

SSCI 175gw: Food, Health and Place

Syllabus

Units: 4

Term – Day – Time: Fall 2023

Lectures:	Tuesday 11:00-12:20	ZHS 352
	Thursday 11:00-12:20	ZHS 352
Discussions:	Monday 11:00-11:50	WPH 203
	Wednesday 1:00-1:50	THH 211

Location: Zumberge Hall (ZHS), Rm 352
(discussion see above)

Instructor: Kayla de la Haye, Ph.D., Research Scientist, USC
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Office Hours: Tues 3-4 pm and Thurs 1-2 pm PT. Also
available by appointment via email.

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Library Help: Andy Rutkowski

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Office Hours: Thu 10 am-12 pm

Contact Info: arutkows@usc.edu, see contact page on
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IT Help: Myron Medalla

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Office Hours: By appointment via email

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Course Scope and Purpose

The food system includes the people, resources and activities involved in getting food produced to peoples' plates. There is growing concern for food system issues that negatively impact nutrition and public health, equity, and the environment, and calls to transform food systems so that they support healthy, sustainable diets. As stated by the EAT-Lancet Commission in 2019, "Food is the single strongest lever to optimize human health and environmental sustainability on Earth".

This course focuses on community food systems: how residents' consumption of food is shaped by complex and interconnected factors including physiology, beliefs and finances, as well as phenomena that are embedded in peoples' daily routines. Such phenomena include social networks and cultural practices, and the environments and spaces in which people access and consume food. For example, what people eat is influenced by the foods that their family, friends and acquaintances are purchasing, eating and providing, and by their access to different types of foods based on their transportation demands, schedules, and if they live or spend time in "food deserts" and "food swamps." To understand and analyze these complex phenomena, we draw on systems science theory and methods, and social-ecological theory, which integrates social science concepts from psychology, sociology, geography, economics, and policy, as well as systems engineering.

This course is a Social Analysis (Category C) and a Citizenship in a Global Era (Category G) course in USC's General Education program. In this course, you will learn about how multilevel factors in community food systems interact to influence peoples' diet, food security and health, and how they impact the environment through food waste and carbon emissions. You will also investigate how food systems are central to issues of health equity and food justice, and how shocks and disruptions to food systems—like COVID-19—bring issues of equity to the forefront.

In response to these challenges, we need a shift in focus towards a holistic and situated understanding of community food systems, and systems science frameworks. We also need advances in technological and scientific innovations that would enable communities to monitor, understand, and address food systems and food security risks. Together this will help us transform food systems through effective programs and policies, so that population diets are healthier, more resilient and sustainable.

Learning Outcomes

Upon successfully completing this course, students should be able to:

- Describe the major challenges associated with nutrition, and food and nutrition security, in the United States and globally;
- Draw links between climate change, food systems, and population diets;
- Apply social-ecological and systems science theory and methods to classify the factors that influence food choice and diets, from psychological to social, economic, and policy factors, and identify intervention points for addressing issues with the food system;

- Explain how food system problems are geographic in nature through the study of spatial clustering of food consumption, nutritional health, food deserts/swamps and food outlet corridors;
- Identify different sources of survey, geographic, and secondary quantitative and qualitative data that are used to understand and model food system functions and problems, and identify solutions;
- Describe and critique current thinking on program and policy actions to improve food systems; and
- Identify leverage points and pathways, that draw on systems science, for transforming food systems to enhance food and nutrition security, diet quality, and sustainability.

At the start of the course, students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Prerequisite(s): None

Co-Requisite(s): None

Class Conduct

Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours)

COVID-19 policy -- Students are expected to comply with all aspects of USC's COVID-19 policy including, but not limited to, vaccination, indoor mask mandate, and daily TrojanCheck. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. Students are recommended to keep safe physical distancing, whenever possible, to prevent any possible transmission. Please contact your instructor if you have any safety concerns.

