

HOSTOS COMMUNITY COLLEGE

**Of The City University
of New York 500
Grand Concourse
Bronx, N. Y. 10451**

FS 220 Food, Health, and Environment

SYLLABUS

3 Credits

***Prerequisites : FS I
and FS II***

Course Description

This course examines the interactions between food production and consumption, health, and environment through environmental and food justice lenses. Building on concepts developed in Food Systems I and II, it explores topics such as public health disparities and their structural causes, environmental toxins in the food system and their impact on workers and consumers, as well as policies that have or could impact these outcomes, in both historical and contemporary contexts. Students will work together to apply classroom knowledge to investigating food security and health at the neighborhood level in NYC. The course includes field trips and/or guest lectures to complement readings, assignments, and in- class discussions.

Course Books and Readings

Barndt D, Women Working the NAFTA Food Chain: Women, food and globalization. Sumach Press.

Berg J (2008). All you Can Eat: How Hungry is America? Seven Stories Press.

CDC; What's Cooking in Your Food System: a guide to community food assessment; available at: <http://www.foodsecurity.org/CFAguide-whatscookin.pdf>

Healthier Food Retail {a guide developed by the CDC} available at: <http://www.cdc.gov/obesity/downloads/HFRassessment.pdf>

Jayraman S (2013). Behind the Kitchen Door. ILR Press.

Glanz et al. Healthy nutrition environments :concepts and measures. Am J Health Promotion 2005;19(5):330-3, ii.

Harper CL & LeBeau BF (2003). Food, Society and Environment. ISBN 0-13-030566-9

Nestle M (2010) Safe Food: The politics of food safety; University of California Press.

Nestle M (2013). Food Politics: How the food industry influences nutrition and health. University of California Press.

Pothukuchi K. Community food assessment: a first step in planning for community food security. Journal of Planning Education and Research 2004;23:356-77.

Schlosser E (2002). Fast Food Nation; The dark side of the all-American meal. ISBN 979-0-06-083858-4

USDA Community Food Assessment Tool Kit; available at:

http://www.ers.usda.gov/publications/efan-electronic-publications-from-the-food-assistance-nutrition-research-program/efan02013.aspx#U_1x3VC_c3wU

Wilson B (2008). Swindled: The Dark History of Food Fraud, from Poisoned Candy to Counterfeit Coffee. Princeton University Press.

Winne M (2008). Closing the Food Gap; Resetting the table in the land of plenty. ISBN 978-0-8070-4731-6

Additional Required Course Materials

Additional copyrighted materials are the sole property of the instructor and are available on blackboard free for students enrolled in this course only.

Student Learning Outcomes

Over the course of the semester students will:

- Develop understandings of the food system and its impacts on the health of humans and the environment.
- Become familiar with the interdisciplinary field of food studies and the importance of a systems approach to studying food and the food system.
- Develop critical awareness of food related health issues in New York City and beyond.
- Develop basic understanding of health sciences methods used to analyze food systems and public health information.
- Become familiar with community-based organizations addressing health, environmental and social justice in New York City.
- Learn about opportunities to continue food studies education at Hostos Community College and select four-year institutions
- Develop critical thinking, writing, and public communication skills through group and individual work

Assignments and Grading

Assignment	Percent of course grade	Due
Journal	20%	Ongoing
Test #1	10%	Week 4
Test #2	10%	Week 7
Test #3	10%	Week 9
Test #4	10%	Week 14
Final presentation (group project: community food assessment) and summaries	25%	Week 15
Participation, including attendance	15%	Ongoing
Total	100%	

Teaching Methods

1. Audiovisual presentations and handouts.
2. Classroom lectures, discussions and demonstrations.
3. Field trips.
4. Team-based and project-based learning.

5. "Writing to Learn" activities (formal and informal writing)

Classroom Policies

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to disciplinary action.
4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program, are warranted.

Course Requirements

The student must have access to the internet, including an active Blackboard account. Blackboard will be used for communication and posting course materials, assignments and web site links.

Students must have access to all readings and course materials.

