

PB HLTH 207: Transforming the Food System: From Agroecology to Population Health

Course Syllabus (Fall 2021)

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Course Information

Day and Time: Thursdays, 2 – 5pm

Course Location: GSPP 150

Instructor: Lia Fernald, PhD, MBA

Phone: (510) 643-9113

E-mail: fernal@berkeley.edu

Instructor Availability: <https://calendly.com/liafernal>

Graduate Student Instructor: Emily Altman

E-mail: ealtman@berkeley.edu (email for an appointment)

Classroom Canvas/Bcourses Address: <https://bcourses.berkeley.edu/courses/1506997>

Course Unit Value: 3

Course Description

This course will take a solutions-oriented approach to addressing the pressing problems in current food systems. We will explore strategies used by the disciplines of agroecology, policy, law, public health, and business in working to improve food systems and apply their varied approaches to real-world case studies. Through weekly readings, discussions, and problem-solving sessions with Berkeley’s leading food systems experts, students will gain a broad understanding of food systems and the leverage points that can be targeted to improve the health of people and the planet.

Course Learning Objectives

PB HLTH 207 will challenge students to:

1. Define and explain food systems, explain interdependence within those systems, and understand their impacts on the health of people and the planet
2. Identify leverage points for transforming food systems based on evidence
3. Understand various strategies—legal, political, agro-ecological, economic, behavioral, etc.—that different disciplines use to target leverage points
4. Articulate different perspectives on food systems issues and explain the pros and cons of strategies for food systems change
5. Adapt communication styles to various audiences and media

Methods of Instruction

Lecture, readings, discussions, movie club, problem-solving sessions, and community visit/changing relationship with food system exercise.

Instructor Information

Name: Lia Fernald, PhD, MBA

Contact information: fernald@berkeley.edu

Office hours: <https://calendly.com/liafernald>

Student Support Contact Information

GSI: Emily Altman

Contact information: ealtman@berkeley.edu (email for an appointment)

Course Schedule

| Week | Dates | Topic | Readings & Assignments |
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| 1 | 8/26 | Course overview (Lia Fernald, SPH) Objectives <ul style="list-style-type: none"> Meet your classmates Review Syllabus | |
| Module 1: How we got to the modern food system | | | |
| 2 | 9/2 | Agroecology: A social, political, and economic approach (Guest: Eric Holt-Giménez) Objectives <ul style="list-style-type: none"> Explain the concept of agroecology and the issues driving it as a science and movement Be able define food sovereignty, food justice, and food security, and provide examples of work in each area | Readings <ul style="list-style-type: none"> Gliessman S. (2013) Agroecology: Growing the Roots of Resistance, <i>Agroecology and Sustainable Food Systems</i>, 37:1, 19-31. (This article provides the history of agroecology.) Holt-Giménez E. Food security, food justice, or food sovereignty? <i>Food First Backgrounder</i>. Winter 2010. Volume 16, Number 4. Holt-Giménez E. Measuring Farmers' Agroecological Resistance to Hurricane Mitch in Central America. <i>Gatekeepers Series No.SA102</i>. Optional: <ul style="list-style-type: none"> Fernandez M, Goodall K, Olson M, Mendez E. Agroecology and Alternative Agrifood Movements in the United States: Towards a Sustainable Agrifood System. <i>Journal of Sustainable Agriculture</i>. 2013;37:115-126. (This article provides the history of agroecology in the U.S., and discusses U.S. agroecological food movements.) The Moment for Food Sovereignty is Now. Katie Brimm. <i>Civil Eats</i>. Apr 2, 2020 https://civileats.com/2020/04/02/the-moment-for-food-sovereignty-is-now/ Badgley, Catherine, et al. "Organic agriculture and the global food supply." <i>Renewable agriculture and food systems</i> 22.2 (2007): 86-108. Holt-Giménez, Eric, et al. "We already grow enough food for 10 billion people... and still can't end hunger." (2012): 595-598. Holt Giménez, Eric, and Annie Shattuck. "Food crises, food regimes and food movements: |

