

HLED 4020/5020: Food, Health & Justice

Syllabus and schedule for Fall 2017, University of Wyoming

Class is Tues/Thurs 9:35-10:50am in Corbett 103.

Instructor: Dr. Christine M. Porter

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Christine's office hours are 11:00am-2:00pm on Tuesdays.

Course readings: Two required texts, available at the bookstore:

- Winne, Mark (2008). *Closing the Food Gap: Resetting the Table in the Land of Plenty*. Ten Beacons Press:
- Roberts, Wayne. (2013). *The No-Nonsense Guide to World Food*. (2nd edition) New Internationalists Publications, Ltd: Oxford, UK.

Everything else will be online on the course website.

About this Course

Food sustains us. Yet food also kills, whether from eating too much, too little, or the wrong kinds. In the US, a rich country by global standards, about 20% of children are in households that are not always sure they will have enough food to eat.

How we produce, process, distribute, market and dispose of food in our food systems also impacts our health. E.g., pollution from concentrated animal feeding operations, desertification, drained or poisoned water supplies, and unsafe working conditions have negative impacts. Highly diverse farms, integrated pest management, support for food entrepreneurs, fresh vegetable school snack programs, nutrition assistance programs, intentional nutrient cycling (e.g, using manure as fertilizer), and reduced food waste help to mitigate negative impacts or even create positive ones.

With a focus on the US, this course maps ways industrial food systems affect health, health equity, and sustainability. We then discuss and begin to critically assess practiced and potential strategies for “alternative” food systems that support health and equity, particularly at the US community level.

Objectives

1. Define “food,” “health,” and “justice” and describe components of a “food system.”
2. Outline the overall history of food system development in the US over the last 150 years.
3. Name specific ways our food systems contribute to or detract from health and justice.
4. Increase “systems thinking” overall using food system examples, including (but not limited to) discerning and assessing sources of information about food systems; differentiating between positive (factual) and normative (ethical) arguments; examining and articulating framing (e.g., questioning the question); and “zooming out” to map actual or potential links between “macro” and “micro” phenomenon in food systems and health.

5. Discuss strategies for developing more just community food systems that may benefit health, including using specific examples in current practice and naming what parts of the food system are being tackled in such examples.
6. Gain community food system experience and explicitly relate course readings and discussions to that experience.

Food Health & Justice Schedule, Fall 2017: version 1 as handout on first day of class

Date	Topic number	Title Assignments are <u>underlined & bolded</u> . The most current assigned resources and other information are online. This first version lists assigned resources only for our first month. Other than the books, assigned resources are or will be posted online. Things for grad students only are in this font and are over here.
R, 8/31	1	F, H & J: Course overview What is food? Health? Justice? What is a food system? What is this course about?
T, 9/5	2	<p style="text-align: center;">Introduction to food systems and food movements</p> <ul style="list-style-type: none"> • Chapter 1: “Introduction to the US Food System” in <i>No Nonsense Guide</i> • Chapter 1: “The early gurglings of the food movement” in <i>Closing the Food Gap</i> <p style="text-align: right;">Plus for graduate students: Holt Giménez, E. & Shattuck, A. (2011) Food crises, food regimes and food movements: Rumbblings of reform or tides of transformation? <i>The Journal of Peasant Studies</i>, 38(1): 109-144. Online and at: www.tandfonline.com/doi/full/10.1080/03066150.2010.538578</p> <p><u>Daily bullet points due</u></p>
R, 9/7	3	<p style="text-align: center;">Nutrition science: how much we (don’t) know</p> <ul style="list-style-type: none"> • Does eating fat make us fat? Skim each of the three cover stories (from 1961, 1984 and 2014) on fat in the diet in <i>Time Magazine</i>. • Cohen, R. 2013. “Sugar (a not so sweet story)” <i>National Geographic</i> Vol. 224(2): 79-97. Online at: http://ngm.nationalgeographic.com/2013/08/sugar/cohen-text <p><u>Daily bullet points due</u></p> <p style="text-align: right;"><u>Graduate student discussion 1 due online</u></p>
T, 9/12	4	<p style="text-align: center;">How and when food systems went wrong (for health and justice)</p> <ul style="list-style-type: none"> • Chapter 2: “Reagan Hunger & the Rise of Food Banks” in <i>Closing the Food Gap</i>

