



PubH 7200 Section 115 Course #88047

Food Politics and Health in the US: A Focus on Obesity

May Term 2017

Credits: 1 credit

Meeting Days/Time: June 5, 6, 7 1:00 pm – 5:00 pm
June 9 1:00 pm – 4:00 pm

Meeting Place: Blegen Hall – Room 240

Instructors:

Primary:

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Director, Coordinated MPH Nutrition Program
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Auxiliary:

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I. Course Description

This course will provide an overview of how politics have affected food access and availability in the US, from a current and historical perspective. It will engage participants in discussions of US food assistance programs and how they impact a population's health. Participants will also explore the intricacies of how policy affects an individual's autonomy in food choices. It will empower participants to think critically about food access, food assistance policies and programs and explore the role they can play in local and national efforts and decisions regarding food and health.

Competencies:

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

2.1 Ensures state/Tribal/community health improvement planning uses community health assessments and other information related to the health of a community (e.g., current data and trends; proposed federal, state, and local legislation; commitments from organizations to take action)

2.6 Develops options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)

2.7 Examines the feasibility (e.g., fiscal, social, political, legal, geographic) and implications of policies, programs, and services

2.12 Evaluates policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment)

5. Community Dimensions of Practice Skills Tier 2

5.10 Advocates for policies, programs, and resources that improve health in a community (e.g., using evidence to demonstrate the need for a program, communicating the impact of a program)

6. Public Health Sciences Skills Tier 2

6.7 Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services

8. Leadership and Systems Thinking Skills Tier 2

8.1 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

8.9 Advocates for the role of public health in providing population health services

II. Course Prerequisites

Course Prerequisites: Graduate or professional student or health professional in a health-related field such as public health, medicine, nursing, dentistry, pharmacy, nutrition, social work or related fields. Other individuals interested in the course should contact the course instructor for permission.

NOTE: Students are required to complete a pre-course assignment prior to the first day of class, a SNAP Challenge, outlined later in the syllabus.

III. Course Goals and Objectives

At the end of this course, participants will be able to:

- Describe how policy has affected food availability, nutrition and health throughout history.
- Describe the interconnection between food insecurity, food politics and obesity in the US.
- Explain the effects of food assistance programs on the health of populations, with particular focus on obesity.
- Describe ways for individuals to become active participants in food policy and advocacy efforts.
- Reflect on the experience of living on a very limited food budget as outlined in the SNAP challenge.

IV. Methods of Instruction and Work Expectations

The course will consist of completing a SNAP Challenge project, in-class lectures, supplementary readings, in-class discussions and a debate which includes the development of policy memos. Students are expected to attend all course lectures and discussions, as well as to spend at least 30 hours of additional time on supplemental readings and the completion of a course project.

This course does not utilize a text book, rather relies on a series of readings taken from peer-reviewed journals and professional practice papers which are key references for specific topics covered within the

course. Students are expected to read the articles prior to class, as they provide background information that is critical to participation in course discussions. Students should contact the course instructors if they have difficulty accessing the required readings.

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 click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

VI. Course Outline/Weekly Schedule

<p>Day 1 Monday, June 5, 2017</p>	<p>Introductions – Everyone</p> <p>Course Overview- Aida Miles</p> <p>Historical perspective: Food, Hunger, Politics and Health- J. Stang</p> <p>Required Readings:</p> <p>Aussenberg RA, Colello KJ. Domestic Food Assistance: Summary of Programs. Congressional Research Service Report. February 16, 2016. https://www.fas.org/sgp/crs/misc/R42353.pdf</p> <p>Oliveira, V. Food Assistance Landscape: FY 2015 Annual Report, EIB-150. U.S. Department of Agriculture, Economic Research Service, March 2016. http://www.ers.usda.gov/publications/eib-economic-information-bulletin/eib-150.aspx</p> <p>Larson NI, Story MT, Nelson MC. Neighborhood environments: Disparities in access to healthy foods in the US. <i>Am J Prev Med.</i> 2009;36(1):74-81.</p>
<p>Day 2 Tuesday, June 6, 2017</p>	<p>Childhood Obesity and Politics – Aida Miles</p> <p>Guest Speaker: TBD</p> <p>Required Readings:</p> <p>Gollust, S. E., Barry, C. L. & Niederdeppe, J. (2014). Americans’ opinions about policies to reduce consumption of sugar-sweetened beverages. <i>Preventive Medicine.</i> 63: 52-57. Doi: 10.1016/j.ypmed.2014.03.002</p> <p>Wolfson, J. A., Gollust, S. E., Niederdeppe, J. & Barry, C. (2015). The role of parents in public views of strategies to address childhood obesity in the United States. <i>The Milbank Quarterly.</i> 93(1): 73-111. DOI: 10.1111/1468-0009.12106</p> <p>Larson N, Ward DS, Neelon SB, Story M. What role can child-care settings play in obesity prevention? A review of the literature and call for research efforts. <i>J Am Diet Assoc.</i> 2011;111:1343-1362.</p>
<p>Day 3 Wednesday, June 7, 2017</p>	<p>The Right to Choose – Whose is it? – Aida Miles</p> <p>Conflicts and controversies surrounding healthy food policies – Class Discussion</p> <p>Guest Speaker: TBD</p> <p>Class debate</p>