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| | | | <p>rumblings of reform or tides of transformation?." <i>The Journal of peasant studies</i> 38.1 (2011): 109-144</p> <ul style="list-style-type: none"> ● Alonso-Fradejas, Alberto, et al. "Food sovereignty: convergence and contradictions, conditions and challenges." (2015): 431-448. ● Badgley, Catherine, et al. "Organic agriculture and the global food supply." <i>Renewable agriculture and food systems</i> 22.2 (2007): 86-108. <p>For in-class work</p> <ul style="list-style-type: none"> ● Mugwanya M. After Agroecology: Why Traditional Agricultural Practices Can't Transform African Agriculture. <i>Breakthrough Journal</i>. Feb 4, 2019 ● Isgren E, Tibasiima TK. In Defense of Agroecology: Response to Nassib Mugwanya's "After Agroecology." <i>Breakthrough Journal</i>. Jul 15, 2019 <p>Assignments Due</p> <ul style="list-style-type: none"> ● Submit brief survey about you (by 8/27) ● Food systems visual (please upload by 9/1) ● Sign up for movie club: https://docs.google.com/document/d/1UJKr3udf-HtCytGr84cZPUQJWs46B-nMaRBVdXlyA_8/edit?usp=sharing ● Next week: in-class debate |
| 3 | 9/9 | <p>Can Genetic Engineering Help to Feed the World? (Guest: Dhruv Patel)</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand techniques used to develop genetically engineered crops ● Understand the social, nutritional, and political implications of GE technology ● Build and defend an argument for or against GE technology <p>Berkeley Food Institute's Back to School Food Systems Field Day (we will end class early and walk to Oxford Tract together, event runs 4:30-6pm): https://events.berkeley.edu/index.php/calendar/sn/bfi.html?event_ID=140167&date=2021-09-09&filter=Sponsor&filtersel=</p> | <p>Readings</p> <ul style="list-style-type: none"> ● Wise, T.A. (2019, Jul 22). World hunger is on the rise. Retrieved from https://heated.medium.com/world-hunger-is-on-the-rise-bd2ae8fc96c4 ● Freedman, D.H. (2013, Sept 1). The truth about genetically modified food. Retrieved from https://www.scientificamerican.com/article/the-truth-about-genetically-modified-food/ ● Jaffe, G. (2019, Apr 8). Biotech blog: The final national bioengineered food disclosure standard. Retrieved from https://cspinet.org/news/biotech-blog-final-national-bioengineered-food-disclosure-standard ● Genetic Literacy Project. (2016). Where are GMO crops and animals approved and |