		<ul style="list-style-type: none"> Chapter 2: “Brave new food” in <i>No Nonsense Guide</i> <p><u>Daily bullet points due</u></p> <p><u>“FHJ and You” essay due</u></p>
R, 9/14	5	<p style="text-align: center;">Sustainability field trip!</p> <ul style="list-style-type: none"> “Cheap Food and the Environment” chapter in <i>The Real Cost of Cheap Food</i>, M. Carolan, 2011. <p><u>Daily bullet points due</u></p>
T, 9/19*	6	<p style="text-align: center;">Food system film in class</p> <p><u>“Get uncomfortable” - post your plan for what experience you will choose</u></p> <p><i>No daily bullet points</i></p>
R, 9/21	7	<p style="text-align: center;">What might a healthy, just food system look like?</p> <ul style="list-style-type: none"> Chapter 1: “Introduction” in <i>Growing a Better Future</i>, R. Bailey for Oxfam. 2011. Chapter 2: “The age of crisis: a skewed and failing system” in same. <p>Plus for graduate students:</p> <ul style="list-style-type: none"> “Background and Overview of Community-Based Participatory Research” (pages 9-13) in Minkler, M. et. al. (2012) <i>Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change</i>. PolicyLink report. Online at: www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/CBPR.pdf <p><u>Daily bullet points due</u></p>
T, 9/26	8	<p style="text-align: center;">US Food Policies and Programs Overview</p> <p>“The Insanity of Our Food Policy, <i>New York Times</i> (opinion pages) by Joseph Stiglitz (former head of the World Bank), Nov 16, 2013 online at: http://opinionator.blogs.nytimes.com/2013/11/16/the-insanity-of-our-food-policy/?_r=0</p> <p><u>Daily bullet points due</u></p> <p><u>Engaged action/research project proposal(s) due</u></p>
R, 9/28	9	<p style="text-align: center;">Food System: Production</p> <ul style="list-style-type: none"> Conk, S. & Porter, C.M. (2016) “Food gardeners’ productivity in Laramie, Wyoming: more than a hobby.” <i>American Journal of Public</i>

		<p>Health. 106(5): 854-856. http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2016.303108</p> <p><u>Daily bullet points due</u></p>
T, 10/3	10	<p>Food System: Production continued, including Labor</p> <ul style="list-style-type: none"> • Liu, YY and Apollon, D. (2011) <i>The Color of Food</i>. Report by the Applied Research Center. Online at: http://arc.org/downloads/food_justice_021611_F.pdf. • Excerpt of Economist staff. (2010) "Fields of Tears." <i>The Economist</i>. www.economist.com/node/17722932 <p><u>Daily bullet points due</u></p>
R, 10/5	11	<p>Food System: Distribution and Consumption I</p> <p><i>(Daily bullet points due most days from now on, including today, but check online course from this date onwards for resources and other updates, rather than this handout.)</i></p> <ul style="list-style-type: none"> • Jacobs, N & Richtel, M. (2016) "How Big Business Got Brazil Hooked on Junk Food" in <i>New York Times</i> (Sept 16). Online at: www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html <p><i>Graduate students only, also read:</i></p> <ul style="list-style-type: none"> • Lobstein et al. (2015). "Child and adolescent obesity: part of a bigger picture" <i>The Lancet</i>. 385: 2510–20. <p><u>Graduate student discussion 2 due online</u></p>
T, 10/10	12	<p>Food System: Distribution and Consumption II</p> <ul style="list-style-type: none"> • Blumenthal, S. (former US Assistant General) (2016). "Food Marketing: A Double-Edged Sword For Combatting Obesity In America" in <i>Huffington Post</i> (Aug 9). Online at: www.huffingtonpost.com/entry/food-marketing-a-double-edged-sword-for-combatting_us_57a812b4e4b0c94bd3c9e18a • New York Times Editorial Board (2017). "World Hunger Haunts the U.N. Festivities" in <i>New York Times</i> (Sept 22). Online at:

		<p>www.nytimes.com/2017/09/22/opinion/world-hunger-united-nations.html</p> <p style="text-align: right;"><u>Grad student final project paper proposal due</u></p>
R, 10/12	13	<p style="text-align: center;">Food System: Waste/compost and summary</p> <p>Please read all the figures, boxes and tables that are in pp5-10 in this report:</p> <ul style="list-style-type: none"> Lipinski et al. 2015. Reducing Food Loss and Waste. World Resources Institute working paper. At www.wri.org/sites/default/files/reducing_food_loss_and_waste.pdf
T, 10/17	14	<p style="text-align: center;">Re-mapping Food Systems – problems and solutions</p> <p>Read chapter 3, "The high cost of cheap food" in Roberts' <i>No Nonsense Guide to World Food</i>. As you read, please make some notes to add to your usual "bullet points" due today about:</p> <ul style="list-style-type: none"> Each phase in of food systems (production and inputs into production, labor, distribution and consumption, waste/compost) How different "designs" of these phases impact health What the organizing principles or ethics are behind the food systems he is describing
R, 10/19*	15	<p style="text-align: center;">Food Movements I</p> <ul style="list-style-type: none"> Come to class to watch most of the film "Urban Roots," about the food movement in Detroit. Read some background below.
T, 10/24	16	<p style="text-align: center;">Food Movements II</p> <p>Read chapter 6, "Seeds of hope: the rise of the food movement" in Roberts' <i>No Nonsense Guide to World Food</i>.</p> <p>Also note that the "readings" due for next class (10/26) are mostly short online videos, so plan accordingly to view them all (about 18 minutes in total) in time to do your bullet points. Also, the bullet point instructions are slightly different for 10/26, so read and follow those. Those are also outlined in the reading assignment for next time.</p> <p><u>All written case studies due</u></p> <p style="text-align: right;"><u>Graduate student discussion 3 due online</u></p>
R, 10/26	17	<p style="text-align: center;">Food Movements III</p> <p><u>See adjusted bullet point instructions for today's resources below.</u></p> <p>Watch these six video stories (less than 3 minutes each, especially if you skip the credits at the end of each). They were made by community food justice</p>

		<p>activists who partnered in the Food Dignity (Links to an external site.)Links to an external site.project I lead. Select these six (the numbers are those in the playlist) from this YouTube playlist. (Links to an external site.)Links to an external site.</p> <p>(1) My New Life by Mike Silva at Dig Deep Farms (2) Fresh Start by Pac Rucker at Dig Deep Farms (3) When Good Food Makes for Good Policing by Captain Marty Neideffer at DDF (5) Growing Gardens....and Kids by Etheleen Potter at Blue Mountain Associates. (8) Seeing Differently by Sarita Daftary-Steel, East New York Farms. (11) Sankofa by Jemila Sequeria, Whole Community Project.</p> <p>Also, read this short article (Links to an external site.)Links to an external site. that I wrote with Darrah Perez for Rocky Mountain Gardening Magazine about the Growing Resilience project.</p>
T, 10/31	18	<p style="text-align: center;"><u>Case study presentations 1 & discussion</u></p> <p>This week, instead of "punchlines", a quote and a reflection, please INSTEAD turn in seven bullet points with a reflection/thought on OR a striking quote from each the seven items above (the six videos and the magazine piece). If you wish to include a more general, eighth, thought from last class or these overall, I also always welcome that, but it is not required this time.</p>
R, 11/2	19	<p style="text-align: center;"><u>Case study presentations 2 & discussion</u></p>
T, 11/7	20	<p style="text-align: center;"><u>Case study presentations 3 & discussion</u></p>
R, 11/9	21	<p style="text-align: center;"><u>Field trip! Montessori school</u></p> <p>Chapter 9 "Public Policy: Food for the People" in Mark Winne's Closing the Food Gap. This table about the powers of local, state and national governments in food policy.</p>
T, 11/14	22	<p style="text-align: center;"><u>Field trip! Feeding Laramie Valley</u></p> <p>Porter (i.e., me), Herrera, Marshall and Woodsum (founder of Feeding Laramie Valley), "Shared Voices, Different Worlds: Process and product in the Food Dignity action research project" in Gateways: International Journal of Community Research and Engagement. Vol 7 (2014): 116–128.</p>

