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**PubH 7200 Section 114 Class #88056**  
**Eat, Pray, Regulate: An Analysis of the Current Food Regulatory System**  
**May Session 2017**

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<b>Credits:</b>	1 credit
<b>Meeting Days:</b>	June 5, 6, 7                      1:00pm-5:00pm June 9                                1:00pm-4:00pm
<b>Meeting Place:</b>	Blegen Hall - Room 225
<b>Instructor:</b>	Benjamin Miller, PhD, MPH, RS Division Director – Food and Feed Safety Division Minnesota Department of Agriculture
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<b>Instructor:</b>	Carrie Rigdon, PhD, MPH Response, Training and Outreach Supervisor – Food and Feed Safety Division Minnesota Department of Agriculture
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<b>Office Hours:</b>	By Appointment

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**I. Course Description**

This course will explore the how the intersection of science, law, economics and human behavior has shaped the current food supply regulatory structure.

Food safety laws and regulations in the US are complicated and have been largely reactive. How a food product is regulated is determined by several factors including commodity type (e.g. meat or dairy

product) geography (state, federal or local jurisdiction), and location in the food chain (e.g., manufacturing or retail). When the first federal food laws and regulations were first promulgated in the late 1800's and early 1900's, it was unlikely that the authors would be able to predict the variety of food choices available today. Furthermore, technological and scientific advances are changing how food is made, economic forces are changing where food is produced and how it is transported, and consumers are seeking choices based on economic, cultural, ecological, and medicinal beliefs. All the while, our understanding of food safety risks is constantly evolving. Students will get the opportunity to analyze these issues by selecting a relevant topic and presenting their analyses on the final day of the course. Examples of potential topics include: Multi-drug resistant Salmonella contamination in poultry products, Food Safety Modernization Act Proposed or Final Rules (e.g., Produce Safety Rule, Foreign Supplier Verification, Accreditation of Third Party Auditors to Conduct Food Safety Audits and Issue Certificates, Current Good Manufacturing Practice and Hazard Analysis and Risk-Based Preventive Controls for Food for Animals), Livestock Traceability, and Food Safety vs. Food Freedom.

### **Competencies**

The core competencies in Public Health Preparedness and Response identified in the CDC planning model that apply to this course include:

#### **Domain 1: Model Leadership**

- 1.1 Solve problems under emergency conditions
- 1.3 Facilitate collaboration with internal and external partners
- 1.4 Maintain situational awareness
- 1.6 Act within the scope of one's legal authority

#### **Domain 3: Plan for and Improve Practice**

- 3.3 Participate in improving the organization's capacities
- 3.4 Refer matters outside of one's scope of legal authority through the chain of command

#### **Domain 4: Protect Worker Health & Safety**

- 4.3 Report unresolved threats to physical and mental health through the chain of command

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

- 2. Policy Development/Program Planning Skills** Tier 2:
  - 2.3. Determines the feasibility and expected outcomes of policy options
  - 2.4. Describes the implications of policy options

- 6. Public Health Science Skills** Tier 2:
  - 6.7. Determines the limitations of research findings

- 8. Leadership and Systems Thinking Skills** Tier 2:
  - 8.4. Analyzes internal and external problems that may affect the delivery of Essential Public Health Services

## **II. Course Prerequisites**

None

## **III. Course Goals and Objectives**

Upon completion of this course, students should be able to:

- 1) Identify the major national and international food regulatory entities and describe in general terms the historical, legal, cultural, scientific, geographic, economic, and public health antecedents of the current food safety system;

- 2) Recognize the current limitations in food regulation and articulate how those limitations may affect public health;
- 3) Identify areas of the public health and food regulatory systems where improvements would most benefit consumers and protect public health; and
- 4) Analyze a food regulatory issue from a public health, historical, regulatory, legal, cultural, scientific, geographic and/or economic perspective and present a summary of that analysis to the class.

#### **IV. Methods of Instruction and Work Expectations**

##### **Assigned Readings, Group Presentation of a Food Regulatory Case Study**

This course combines lectures with class and panel discussions. Students will be expected to spend about 1-2 hours reading materials and/or working on a group project before each class.

- Grades will be assigned for class participation and a written analysis of a food regulatory case study, due after the final class. See the bulleted sections for details.
- The Case Study will require students to use concepts discussed in class to analyze a food regulatory issue from a public health, historical, regulatory, legal, cultural, scientific, geographic and economic perspective and present a summary of that analysis to the class.
- Groups will work in teams of 2-3 and present their Case Study on final day of class (50%).
- Each group will complete a written summary, due after the final class. (25% of course grade)

Grades will be assigned for classroom participation. (25% of course grade)

- Students will be able to obtain full credit for classroom participation by asking questions, participating in discussions and hands-on activities, and submitting one-minute "essays" requested periodically by the instructor.

#### **V. Course Text and Readings**

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

##### **Access Course Moodle Site**

- go to [www.umn.edu](http://www.umn.edu) click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

##### **Required Readings:**

*Boots on the Ground Food Safety: [http://www.foodsafetymagazine.com/magazine-archive1/december-2013january-2014/association-of-food-and-drug-officials-boots-on-the-ground-for-food-safety/\[5/22/2014 2:42:53 PM\]](http://www.foodsafetymagazine.com/magazine-archive1/december-2013january-2014/association-of-food-and-drug-officials-boots-on-the-ground-for-food-safety/[5/22/2014 2:42:53 PM])*

*Fortin, N. Introduction to Food Regulation in the United States, Published Online: 14 MAY 2008, DOI: 10.1002/9780470409695.ch1*

Additional daily course readings will be available on the Moodle site 2 weeks prior to the start of class.

## VI. Course Outline/Weekly Schedule

<b>Day 1</b> (Mon.)	Introductions and Course Overview
	What is food? Should we care about food safety? If we do, whose responsibility is it?  Group discussion
	How did we get here? A <b>brief</b> historical overview of food regulation in the United States
	Food Safety Modernization Act
	Class assignment overview and discussion
<b>Day 2</b> (Tues.)	Cleaning out the Food Safety Junk-drawer <ul style="list-style-type: none"> <li>• Public Health Surveillance</li> <li>• Regulatory Jurisdiction <ul style="list-style-type: none"> <li>○ Product Specific</li> <li>○ Geographic</li> </ul> </li> <li>• Government and Industry relations <ul style="list-style-type: none"> <li>○ Council for Food Protection, National Council of Interstate Milk Shippers, United States Animal Health Association, etc.</li> </ul> </li> </ul>
	Case Study <ul style="list-style-type: none"> <li>• Investigation exemplifying public health and regulatory interface and challenges arising from current system</li> </ul>
<b>Day 3</b> (Wed.)	Group work time for in-class presentations
	Panel Discussion – Changing preferences in Food and Food Safety <ul style="list-style-type: none"> <li>• Legal Representation</li> <li>• Food Industry</li> <li>• Local Operator</li> <li>• Farmer's Market Association</li> </ul>
<b>Day 4</b> (Fri.)	Food Regulatory Case Study in-class presentations

## VII. Evaluation and Grading

- Case Study due on final day of class - 50%
- Final written summary of case study, due after the final class - 25%
- Classroom participation - 25%

This course is offered A/F or S/N

- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**
- **A/F letter grade will be determined by total effort as follows:**

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks

after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at:

[www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu). **The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.**

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used

in the classroom. For complete information, please reference:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

### **Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

### **Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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