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| | | | <p>banned? Retrieved from https://gmo.geneticliteracyproject.org/FAQ/w-here-are-gmos-grown-and-banned/</p> <ul style="list-style-type: none"> • Foley, J. (2014, Feb 25). Opinion: GMOs, silver bullets and the trap of reductionist thinking. Retrieved from https://ensia.com/voices/gmos-silver-bullets-and-the-trap-of-reductionist-thinking/ • Brodwin, E. (2017, Jun 23). This Cornell scientist saved an \$11-million industry—and ignited the GMO wars. Retrieved from https://www.businessinsider.com/gmo-controversy-beginning-fruit-2017-6 <p>Optional Additional Readings</p> <ul style="list-style-type: none"> • Genetic Literacy Project. (2016). What are GMOs? Retrieved from https://gmo.geneticliteracyproject.org/FAQ/w-hat-are-gmos/ • Montenegro, M. (2015, Oct 7). Opinion: The complex nature of GMOs calls for a new conversation. Retrieved from https://ensia.com/voices/the-complex-nature-of-gmos-calls-for-a-new-conversation/ • Stone, G.D. (2015, Aug 28). Golden Rice: Bringing a superfood down to earth. Retrieved from https://fieldquestions.com/2015/08/28/golden-rice-bringing-a-superfood-down-to-earth/ • Dobert, R. (2015, Dec 21). Think GMOs aren't regulated? Think again. Retrieved from https://www.forbes.com/sites/gmoanswers/2015/12/21/how-are-gmos-regulated/#571736876255 • National Sustainable Agriculture Coalition. (2019, Jan 8). New “bioengineered” labeling rule will cause further confusion. Retrieved from http://sustainableagriculture.net/blog/bioengineered-labeling-rule-will-cause-further-confusion/ <p>Assignments Due</p> <ul style="list-style-type: none"> • Debate (in class) |
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| 4 | 9/16 | <p>Soil Health: Carbon Sequestration (Guests: Tim Bowles and [maybe] Alastair Iles)</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand connections between climate, soil chemistry, and agriculture • Understand farmer decision-making behavior and the many variables that affect farmer actions • Understand policies for soil health and climate change <p>** NOTE: No consequences if you need to miss this class for Yom Kippur, please just let the teaching team know beforehand.</p> | <p>Readings</p> <ul style="list-style-type: none"> • Janzen H, Janzen D, Gregorich E. The ‘soil health’ metaphor: Illuminating or illusory? <i>Soil Biology and Biochemistry</i> 159(2021)108167. • Carlisle L, de Wit MM, DeLonge MS, et al. Securing the future of US agriculture: The case for investing in new entry sustainable farmers. <i>May 2019</i>:1-20. <p>Optional:</p> <ul style="list-style-type: none"> • Lehmann, Johannes, et al. "The concept and future prospects of soil health." <i>Nature Reviews Earth & Environment</i> 1.10 (2020): 544-553. • Dynarski, Katherine A., Deborah A. Bossio, and Kate M. Scow. "Dynamic Stability of Soil Carbon: Reassessing the “Permanence” of Soil Carbon Sequestration." <i>Frontiers in Environmental Science</i> 8 (2020): 218. • Bowles TM, et al. Long-Term Evidence Shows that Crop-Rotation Diversification Increases Agricultural Resilience to Adverse Growing Conditions in North America. <i>One Earth</i>. 2020;2(3):284-293 • Baker, J.M., Ochsner, T.E., Venterea, R.T., Griffis, T.J., 2007. Tillage and soil carbon sequestration—What do we really know? <i>Agric. Ecosyst. Environ.</i> 118, 1–5. • Paustian, K., Lehmann, J., Ogle, S., Reay, D., Robertson, G.P., Smith, P., 2016. Climate-smart soils. <i>Nature</i> 532, 49–57. • Rosenzweig, S. How a new way of thinking about soil sparked a national movement in agriculture. <i>Ensaia</i>: https://ensia.com/features/soil-health/ <p>Assignments Due</p> <ul style="list-style-type: none"> • Location or idea check-in due for reflection assignment due 9/16 |
| 5 | 9/23 | <p>White Supremacy and Food Systems (Guest: Marcus Bernard)</p> <ul style="list-style-type: none"> • Identify how white supremacy and colonialism have shaped our current food system • Describe current strategies to dismantle create equity in the food system | <p>Readings</p> <ul style="list-style-type: none"> • Raj Patel’s piece in “Letters to a Young Farmer” • The Hunger for Justice Series: THE JUNETEENTH BROADCAST: Restoring Democracy in Food and Agriculture (Chris Newman) – listen to the first 35 minutes, the rest is optional <p>Choose 2 of the following to read:</p> <ul style="list-style-type: none"> • Leah Penniman. <i>Farming While Black</i> (Introduction). |