		<p>Also watch these two video stories (less than 3 minutes each) that were made by our hosts at FLV for today's field trip, Lina Dunning and/or Reece Owens, about their journeys to and in food justice work.</p> <p>“Food in Wyoming” by Reece Owens, Feeding Laramie Valley (Links to an external site.)Links to an external site.</p> <p>“The Grace to Receive” by Lina Dunning, Feeding Laramie Valley (Links to an external site.)Links to an external site.</p> <p><u>“Get uncomfortable”: post your experience summary</u></p>
R, 11/16	23	<p style="text-align: center;">Discussing GU and case study lessons</p> <p style="text-align: center;">Read and write essay on GU assignments</p> <p><u>“Get uncomfortable”: post your summary reflection</u></p>
T, 11/21	24	<p style="text-align: center;">FHJ topic by student choice/priority I: nutrition/health/diets</p> <p>DeNoon, D.J. (2009) "7 Rules for Eating: Choose Food Over Food-Like Substances, Food Writer Michael Pollan Tells CDC (Links to an external site.)Links to an external site." WebMD. March 29.</p> <p>Plus read (and do a "bullet point" punchline for) the two abstracts from scientific papers, below.</p> <p>Abstract of: Flegal, K., Kit, B.K., Orphana, H., et al. (2013). Association of All-Cause Mortality With Overweight and Obesity Using Standard Body Mass Index Categories: A Systematic Review and Meta-analysis. JAMA. 2013;309(1):71-82 (full article here (Links to an external site.)Links to an external site., just fyi; only the abstract pasted here is required reading.)</p> <p>Importance Estimates of the relative mortality risks associated with normal weight, overweight, and obesity may help to inform decision making in the clinical setting.</p> <p>Objective To perform a systematic review of reported hazard ratios (HRs) of all-cause mortality for overweight and obesity relative to normal weight in the general population.</p> <p>Data Sources PubMed and EMBASE electronic databases were searched through September 30, 2012, without language restrictions.</p>

Study Selection Articles that reported HRs for all-cause mortality using standard body mass index (BMI) categories from prospective studies of general populations of adults were selected by consensus among multiple reviewers. Studies were excluded that used nonstandard categories or that were limited to adolescents or to those with specific medical conditions or to those undergoing specific procedures. PubMed searches yielded 7034 articles, of which 141 (2.0%) were eligible. An EMBASE search yielded 2 additional articles. After eliminating overlap, 97 studies were retained for analysis, providing a combined sample size of more than 2.88 million individuals and more than 270 000 deaths.

Data Extraction Data were extracted by 1 reviewer and then reviewed by 3 independent reviewers. We selected the most complex model available for the full sample and used a variety of sensitivity analyses to address issues of possible overadjustment (adjusted for factors in causal pathway) or underadjustment (not adjusted for at least age, sex, and smoking).

Results Random-effects summary all-cause mortality HRs for overweight (BMI of 25-<30), obesity (BMI of ≥ 30), grade 1 obesity (BMI of 30-<35), and grades 2 and 3 obesity (BMI of ≥ 35) were calculated relative to normal weight (BMI of 18.5-<25). The summary HRs were 0.94 (95% CI, 0.91-0.96) for overweight, 1.18 (95% CI, 1.12-1.25) for obesity (all grades combined), 0.95 (95% CI, 0.88-1.01) for grade 1 obesity, and 1.29 (95% CI, 1.18-1.41) for grades 2 and 3 obesity. These findings persisted when limited to studies with measured weight and height that were considered to be adequately adjusted. The HRs tended to be higher when weight and height were self-reported rather than measured.