Diversity and Inclusion – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful to

everyone, and you are also expected to respect others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

Course Structure

This course aims to engage students in the complexity of food systems, their role in shaping food access and diet, and the implications this has for human and environmental health. Student learning experiences are achieved through a combination of lectures, assignments, discussions, and course readings. Lectures, complemented by readings, will present core concepts, provide detailed explanations of assignments, and include activities such as individual and collaborative problem definition and problem-solving experiences. Discussions will complement lectures with opportunities to interactively explore lecture topics in greater depth. For example, in discussions students will be encouraged to ask questions and participate in group conversations that will allow a broader and deeper understanding of food system characteristics, and approaches to understanding and transforming food systems. No make-up dates will be offered for missed exams, so mark the appropriate dates on your calendars. If there is a legitimate conflict, speak with a course instructor as soon as possible so we can make alternative arrangements.

Workload – This is a four credit, one semester course. Students should expect to spend 10-15 hours per week completing the work in this course.

Technological and Communication Requirements

Some assignments in this class will be completed using online GIS software called ArcGIS Online. To use ArcGIS Online, you will need a personal computer with a standard internet browser and internet connection, like USC's wireless service. If a student does not have access to any of these, please speak with the instructor at the start of the semester. Arrangements can be made to borrow a laptop at Leavey Library or use student computer labs.

ArcGIS Online Software and Tech Support – This course utilizes ArcGIS Online software which you will connect to through USC's site license. If you are unable to connect to the software or experience any type of technical issues, send an email using your USC account to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) me on the email.

Communications – All materials to be handed in will be submitted via Blackboard. It is each student's responsibility to stay informed about what is going on in our course. In addition to email about time-sensitive topics, any important announcements will be posted on the Announcement page in Blackboard. Be sure to check these each time you log onto Blackboard. I will send via email through Blackboard any notices that are time sensitive. Please be sure that you read as soon as possible all email sent from Blackboard or from me. Do not ignore course email until the day before assignments are due. Also double check to be sure that email sent from the USC blackboard account does not go into your junk mail. While I am usually on-line all

day and will probably respond to emails from students very quickly, I will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case when I expect to be off-line for more than 72 hours, I will post an announcement on the Blackboard site.

Required Readings and Supplementary Materials

Readings for this course, located on the “Readings” tab on Blackboard, are:

- Fanzo, J. 2021. *Can Fixing Dinner Fix the Planet?* Johns Hopkins University Press, Baltimore MD. (189 pages)
- HLPE. 2017. *Nutrition and Food Systems* (Summary and Recommendations). <http://www.fao.org/3/a-i7846e.pdf>. (Pp. 11-20)
- Bleich SN, Jones-Smith J, Wolfson JA, Zhu X, Story M. 2015. The complex relationship between diet and health. *Health Affairs*. 34(11), pp. 1813-20.
- USDA. 2020. *Dietary Guidelines for Americans, 2020-2025* (Executive Summary and Introduction). https://www.dietaryguidelines.gov/sites/default/files/2021-03/Dietary_Guidelines_for_Americans-2020-2025.pdf. Pp. 1-14
- Willett W, Rockström J, Loken B, et al. 2019. Food in the Anthropocene: the EAT-Lancet Commission on healthy diets from sustainable food systems. *Lancet*, 9;393(10171):530. (Pp. 1-39)
- WHO. 2019 *Sustainable Healthy Diets: Guiding Principles*. <https://www.fao.org/3/ca6640en/ca6640en.pdf>. (Pp. 7-11, 21-22)
- Sallis, JS, Owen, N. 2015. Ecological models of health behavior. *Health Behavior: Theory, Research, and Practice*, 5th ed. [Eds: K Glanz, BK Rimer and K Viswanath]. San Francisco, CA: Jossey-Bass. (Pp. 43-64)
- Diez Roux, AV. 2011. Complex systems thinking and current impasses in health disparities research. *AJPH*, 101(9), pp. 1627-1634.
- Hardcastle, SJ., Thøgersen-Ntoumani, C, Chatzisarantis, NLD. 2015. Food choice and nutrition: A social psychological perspective, *Nutrients*, pp. 8712-8715.
- Shepherd, R, Raats, M. 2006. *The Psychology of Food Choice* (Part 1: Models of food choice), *Frontiers in Nutritional Science*, pp. 1-41.
- Delormier T, et al. 2009. Food and eating as social practice – understanding eating patterns as social phenomena and implications for public health. *Sociology of Health & Illness*, 31, pp. 215-228.
- Pachucki, MA, Jacques, PF, & Christakis, NA. 2011. Social network concordance in food choice among spouses, friends, and siblings. *American Journal of Public Health*, 101(11), pp. 2170-2177.
- Caspi, C. E. et al. 2012. The local food environment and diet: a systematic review. *Health & Place*, 18(5), pp. 1172-1187.
- Story M, Kaphingst KM, Robinson-O'Brien R et al. 2008. Creating healthy food and eating environments: policy and environmental approaches. *Annu Rev Public Health*, 29, pp. 253-272