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| | | | <ul style="list-style-type: none"> • Vann Newkirk II. The Great Land Robbery: The shameful story of how 1 million black families have been ripped from their farms. The Atlantic, 2019. • Karen Washington. Working Against Racism in the Food System. https://bioneers.org/working-against-racism-in-the-food-system-zmbz2006/ • Op-ed: The Farm Bureau Says it Wants to Fight Racism. Here’s Where to Start. Addressing systemic racism in U.S. agriculture has to begin with the USDA. https://civileats.com/2020/07/03/op-ed-the-farm-bureau-says-it-wants-to-fight-racism-heres-where-to-start/ <p>Assignments Due</p> <ul style="list-style-type: none"> • |
| Module 2: Strategies for improving food systems: where do we go? | | | |
| 6 | 9/30 | <p>Social Responsibility and Food Systems Innovation (Guest: Will Rosenzweig)</p> <ul style="list-style-type: none"> • Describe corporate social responsibility and its origins • Describe examples of corporate pledges to greater sustainability • Understand barriers businesses face in adopting sustainable practices (for small and large businesses) • Proffer potential pathways to greater corporate social responsibility to sustainable food systems | <p>Readings</p> <ul style="list-style-type: none"> • William Rosenzweig, Alastair Iles, Seren Pendleton-Knoll, and Robert Strand. (2017). “Reversing Climate Change Through Sustainable Food: Patagonia Provisions Attempts to Scale a Big Wall.” Berkeley-Haas Case Series • Video: Unbroken Ground. Produced by Patagonia Provisions <p>Assignments Due</p> <ul style="list-style-type: none"> • Final project topic due |
| 7 | 10/7 | <p>Policy Strategies: the U.S. Farm Bill (Guest: Nina Ichikawa)</p> <ul style="list-style-type: none"> • Know what legislation is in the US Farm Bill • Understand how the US Farm Bill influences sustainable agriculture • Understand how US Farm Bill influences nutrition and food security | <p>Readings</p> <ul style="list-style-type: none"> • Graddy-Lovelace et al. "Contextualizing the Farm Bill: questions of food, land and agricultural governance." <i>Renewable Ag & Food Systems</i>, 2020. • Hilary Hoynes, “The Supplemental Nutrition Assistance Program: A Central Component of the Social Safety Net,” IRLE Policy Brief, April 2016. • Goznia Wozniacka, "Millions of Dollars Heading to Farmers, but Small Farms Won’t See Much of it." Civil Eats, 2020. <p>Assignments Due</p> <ul style="list-style-type: none"> • Updated food systems visual (please upload by 10/6) • Next week: in-class debate |

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| 8 | 10/14 | <p>Legal Strategies to improve the Food System Objectives (Guest: Justin Rausa)</p> <ul style="list-style-type: none"> • Understand how legal framing of policy affects outcomes • Describe 4 approaches to regulating the food system | <p>Readings</p> <ul style="list-style-type: none"> • Sugarman, SD (2014). Enticing Business to Create a Healthier American Diet: Performance-Based Regulation of Food and Beverage Retailers. • Crosbie E, Schillinger D, Schmidt LA. State Preemption to Prevent Local Taxation of Sugar-Sweetened Beverages. <i>JAMA Intern Med.</i> 2019;179(3):291-292. • Putting Local Food Policy to Work for our Communities. Harvard’s Center for Food Policy Toolkit., pp1-16 • Browse through Politico’s California Playbook this week to steep yourself in the world of political wonks: https://www.politico.com/newsletters/californiaplaybook <p>Assignments Due</p> <ul style="list-style-type: none"> • Debate (in class) |
| 9 | 10/21 | <p>Enhancing Indigenous Food Sovereignty (Guests: Albie Miles, Kamuela Enos, Jesus Nazario)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • | <p>Readings</p> <ul style="list-style-type: none"> • Hoover, Elizabeth. ““You can't say you're sovereign if you can't feed yourself”: defining and enacting food sovereignty in American Indian community gardening.” <i>American Indian Culture and Research Journal</i> 41.3 (2017): 31-70. • A New Native Seed Cooperative Aims to Rebuild Indigenous Foodways (Links to an external site.). Ray Levy-Uyeda. <i>Civil Eats</i>. Nov, 2020. • U.S. Apology To Native Americans: Unnecessary Or Not Enough? NPR's <i>Tell Me More</i>, 10/12/09. (Read or listen (Links to an external site.)) • Reparations in New Zealand (Links to an external site.). NPR's <i>Planet Money</i>, 2/28/20. (listen) <p>Optional readings (skimming Jensen’s article highly recommended!):</p> <ul style="list-style-type: none"> • Joan M Jensen. Native American Women and Agriculture: A Seneca Case Study. <i>Sex Roles</i>. 1977;3(5): 423-441. • Tayler Brown. Native American Farmers are Growing a Sustainable Market (Links to an external site.). <i>Civil Eats</i>. Nov 21, 2018. |