Student Responsibilities

1. Use Blackboard and keep Hostos email accounts active.
2. Keep Hostos email accounts accessible for new mail. Check and empty email periodically.
3. Communicate with faculty using their *Hostos email*.
4. Come to class on time.
5. Perform all lesson objectives, activities and reading assignments.
6. Complete and hand in all written assignments on or before their due date.
7. Demonstrate proficiency with all homework and written assignments.
8. Demonstrate a significant amount of critical thinking and analysis. Therefore, the student's quantity and quality of participation will be factored into the grade.

Use of Electronic Devices

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to disciplinary action.
4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program, are warranted.

Attendance Policy

1. All classes are mandatory.
2. If a student is absent from more than 15% of the classes the instructor may lower the grade or fail the student for excess absences.

Lateness Policy

1. Students are required to come to class on time.
2. Three latenesses will be counted as one absence from class.

Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided within the College Catalogue: http://www.hostos.cuny.edu/sdem/student_life_aip.html . Students are responsible for upholding the academic integrity of the program by not participating either directly or indirectly in acts of cheating and by discouraging others from doing so. Students' responsibilities include, but are not limited to, the following.

No student shall:

1. Give or receive any assistance or communicate in any way with another student while an examination is in progress.
2. Use unauthorized notes, books or other materials during an examination.
3. Attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.
4. Procure or distribute answers to examinations in advance.

Written Assignment

1. Written assignments must be the product of the student's own research.
2. No student shall submit work that has been written by someone else or copied from an outside source.
3. No student shall submit work that has been previously submitted in either whole or part for academic credit. This is termed "self-plagiarism ."
4. Late assignments may not be accepted; if accepted, points will be deducted.
5. Students who engage in academic dishonesty will receive a grade of zero for the assignment.

6. All violations of the academic integrity policy shall be referred to the Disciplinary Committee to determine if negative incentives or additional sanctions - including suspension or dismissal from the program - are warranted.
 7. HCC Library offers workshops and provides assistance on how to avoid plagiarism.
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Examination Policies

1. No student may remove an exam from the classroom under any circumstances.
2. Exams are timed; they must be completed within the stated time frame.
3. Students who arrive late for an exam will not receive extra time to complete the exam.
4. No credit will be given for questions left unanswered regardless of the reason.
5. Students are responsible for correctly completing all test answer sheets.
6. When using a scantron answer sheet, a number "2" pencil must be used to fill in the bubbles.
7. No credit will be given for incompletely erased answers or blanks on a scantron.
8. All requests for make-up exams will be determined by the instructor, based upon the merits of the request, on a case-by-case basis. *Submitting a request for a make-up exam does not guarantee that permission will be granted.*

Tutorial and Counseling Services

The Hostos Academic Learning Center (HALC), located in C-596, is a complete learning environment that allows students to receive the academic help they need in a setting that is rich in resources and supports academic success. Throughout the academic year, HALC schedules activities that focus on the skills development of students, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops, some of which are offered through the Writing Center.

Hostos Counseling Center offers a variety of services in English, Spanish, French and German, including individual and group counseling, crisis intervention, consultations and referrals to on- and off-campus resources. Please call (718) 518-4351 if you are in need of any counseling support.

Students with Disabilities

The Americans with Disabilities Act (ADA) prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. Beyond the basic requirements of the ADA, Section 504 of the Rehabilitation Act and New York State and New York City statutes, the college has created an office, Services for Students with Disabilities (SSWD) that provides services to help each student with a disability maximize his or her potential for success. Based on an intake interview and documentation provided by a student, a variety of accommodations may be provided to assist qualified students to attain their academic objectives. Intake and counseling are provided in English and Spanish. As provided within the College Catalogue <http://www.hostos.cuny.edu/sswd/txt/html/geninfo.html>.

As required by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.

If you have a disability that requires accommodations, contact:

Accessibility Resource Center

Gabriella Burd, Director

Patricia Salazar, Services Manager

Savoy (D) Building

120 Walton Ave, Room DIOIP

Bronx, NY 10451

Phone: (718) 518-4467 (Voice)

(718) 518-4454 (Voice/TTY)

E-mail: gburd@hostos.cuny.edu

psalazar@hostos.cuny.edu

If you are already registered with Accessibility Services and have a letter from them verifying that you are a qualified student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and Accessibility Services to plan and implement appropriate accommodations.