- Johns Hopkins University. Food Policy. <https://www.foodsystemprimer.org/food-policy/> (approx. 4 pages)
- Shannon, KL et al. 2015. Food system policy, public health, and human rights in the United States. *Annual Review of Public Health*, 36, pp. 151-173.
- Lele et al. 2016. Measuring food and nutrition security: An independent technical assessment and user's guide for existing indicators. *Rome: Food Security Information Network, Measuring Food and Nutrition Security Technical Working Group*, 177, 1-16.
- Odoms-Young, AM. 2018. Examining the impact of structural racism on food insecurity: implications for addressing racial/ethnic disparities. *Family & Community Health*, 41, S3, pp. 1-6.
- Vandevijvere, S. et al. 2013. Monitoring and benchmarking population diet quality globally: a step-wise approach. *Obesity Reviews*, 14, pp. 135-149.
- Cade, J. E. 2017. Measuring diet in the 21st century: use of new technologies. *Proceedings of the Nutrition Society*, 76(3), pp. 276-282.
- Glanz, K. 2009. Measuring food environments: a historical perspective. *American Journal of Preventive Medicine*, 36(4), S93-S98 (5 pages).
- NCCOR. Measuring Food Environments. <https://www.nccor.org/tools-mruserguides/food-environment/measuring-food-environments/> (60 pages).
- Hammond RA & Dubé L. 2012. A systems science perspective and transdisciplinary models for food and nutrition security. *PNAS*, 109, pp. 12356-12363.
- Mui, Y. et al. 2019. A community-based system dynamics approach suggests solutions for improving healthy food access in a low-income urban environment. *Plos One*, 14(5), e0216985 (pp. 1-13).
- Temple, N. 2020. A comparison of strategies to improve population diets: government policy versus education and advice, *Journal of Nutrition and Metabolism*, 5932516, pp.1-6.
- Haspel, T. 2020. Nutrition research has led us astray. Here's what we should study instead. *Washington Post* (3 pages).
- de la Haye, K et al. 2021 Promoting healthy eating: A whole-of system approach leveraging social network brokers. *Networks, Knowledge Brokers, and the Public Policymaking Process*. Palgrave MacMillan. (pp. 239-263)
- Webb P. 2020. The urgency of food system transformation is now irrefutable. *Nature Food*, 1: 584–585.

Description and Assessment of Assignments

Students must attend all regularly scheduled lectures, and your grade in this course will be determined based on several different assessments:

Homework assignments – 5 worth a total of 15 points: Students will be required to complete five homework assignments, 1-2 pages each, comprised of self-dietary assessments, reflection on food choice influences and environments, and investigation of food programs and policies.

Discussions – 10 worth a total of 20 points: Structured weekly discussion sections are highly interactive and will focus on combinations of theory and practice to promote deeper learning of core concepts. Every student must participate in discussions about each week's assignments.

Discussions will include activities such as addressing outstanding questions that emerge from lectures, assignments, and activities, and development of your Story Map.

Mid-term exam – 1 worth a total of 10 points: The mid-term exam will consist of short answer and problem questions and a short essay.

Final exam – 1 worth a total of 18 points: The final exam will consist of short answer and simple problem questions and an essay.