Conclusions and Relevance Relative to normal weight, both obesity (all grades) and grades 2 and 3 obesity were associated with significantly higher all-cause mortality. Grade 1 obesity overall was not associated with higher mortality, and overweight was associated with significantly lower all-cause mortality. The use of predefined standard BMI groupings can facilitate between-study comparisons.

Abstract of: Yang, C.Z. et al. (2011) Most Plastic Products Release Estrogenic Chemicals: A Potential Health Problem That Can Be Solved Environmental Health Perspectives. 119:989-996 (Link to article, just fyi (Links to an external site.)Links to an external site.)

Background: Chemicals having estrogenic activity (EA) reportedly cause many adverse health effects, especially at low (picomolar to nanomolar) doses in fetal and juvenile mammals.

		<p>Objectives: We sought to determine whether commercially available plastic resins and products, including baby bottles and other products advertised as bisphenol A (BPA) free, release chemicals having EA.</p> <p>Methods: We used a roboticized MCF-7 cell proliferation assay, which is very sensitive, accurate, and repeatable, to quantify the EA of chemicals leached into saline or ethanol extracts of many types of commercially available plastic materials, some exposed to common-use stresses (microwaving, ultraviolet radiation, and/or autoclaving).</p> <p>Results: Almost all commercially available plastic products we sampled— independent of the type of resin, product, or retail source—leached chemicals having reliably detectable EA, including those advertised as BPA free. In some cases, BPA-free products released chemicals having more EA than did BPA-containing products.</p> <p>Conclusions: Many plastic products are mischaracterized as being EA free if extracted with only one solvent and not exposed to common-use stresses. However, we can identify existing compounds, or have developed, monomers, additives, or processing agents that have no detectable EA and have similar costs. Hence, our data suggest that EA-free plastic products exposed to common-use stresses and extracted by saline and ethanol solvents could be cost-effectively made on a commercial scale and thereby eliminate a potential health risk posed by most currently available plastic products that leach chemicals having EA into food products.</p> <p style="text-align: right;"><u>Graduate student discussion 4 due online</u></p>
		<p>THANKSGIVING no class</p>
<p>T, 11/28</p>	<p>25</p>	<p style="text-align: center;">FHJ topic by student choice/priority II: GMOs</p> <p>FDA, 2017. Agricultural Biotechnology Education and Outreach Initiative (Links to an external site.)Links to an external site.</p> <p>Editorial Board, 2017. "Insect Armageddon (Links to an external site.)Links to an external site.," New York Times. (editorial) Oct 29.</p> <p>Hakim, D. 2016. "Doubts About the Promised Bounty of Genetically Modified Crops (Links to an external site.)Links to an external site.," New York Times. Oct 29.</p> <p>Kristof, N. 2017. "Trump's Legacy: Damaged Brains (Links to an external site.)Links to an external site.," New York Times. (editorial) Oct 28. [Article is an editorial; however, as with the "armageddon" one above, I'm asking you to read it because it provides an accurate, short and easy-to-read summary of the science and, in this one, policy re: the pesticide chlorpyrifos.]</p>

