters will be the basis for Compare and Contrast Case Studies as determined by class size.</p> <p>Ingredients Video</p>