Your Food System Story Map – 1 worth a total of 20 points. This project is a study of your interactions with your local food system, represented as a story map. These story maps will be done in small groups within your discussion sections. Story maps tell about places, issues, and trends by enriching digital maps with content like graphs, text, photographs, video, and audio. The underlying data often depict the coupling of peoples' interactions with social and natural systems. These may be things like built food environments, health metrics, and census data, and may also include live data streams such as traffic. They often present scientific data and results, but they are mainly designed for a broad audience and do not require their users to have special knowledge or skills in Geographic Information Systems (GIS).

Story maps are increasingly in use in food systems and sustainability science and are an important tool to describe the challenges of food systems, and their impact on food access, health, and sustainability. For example, you can see an interactive story map that describes food access and food justice in a Virginia community:

<https://storymaps.arcgis.com/stories/069d95773c984465975bf800c931f7de>.

In this course, you will work with a small group to create a story map that integrates data and insights from your self-studies of your interactions with the local food system, including: your dietary patterns; where you acquired and consumed food; the context of your eating events (where, when, with whom?); and how these food system factors influenced your dietary patterns. Your story map will use maps, data, images, and text, to plot the food environments you are exposed to and your interactions with features of the food system, tied to descriptions of your food experiences in those locations. Your map will integrate data, like the example above, photos and narratives for context, as well as an analytical reports of your diet and local food system (as writing in pop-up windows and sidebars). It will use visualization of data to communicate underlying analysis.

Food System Transformation Report – 1 worth a total of 17 points: In this report you will describe and critically evaluate one local, state, or national program or policy that is intended to promote healthy and sustainable diets. Your report will draw upon course lectures, discussions, readings, and outside sources to organize and deliver a summary of the program/policy and its associated impacts on human nutrition and the environment. This assignment will have detailed requirements with respect to required outside research and source citations. Please follow the requirements in the assignment very carefully.

Grading Breakdown

The following table shows the breakdown of the assignments and their weight in the final grade. Assignments must be submitted as noted, typically on the appropriate Blackboard (Bb) site.

Assessment	Number	Points each	Total Points (% of Grade)
Homework assignments (1-2 pages each)	5	3	15%
Discussions	10	2	20%
Mid-term exam	1	10	10%
Final exam	1	18	18%
Food System Story Map	1	20	20%
Food System Transformation Report (6 pages)	1	17	17%
Totals	19		100%

Assignment Submission Policy

Unless otherwise noted, assignments must be submitted via Blackboard by the due dates specified in the Course Schedule below and on the assignment instructions.

Strict penalties apply for late assignments as follows:

- All assignments will be penalized 2 points up to FOUR days late. No points will be given for submissions more than FOUR days late. Note that all assignments worth 2 points will receive 0 points if submitted late.
- Additionally, no written work will be accepted for grading after 5 pm PT on the last day of classes.

Additional Policies

Students are expected to attend and participate in two lecture sessions and one discussion section per week.

Schedule

The course will be organized around the following 6 modules with accompanying lectures, discussions, in-class exercises, readings, and writing assignments:

Date	Class Topic/Activity	Readings	Deliverables
Module 1 Food for human and planetary health			
Week 1			
8/22 & 8/24	<p>Introduction to Food and Nutrition</p> <p>Lectures: Course introduction, and introduction to healthy and sustainable food systems</p> <p>Discussion: Discussion sections do not meet</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Introduction pp.1-9.</p> <p>HLPE. (2017). Nutrition and food systems. (Summary and Recommendations), pp.11-20.</p>	No deliverables
Week 2			
8/29 & 8/31	<p>Diet, health, and disease</p> <p>Lectures: Links between diet, health and disease; and measuring diets of individuals and populations</p> <p>Discussion: How do we measure what people eat, and assess if this aligns with dietary recommendations? Story Map Introduction.</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Chp 1, pp. 10-44.</p> <p>Bleich SN, et al. (2015) The complex relationship between diet and health. Health Affairs. 34(11):pp. 1813-1820.</p> <p>Dietary Guidelines for Americans, 2020-2025. (Executive Summary and Introduction): pp.1-14</p> <p>NCCOR. Overview of individual diet measures.</p>	No deliverables
Week 3			
9/5 & 9/7 * Monday, 9/4 is a university holiday (Labor Day)	<p>Food and the environment</p> <p>Lectures: Connection between diets, food systems, climate change and environmental health.</p> <p>Discussion: Discussion sections do not meet (Labor Day holiday)</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Chp 2, pp. 45-82.</p> <p>Willett et al. (2019). Food in the Anthropocene: the EAT-Lancet Commission on healthy diets from sustainable food systems. Lancet, 393(10171):530. (pp.1-39)</p> <p>WHO. (2019). Sustainable Healthy Diets: Guiding Principles. Pp. 7-11, pp. 21-22.</p>	Homework assignment 1