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| | | | <ul style="list-style-type: none"> Shilo Kino. Māori have been robbed of our identity and our land – we must fight to get them back (Links to an external site.). <i>The Guardian</i>, 2/8/20. <p>Assignments Due</p> <ul style="list-style-type: none"> Reflection assignment due |
| 10 | 10/28 | <p>Gender Equality, Labor in the Food System, & Social Movements: One Fair Wage (Guest: Saru Jayaraman)</p> <p>Objectives</p> <ul style="list-style-type: none"> Know the ABCs of movement building Identify legislation that has contributed to wage structures for restaurant workers | <p>Readings</p> <ul style="list-style-type: none"> Jayaraman, S. (2021). One Fair Wage: Ending Subminimum Pay in America. Introduction and chapters 1-2. <p>Optional readings:</p> <ul style="list-style-type: none"> Jayaraman, S. (2014). Feeding America: Immigrants in the restaurant industry and throughout the food system take action for change. <i>Social Research: An International Quarterly</i>, 81(2), 347-358. Chang, V. 2018. Meet the Farmworkers Leading the #MeToo Fight for Workers Everywhere. <i>Civil Eats</i>. https://civileats.com/2018/05/21/meet-the-farmworkers-leading-the-metoo-fight-for-workers-everywhere/ <p>Assignments Due</p> <ul style="list-style-type: none"> |
| Module 3: Important leverage areas – where the US needs to move first, and fast | | | |
| 11 | 11/4 | <p>Plastics and the Paradox of Food Waste & Food Insecurity (Guest: Jessica Heiges)</p> <p>Objectives</p> <ul style="list-style-type: none"> Understand the sources and scope of waste in the food system Critically assess the impact of single-use plastics Be able to list potential interventions to reduce food waste Identify policy solutions to address food insecurity | <p>Readings</p> <ul style="list-style-type: none"> Waste Not, Want Not: An overview of food waste. BNR. Single-use plastics – 101, Natural Resources Defense Council. [SKIM]: Moreno, L., and Iles, A. (2015). Bio-Based Chemicals and Materials: Coca-Cola’s Plant Bottle. Case #6. Berkeley Center for Green Chemistry, UC Berkeley. <p>Optional</p> <ul style="list-style-type: none"> Dilkes-Hoffman, L.S., Pratt, S., Lant, P.A., and Laycock, B. (2018). The Role of Biodegradable Plastic in Solving Plastic Solid Waste Accumulation. <i>Plastics to Energy: Fuel, Chemicals, and Sustainability Implications</i>. <i>Plastics Design Library</i>: 2019, Pages 469-505. https://doi.org/10.1016/B978-0-12-813140-4.00019-4 |

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| | | | Assignments Due • |
| | 11/11 | No class | |
| 12 | 11/18 | Urban Agriculture: Is it the future of food? Objectives <ul style="list-style-type: none"> Understand the purpose of local urban agriculture initiatives Identify limitations and opportunities for urban agriculture to feed American cities | Readings <ul style="list-style-type: none"> Siegner A, et al. Producing urban agroecology in the East Bay: from soil health to community empowerment. <i>Agroecology & Sustainable Food Systems</i>, 2020. Allnut, B. Could a Detroit Experiment Unleash the Power of Urban Soil? A multi-year study underway aims to build healthy urban soil quickly at minimum cost, yielding local, fresh food and climate mitigation as a bonus. Civil Eats. July 2020. Assignments Due • |
| | 11/25 | No class | |
| 13 | 12/2 | Final Project Presentations | Assignments Due <ul style="list-style-type: none"> Final project presentations for those presenting this week Final food systems visual (please upload by 12/1) |
| R&R | 12/9 | Final Project Presentations | Assignments Due <ul style="list-style-type: none"> Final project presentations for those presenting this week Next week (12/16, 5pm) final project is due |

Key:

CED: College of Environmental Design

CNR: College of Natural Resources

- ESPM: Environmental Science and Policy Management

ERG: Energy & Resources Group

GSPP: Goldman School of Public Policy

Haas: School of Business

PMB: Plant and Microbial Biology

SPH: School of Public Health

Course Grading

Students must take this course for a grade. Grades will be assessed as follows:

- 30%: engaged participation (consistent, informed contributions to group discussions, participation in movie club, food systems visual)

- 10%: community engagement reflection or changing your relationship with the food system reflection
- 30%: team-based projects (15% each)
- 30%: final project

Assessment is holistic and is meant to reward student effort rather than measure adherence to specific guidelines. Late assignments are not accepted without prior written approval.

Course Requirements

Bcourses website

To access the course website, go to bCourses at <https://bcourses.berkeley.edu/courses/1506997>. Here you will find links to required and optional readings, the syllabus, assignment descriptions and additional course resources. Any changes will be reflected in the assignment section of the site.