		<u>Engaged project papers due</u>
R, 11/30	26	<p>Your role in strategies for creating sustainable and equitable food systems</p> <ul style="list-style-type: none"> • Patel, R. & Loeffelholz, T.M. (2017). "How to Feed Ourselves in a Time of Climate Crisis," Yes Magazine. Fall issue. • Newcomer, L. (2013). "29 Smart and Easy Tips to Reduce Food Waste," on Greatlists. • The excerpts below from Rupp, R, 2016, "To Really Reduce Meat in Your Diet, Don't Go Cold Turkey" in National Geographic, Jan 13: • "In the United States, studies show, raising livestock accounts for 55 percent of land erosion, 37 percent of pesticide use, and 50 percent of antibiotic consumption.... Since many food animals are raised in wretched conditions on factory farms, meat-eating forces us to contend with the moral issue of animal cruelty. (See Ethical Eating.) And, on a purely personal level, there's the issue of our own health and well-being. A wealth of medical evidence shows that people whose diets are low in saturated fats—as found in meat and high-fat dairy products—and high in fruits and vegetables tend to lead healthier, longer lives.... So why aren't we all vegetarians? Adopting and sticking to a vegetarian lifestyle is much easier said than done. Polls show that just 2 to 3 percent of Americans are vegetarian or vegan, and indications are that even for these, an all-veggie lifestyle is often a short-lived fling. Over half of vegetarians and vegans, one study found, fell off the vegetable wagon within the first year, and 84 percent ultimately went back to eating meat." [Ideas for eating less meat, or "reduciarian"]: • "Commit to a Meatless Monday (see Make Meatless Monday about Inspiration, Not Deprivation). • Adopt a vegetarian or vegan diet during the week, but save the weekend for stuffed pork chops and beef bourguignon. • Mark Bittman's VB6: Eat Vegan Before Six, which recommends plant-based meals for breakfast and lunch, followed by whatever floats your boat for dinner" • And beyond this article, but what many of you learned from Get Uncomfortable diets - try new foods and flavors. You can get very affordable spices and herbs and some other "unusual" ingredients (e.g, quinoa) by buying quantities you need from bulk sections at Big Hollow Food Co-op (1st street at Ivinson), also some at Herb House (2nd street... I think between Ivinson and Grand). Many curries (from Southeast Asia to Indian) and east Asian dishes are normally vegan. <p><u>Comments on two engaged project papers of your choice due</u></p>

T, 12/5	27	<p style="text-align: center;">Food systems for food, health and justice I</p> <ul style="list-style-type: none"> Chapter 5: “Bread & Roses: Overcoming hunger” in <i>No Nonsense Guide</i> <p style="text-align: center;"><u>Closing “FHJ and you” essay due</u></p>
R, 12/7	28	<p style="text-align: center;">Food systems for food, health and justice II</p> <ul style="list-style-type: none"> Conclusion: “Resetting the Table” in <i>Closing the Food Gap</i> <p style="text-align: center;"><u>Graduate student discussion 5 due online</u></p>
Exam week	29	<u>Grad student research paper due Thursday 12/14</u>

Course-specific policies:

GRADES

See the Assignments document. If you ever have a question about your grades or assignments, please visit me send me an email. If you feel an error or misjudgment has been made in your grade, please visit with me. Please note that while genuine requests for review are welcome, point hunting is not. I reserve the right to grade downwards (subtracting points) as well as upwards (adding points) on any portion of an assignment or exam submitted for re-grading. You are responsible for all the material assigned to read, whether or not it is discussed in class. An “A” grade is 90 and up, a “B” is 80-89.9, and so on.

LATE ASSIGNMENT POLICY

See Assignments document.

APPROVED EXCUSES

Excuses authorized by the UW Student Life Office (Room 128 Knight Hall) or a physician will be honored. Student Life will only authorize student excuses for things that are out of the control of the student (e.g., death in the family, illness in the family, etc.). Only **University authorized absences** or a **valid doctor’s note** for a medically related absence that **requires** you to miss your class presentation, an exam, or a due date will be accepted as an excused absence. In both cases, please call or e-mail me about the nature of the absence if it is at all possible. Those of you who are student athletes must turn in assignments **early** if you will be missing a class on a due date. You must also take care to sign up for a presentation date that you will not miss.

University-wide policies:

HONOR POLICY The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.

ACADEMIC DISHONESTY Do not misrepresent any of your efforts on any academic task for which you receive a grade. University Regulation 802 will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, etc.).

EQUAL OPPORTUNITY Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his ability should contact the course instructor as soon as possible so that the student and instructor can discuss accommodations necessary to ensure full participation. It is recommended that students with disabilities also contact the Student Educational Opportunity Office, Room 330 Knight Hall (766-6189).

EMERGENCY EXIT PROCEDURES Know the location of the fire alarm; dial 911 in the event of an emergency; and evacuate using nearest exit.