Module 2 | The complex systems that shape what we eat

Week 4

Date	Class Topic/Activity	Readings	Deliverables
9/12 & 9/14	<p>Ecological models and systems thinking</p> <p>Lectures: Social ecological models and systems science theory and methods for understanding food systems and diet</p> <p>Discussion: By adopting ecological and complex systems frameworks, what insights and factors are prioritized related to diet?</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Chp 3, pp. 83-112.</p> <p>Sallis, JS, Owen, N. (2015). Ecological models of health behavior. In Health Behavior: Theory, Research, and Practice, 5th ed. [K Glanz, BK Rimer and K Viswanath, editors]. San Francisco, CA: Jossey-Bass. Pp.43-64</p> <p>Diez Roux, AV. (2011). Complex systems thinking and current impasses in health disparities research. AJPH, 101(9), pp. 1627-1634.</p>	

Week 5

9/19 & 9/21	<p>Bio-psycho-social factors</p> <p>Lectures: biological, psychological and individual-level influences on food and diet</p> <p>Discussion: How does hunger, biology, knowledge, emotions, and psychology work together to shape food choice and eating behaviors?</p>	<p>Hardcastle, SJ et al. (2015). Food choice and nutrition: A social psychological perspective. Nutrients. (pp. 8712-8715)</p> <p>Shepherd, R, Raats, M. (2006). The Psychology of Food Choice (Part 1: Models of food choice), Frontiers in Nutritional Science. (pp. 1-41)</p>	Homework assignment 2
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Week 6

9/26 & 9/28	<p>Social and cultural factors</p> <p>Lectures: interpersonal, family, social network, and cultural influences on food and diet</p> <p>Discussion: How do strangers, family, and culture shape our diets? Story Map working session.</p>	<p>Delormier T, et al. (2009) Food and eating as social practice – understanding eating patterns as social phenomena and implications for public health. Sociology of Health & Illness 31, pp. 215-228.</p> <p>Pachucki, MA. (2011). Social network concordance in food choice among spouses, friends, and siblings. AJPH, 101(11), pp. 2170-2177.</p>	
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Week 7			
Date	Class Topic/Activity	Readings	Deliverables
10/3 & 10/5	<p>Geographic and place-based factors</p> <p>Lectures: food environments, food swamps and food deserts— shaping food access and food choice; Midterm review.</p> <p>Discussion: How are diets influenced by food outlets, schools and workplaces, neighborhoods, and cities? How are people differentially exposed to food environments?</p>	<p>Caspi, C. E. et al. (2012). The local food environment and diet: a systematic review. <i>Health & place</i>, 18(5), pp. 1172-1187.</p> <p>Story M, Kaphingst KM, Robinson-O'Brien R et al. (2008) Creating healthy food and eating environments: policy and environmental approaches. <i>Annu Rev Public Health</i> 29, pp. 253-272</p>	<p>Homework assignment 3</p> <p>Grocery store field trip</p>
Week 8			
10/10	<p>Midterm exam</p> <p>*10/12-10/13 is a university holiday (Fall Recess)</p>		
Module 3 Food policy			
Week 9			
10/17 & 10/19	<p>Policy and macro influences</p> <p>Lectures: Local, national, and global policies that impact food access diets, and sustainability</p> <p>Discussion: Case study of local and national food policy</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Chp 4, pp. 113-157</p> <p>JHU. Food Policy. https://www.foodsystemprimer.org/food-policy/ (4 pages)</p> <p>Shannon, KL et al. (2015). Food system policy, public health, and human rights in the United States. <i>ARPH</i>, 36, 151-173.</p>	