Weekly Readings

To enhance everyone's learning and facilitate discussion, each week students are required to complete all required readings. We may call on students to share their ideas during class discussions. The syllabus is subject to change; readings will be finalized one week before they are due.

Movie Club

Students are required to select one movie related to the food system to watch during the semester and share a short review with the class. More than one student can select the same movie, and groups of students are encouraged to watch their selected movie together. On their assigned day students should come to class prepared to share their thoughts on the film. If you'd like to recommend a movie not included on the list, please let the teaching team know and we can add it to the list.

Food Systems Visual

You will be asked to create your own visual representation of a food system, to be updated throughout the semester. Students will be asked to create a food systems visual at the beginning of the semester (based on your current understanding of food systems - there is no right or wrong answer!), and update it based on what you have learned throughout the semester. Students will be asked to share their visuals with the class after week 1, in the middle of the semester, and at the end of the semester.

Community Engagement Reflection OR Changing your Relationship with the Food System Reflection

Students are asked to select one of the following options and submit a reflection:

OPTION 1, Community visit and reflection: (location check-in due 9/16, report due 10/21): To gain a richer understanding of a food system topic and see class ideas in action, students who select this option are asked to engage with at least one food system-related organization during the semester, discuss its model with an organization leader, and complete a short reflection. The organization must work in a food system-related field but can be located anywhere. This year, because of restrictions due to Covid-19, students can either engage with organizations remotely (i.e. discuss via phone/zoom) or, if you are comfortable, you can engage with organizations in person. There is no requirement to complete anything in person, and no points will be deducted if students complete this community engagement activity remotely.

Students may engage with organizations in groups but must complete individual reflections. The report can be any format that is equivalent to a 3 page double-spaced paper or a 5 minute video (maximum) and should answer:

1. How does this organization's work affect the food system?
2. How did this visit change or affirm your understanding of food systems?
3. What did you learn that you wish to share with others?

Examples of organizations are below.

- Café Ohlone by mak-‘amham
- City Slicker Farm
- Mandela Marketplace
- Alameda County Community Food Bank
- CUESA
- Urban Tilth
- Oakland or Berkeley Food Policy Council
- Berkeley Food Institute
- The Town Kitchen
- The Ecology Center
- Singing Frog Farm

OPTION 2, Changing your relationship with the food system: (idea check-in due 9/16, report due 10/21): To gain a richer understanding of a food system topic and experience firsthand what it takes to change behavior to improve our food system, students who select this option are asked to select one behavior change that affects your relationship with the food system and follow through with that behavior change for 2 weeks. Then, students should complete a short reflection.

The report can be any format that is equivalent to a 3 page double-spaced paper or a 5 minute video (maximum) and should answer:

1. What changes did you make?
2. What were things you liked about this challenge? What are things that made it difficult?
3. How did this experience influence the way you might think about policy change or recommendations for how we might address food systems issues?
4. How has the experience affected your view of food system challenges?

Examples of behavior changes are below, but you are encouraged to also think of your own:

- Vegan/vegetarian
- Zero-waste eating
- Eat only what you can find
- Eat only what you can cook for yourself
- Eat only local foods
- Eat only seasonal foods

Team-based Projects

Students will complete two group debate assignments. To foster wider connections, new groups will be assigned for each project.

- ***GMO Debate (in-class 9/9)***: groups will be assigned to argue for one perspective in a formal class-wide debate of the question *Should we rely on genetic modification (GM) technology to feed the world or ban it worldwide?*
- ***Policy Debate about sugar-sweetened beverages (in-class 10/14)***: groups will be assigned to argue for one of four legal/policy approaches to reduce sugar sweetened beverage consumption.

Final Project/Paper

(topic due 9/30; presented 12/2 and 12/9; final due 12/16, 5:00pm): Please select a final project integrating our course material with a topic or project pertinent to your own research or planned field of practice. This work should demonstrate substantial theoretical and analytical depth, specifically demonstrating an understanding of the interrelated nature of our food system. It may overlap with other class assignments but should expand on their content substantially. Traditional seminar papers are acceptable, but please consider presenting your work creatively. Examples include short films (with scripts), creative short stories, academic journal articles or posters, visual sociology projects, or a series of agricultural policy briefs. Students may select topics and present in groups but each must complete an independent product. Students will

present an overview of their project during class (5 minutes per student plus 2 minutes for questions), then a polished version will be due on bCourses.