Course Schedule

Week/Session	Topics and Readings	Notes and Due Dates
Week 1/ Session 1	Introduction and course overview Understanding the Social Determinants of Health	
Week 1/ Session 2	Foundations of community health and social justice in the food system- accessing data and information; What's cooking in your food system; available at: http://www.foodsecurity.org/CF_Aguide-whatscookin.pdf	(library science workshop including use of NYC DOHMH resources)
Week 2/ Session 1	Industrial food production: Why the Fries Taste Good (Schlosser)	<i>Unit 1 Production</i>
Week 2/ Session 2	Conventional Animal Production: On the Range; Cogs in the Great Machine (Schlosser)	
Week 3/ Session 1	The Continuing Transformation of Foods: Food in America and the World 1945-2002 (Harper and LeBeau)	
Week 3/ Session 2	Healthy Food Environments: Glanz et al, (2005) Healthy nutrition environments; Am J Health Promotion	(overview of Term Project)
Week 4/ Session 1	Food, Population and Environment: Pg162-181 in Harper and Le Beau	Form Groups and Distribute Neighborhoods for Term Project
Week 4/ Session 2	Unit 1 Test/Assessment	
Week 5/ Session 1	Food Safety Overview: Nestle – The Politics of Food Borne Illness (from Safe Food)	<i>Unit 2 Distribution and Food Safety</i>
Week 5/ Session 2	Tampering with Foods: Wilson B - German Ham and English Pickles (from Swindled)	
Week 6/ Session 1	Food Contamination: What's in the Meat (Schlosser)	
Week 6/ Session 2	Community Food Assessment ; USDA Community Food Assessment Took Kit; available at: http://www.ers.usda.gov/publications/efan-electronic-publications-from-the-food-assistance-nutrition-research-program/efan02013.aspx#.U1x3VC_c3wU	Group Project: Framework for conducting Community Food Assessment

Week 7/ Session I	Unit 2 Test/Assessment	
Week 7/ Session 2	Working in Agriculture: Martinez-Salazar E- The "Poisoning" of Indigenous Migrant Women Workers and Children (from Women Working the NAFTA Food Chain).	<i>Unit 3 Food Workers</i>
Week 8/ Session 1	Restaurant Workers: Jayaraman S - The Hands on your Plate (from Behind the Kitchen Door)	
Week 8/ Session 2	Fast Food: Behind the Counter (Schlosser)	
Week 9/ Session 1	Food Production Workers: The Most Dangerous Job (Schlosser)	
Week 9/ Session 2	Unit 3 Test/Assessment	
Week 10/ Session 1	Food Practices: Foodways: Eating and Cuisines in America (Harper and LeBeau)	<i>Unit 4 Consumers</i>
Week 10/ Session 2	Consumer Choice: Nestle M - The Food Industry and "Eat More", and The Politics of Food Choice (from Food Politics)	
Week 11/ Session 1	Obesity: Berg J – Are Americans Hungry or Fat? (from All You Can Eat)	
Week 11/ Session 2	Hunger: Berg J – Who is Hungry in America (from All You Can Eat)	
Week 12/ Session 1	Food Access- overview Healthier Food Retail; available at: http://www.cdc.gov/obesity/download/s/HFRassessment.pdf	Group Project: Presentation Outline Due
Week 12/ Session 2	Food Environments and Food Access: Re-Storing America's Food Deserts (Winne)	
Week 13/	AFNs- consumers taking back the food system:	

Session 1	Community Supported Agriculture (Winne)	
Week 13/ Session 2	Grassroots responses for food systems change: Moffett D&Morgan ML – Women as Organizers; Building Confidence and Community through Food (from Women Working the NAFTA Food Chain)	
Week 14/ Session 1	Field Trip/Service Learning: La Finca Del Sur (urban farm)	Group Project: Group Work Log Due
Week 14/ Session 2	Unit 4 Test/Assessment	
Week 15/	Group Presentations	All executive summaries due

Assignments

Food, Environment and Public Health -Term Research Project {Instructor's Notes }

Community Food Assessment Group Project:

The purpose of this assignment is to help students gain a better understanding of community food systems by investigating elements of the food system in various neighborhoods across New York City. Using online resources, phone calls and site visits, student groups will investigate the availability of different food types in a "community". They will explore factors such as types of food sources, location, cost, quality, gaps in food accessibility, and other challenges faced by members of the community. Students will consider attempts in the community to address the food system problems by identifying government and community-based organizations working to address food systems issues.