Module 4 Food inequities			
Week 10			
Date	Class Topic/Activity	Readings	Deliverables
10/24 & 10/26	<p>Inequities in food access and nutrition health</p> <p>Lectures: Food and nutrition insecurity, inequalities in food access and nutritional health, and links between sustainability and equity</p> <p>Discussion: Case study of food and nutrition insecurity during COVID-19</p>	<p>Fanzo, J. Can Fixing Dinner Fix the Planet, Chp 5, pp. 158-189</p> <p>Lele et al. (2016) Measuring Food and Nutrition Security. Pp. 1-16</p> <p>Odoms-Young, A. M. (2018). Examining the impact of structural racism on food insecurity: implications for addressing racial/ethnic disparities. Family & Community Health, 41, S3, pp. 1-6.</p>	Homework assignment 4
Module 5 Methods to measure and understand food systems			
Week 11			
10/31 & 11/2	<p>Innovation in measuring what people eat</p> <p>Lecture: new data and approaches to measuring what people eat and where they acquire food</p> <p>Discussion: Testing food monitoring technology</p>	<p>Vandevijvere, S. et al. (2013). Monitoring and benchmarking population diet quality globally: a step-wise approach. Obesity Reviews, 14, pp. 135-149.</p> <p>Cade, J. E. (2017). Measuring diet in the 21st century: use of new technologies. Proceedings of the Nutrition Society, 76(3), pp. 276-282.</p>	Food System Story Map due
Week 12			
11/7 & 11/9 *11/10 Veterans' Day holiday	<p>Measuring geographic and spatial aspects of food</p> <p>Lecture: sources of data on food environments, and geographic analyses of food system features</p> <p>Discussion: Discussion sections do not meet (Veterans' Day Holiday)</p>	<p>Glanz, K. (2009). Measuring food environments: a historical perspective. American Journal of Preventive Medicine, 36(4), pp. S93-S98.</p> <p>NCCOR. Measuring food environments. https://www.nccor.org/tools-mruserguides/food-environment/measuring-food-environments/ (pp.1-60)</p>	Homework assignment 5

Week 13			
Date	Class Topic/Activity	Readings	Deliverables
11/14 & 11/16	<p>Systems science methods</p> <p>Lecture: network and systems models, food systems model building, and community engaged methods</p> <p>Discussion: group model building activity</p>	<p>Hammond RA & Dubé L (2012) A systems science perspective and transdisciplinary models for food and nutrition security. PNAS 109, pp. 12356-12363.</p> <p>Mui, Y. et al. (2019). A community-based system dynamics approach suggests solutions for improving healthy food access in a low-income urban environment. Plos one, 14(5), e0216985 (pp. 1-13).</p>	
Module 6 Strategies for healthy and sustainable food systems			
Week 14			
11/21 *11/22-11/24 is a university holiday (Thanksgiving)	<p>Food programs and interventions</p> <p>Lecture: changing diet through evidence-based programs, policies, and whole of system interventions</p> <p>Discussion: Discussion sections do not meet (Thanksgiving holiday)</p>	<p>Temple, N. (2020). A comparison of strategies to improve population diets: Government policy versus education and advice, Journal of Nutrition and Metabolism, 5932516, pp. 1-6.</p> <p>Haspel, T. (2020). Nutrition research has led us astray. Here's what we should study instead. Washington Post.</p> <p>de la Haye, K et al. (2021) Promoting healthy eating: A whole-of system approach leveraging social network brokers. Networks, Knowledge Brokers, and the Public Policymaking Process. Palgrave MacMillan. Pp. 239-263.</p>	Food System Transformation Report due
Week 15			
11/28 & 11/30	<p>Transforming food systems</p> <p>Lectures: next steps in transformational change of food systems, final exam review</p> <p>Discussion: Discussion sections do not meet</p>	Webb P. 2020. The urgency of food system transformation is now irrefutable. Nature Food 1: 584–585.	
12/6- 12/13	<p>12/1 is the last day of class, 12/2-12/5 are study days</p> <p>Final Exam (According to the USC Schedule of Classes)</p>		

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Policy for the use of AI Generators in this course

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including

ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.