Course Communication

As we move through the course materials, we want to hear how the course is going for you, your questions as well as how your personal and professional experiences add to our conversation. You can learn a lot from discussing the material in this course with each other and we encourage you to take advantage of the interactive components of the course to learn from each other.

Announcements

Announcements will be posted on the home page of the bCourses site. Please check regularly for updates.

Course email

Course announcements will also be sent out through Canvas' notification system. The default is to receive announcements via the Course Mail system, so make sure to check your Course Mailbox for message or wherever you receive notifications.

Anti-racism statement

We, at Berkeley Public Health, strive to create an anti-racist learning environment, I/we commit to teaching this course, to the best of my/our ability, with an antiracist, racial justice, and equity-minded lens. I/we invite you to take this journey with me/us by being fully present. I/we am/are interested in your perspectives and in the value and knowledge you bring to help make this an enriching classroom environment. I/We view this syllabus as a dynamic document oriented toward learning and not just coverage of material; thus, I/we may add or modify topics covered, assignments, and resources (e.g., required readings/videos) slightly based on the needs and interests of students in the course. I/We welcome feedback and input at any time and invite careful reflection of any modifications that may help improve the course in the future. As your professor/instructor team, I/we agree that: A minimum of 15% course content will include relevant information pertaining to BIPOC communities (e.g., readings; films; speakers; data, etc.) Students are the experts of their own experiences. Your world lens is welcomed; and as students, you are invited to lift up information and/or data that is relevant to the course material. Everyone is a teacher and everyone is a student. I/we cannot speak on behalf of all groups, or fully understand the issues, concerns and history of all BIPOC. However, I am/we are willing to listen and learn, admit mistakes and engage in ongoing cultural humility practices. I/we welcome feedback and input at any time during the course without fear of reprisal; mid-semester check-in and end of course evaluation will include specific language about antiracism teaching practices.

Policies

Student Support

If you are in need of economic, food, or housing support - you can find help at basicneeds.berkeley.edu. You may be eligible for money to buy groceries via calfresh.berkeley.edu or <https://financialaid.berkeley.edu/food-assistance-program>. If you are in need of food immediately, please visit our UC Berkeley Food Pantry at <https://pantry.berkeley.edu/>.

Students with Disabilities

Accommodations will be made for students with disabilities. Please see: <http://www.dsp.berkeley.edu/> for details. Please provide your written request to the Instructors within the first two weeks of the course.

Scheduling Conflicts

Please notify the teaching team in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). We will try our best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

Academic Integrity

All writing assignments must be original work. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) 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, self-plagiarism, and how to avoid it, see, for example: <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Late Assignments

Assessment is holistic and is meant to reward student effort rather than measure adherence to specific guidelines. Late assignments are not accepted without prior written approval.

Any request for extension on assignment or exams should be made in advance of the posted due date. If an emergency event prevents submitting an assignment by the deadline, please contact your instructor as soon as reasonably possible, including documentation with your request for extension.

Attendance

Attending class each week is mandatory and will be recorded. Your participation is vital to the success of your classmates.

Technology

- **Laptop and Phone:** This course has a strict laptop, iPad, and cell/smart phone use policy. This important policy will be discussed on the first day of class.

Correspondence

For all email correspondence please put PB HLTH 290 in the subject heading. We will try to answer your query within 48 hours during the week. If you send an email on Friday after 5:00 you will get a reply the following Monday.

Additional Policies

Students will show respect for the instructors and fellow students by not holding side-conversations, texting, or using their computers for non-classroom activities during class. One excused absence is allowed. Students are encouraged to discuss any problems or concerns about the progress of their project with the course instructors as soon as they arise. Failure to comply with the class policies will result in dismissal from the certificate program.

SPH Course Policies

Descriptions of and relevant campus links to SPH school wide course policies on Disability Support Services, Accommodation of Religions Creed, Course Evaluations, Academic Integrity can be found at: <https://berkeley.box.com/s/knh3rbk9ikgvmca4ymy93msgj9bkebq5>

Disclaimer

This syllabus is subject to change.