Instructions

1. Select {alternatively, the instructor may assign neighborhoods to groups} a "community": The "community" students choose should be a defined geographic location with which they are familiar and are able to give a current and accurate description.
2. Explore the community and its food system: Students will use the outline to closely examine the many different-aspects of the community and its local and regional food system. Students should provide a *summary* of their findings, focusing on the most important or notable features of the particular community. Students are encouraged to take photographs and collect other visual material from the community food environment where possible and appropriate.
3. Analyze the community's food system: Students will provide an assessment of their most important findings and prepare them in the form of a one-two page executive summary and a 20 minute presentation. Analysis should include:
 - What are the key challenges in the food environment?
 - What community assets are present that facilitate food access and health?
 - What community based organizations or other stakeholder groups might benefit from students' findings?

Deliverable

Student groups will provide an executive summary and PowerPoint presentation of their community food assessment.

Grading Criteria {suggested value = 25% of final grade}

Students will be graded on how well they:

- Summarize the key characteristics of the community in relation to food access and availability
- Evaluate the strengths and weaknesses of the food system in their final assessment
- Teamwork and presentation skills

Outline

Students will use the following outline as a guide to investigate and evaluate their chosen community's food system. Students will note sources of information where requested or where appropriate by standard academic practices.

Section 1 : Community and population description : Students will name and describe the important characteristics of the community they are investigating. Students should include:

- Geographic location, size, economic and health indicators
- Other unique and notable community features *related to the food system and pertinent to this assignment* (ie, transportation infrastructure, land use, development and alternative food networks issues)

Students will provide an **overview** of the population in the community and any unique features of the community (providing sources where available).

- Descriptive summary (ie, population size, age, income, educational levels, race/ethnicity).
- Other unique and notable population characteristics (ie, large employers in the area, migration patterns)

Section 2: Food sources and availability: Students will briefly describe the sources and types of food sources available to and utilized by various members of the community. Students should use the categories below as a guide for what to include, focusing on characteristics that are most important or notable for the community and summarizing their findings. Students should include

food sources in and *around* the community, considering differences in access, utilization and/or purchasing of types of food among different population subgroups.

- Large, corporate grocery store chains
- Smaller, specialty grocery stores and markets
- Corner stores and convenience marts
- Cooperatively owned markets
- Restaurants and fast food outlets
- Farmers markets
- Urban farms
- CSA's (community supported agriculture)
- Community gardens, individual gardens
- Direct farm purchasing programs (farm-to-school , farm-to-restaurant, etc)
- Food Assistance (NGO, faith-based, government-operated, etc.)
- School-based meals (school breakfast and lunch programs)
- Other food sources (please comment)

Section 3: Food system assessment: Students will summarize the strengths, weaknesses and major gaps in the community's food system. They will briefly describe efforts currently underway to address these problems, if any. Students will offer their own suggestions for what can be done to improve their community's food system.

Suggested readings and resources for course assignments:

Healthier Food Retail {a guide developed by the CDC} available at: <http://www.cdc.gov/obesity/download/HFRassessment.pdf>

What's Cooking in Your Food System: a guide to community food assessment; available at: <http://www.foodsecurity.org/CFAguide-whatscookin.pdf>

USDA Community Food Assessment Tool Kit; available at: <http://www.ers.usda.gov/publications/efan-electronic-publications-from-the-food-assistance-nutrition-research-program/efan02013.aspx#.UIx3VCc3wU>

Glanz et al. Healthy nutrition environments : concepts and measures. *Am J Health Promotion* 2005;19(5):330-3, ii.

Pothukuchi K. Community food assessment: a first step in planning for community food security. *Journal of Planning Education and Research* 2004;23:356-77.