	<p>Required Readings:</p> <p>Otero G, Pechlaner G, Liberman G, Furcan E. The neoliberal diet and inequality in the United States. <i>Social Science & Medicine</i>. 2015;142:47-55.</p> <p>Wansink B, Pope L. When do gain-framed health messages work better than fear appeals? <i>Nutrition Reviews</i>. 2014;73(1):4-11. doi: 10.1093/nutrit/nuu010</p> <p>Handforth, F., Hennink, M. and Schwartz, M.B. (2013). A qualitative study of nutrition-based initiatives at selected food banks in the feeding America network. <i>Journal of the Academy of Nutrition and Dietetics</i>.113, 411-415. Doi: 10.1016/J.Jand2012.11.001</p>
<p>Day 4 Friday, June 9, 2017</p>	<p>The Right to Choose – Whose is it? – Aida Miles</p> <p>Conflicts and controversies surrounding healthy food policies – Class Discussion</p> <p>Guest Speaker: TBD</p> <p>Class debate</p> <p>Required Readings:</p> <p>Otero G, Pechlaner G, Liberman G, Furcan E. The neoliberal diet and inequality in the United States. <i>Social Science & Medicine</i>. 2015;142:47-55.</p> <p>Wansink B, Pope L. When do gain-framed health messages work better than fear appeals? <i>Nutrition Reviews</i>. 2014;73(1):4-11. doi: 10.1093/nutrit/nuu010</p> <p>Handforth, F., Hennink, M. and Schwartz, M.B. (2013). A qualitative study of nutrition-based initiatives at selected food banks in the feeding America network. <i>Journal of the Academy of Nutrition and Dietetics</i>.113, 411-415. Doi: 10.1016/J.Jand2012.11.001</p>

COURSE ACTIVITIES:

SNAP Challenge (Reflective paper due Wednesday, June 7, 2017, 8am, via Moodle).

The issue of food insecurity is central to an understanding of food choice, food policy health equity and obesity prevention. Prior to the start of class we want you to spend some time experiencing what being food insecure might feel like to the thousands of Americans who fit this category.

In 2007, Congress members were issued a challenge. They were asked to attempt to live on a typical “food stamp” budget. This was called the Food Stamp Challenge. Since then, hundreds of groups across the US have participated in SNAP (the new name for “Food Stamps”) challenges.

As your pre-course assignment, you will also take the “SNAP Challenge,” but with slight adjustments. You will create a 3-day menu with the assumption that you are a SNAP recipient and thus have a limited amount of funds to spend on food. Then you will “live out” this challenge by following your menu for 3 days. After completing the challenge, you will write a reflection on the experience.

Complete step-by-step directions are found in Moodle.

Your reflective paper is due by 8am on Wednesday, June 3, 2015, submitted via Moodle. Please bring a copy to class since we will be discussing your experiences.

Class Debate and Policy Memo (Debate on Friday, June 9, in class. Final Policy Memo due Friday June 16)

Prior to the start of the course students will be divided into 2 groups and will be provided with a nutrition policy issue to investigate and be prepared to defend or oppose during a class debate. On Monday and Wednesday, June 5 and 7, groups will have 30-45 minutes to work in class to organize their thoughts about each issue. It is likely that groups will have to meet at other times as well to work on their arguments, such as the “free” day on Thurs June 8. On Friday, June 9th, we will have a debate in which both groups will present and support their arguments.

Complete directions for the class debate are found in Moodle.

In addition to the debate, each group will be asked to develop a policy memo on the assigned topic. A policy memo is a document that provides a very brief overview of a policy issue and potential policy implications which is

directed at a specific person or organization. Examples of policy memos and guidelines for writing policy memos are included on the Moodle webpage.

Each group will develop a policy memo that incorporates both a pro and con policy stance. Each policy memo will be no more than 4 pages in length, including references. A maximum of 12 peer reviewed references for each policy memo will be allowed. Remember, policy memos are concise and persuasive overviews of a policy issue, thus they should be written in memo style. Examples are available on the moodle site.

Only one copy of the policy memo needs to be submitted per group. All group member names should be included on the policy brief or in a cover page that accompanies the brief.

VII. Evaluation and Grading

Evaluation of student performance will be weighed as follows:

SNAP Challenge and Reflection	30%
In Class Debate participation	30%
Policy Memo	30%
Attendance and Participation	10%

This is a short course, thus attendance is required each day.

Late work will only be accepted if the instructor approves a request a minimum of 24 hours before the assignment is due. If a student requests permission for an extended deadline within 24 hours of the due date/time, the request will not be granted.

Points will be taken off for approved late work as follows:

- o Less than 24 hours from due date/time: 5% off
- o 25-48 hours from due date/time: 10% off
- o 49-72 hours from due date/time: 15% off
- o 73-96 hours from due date/time: 20% off
- o 97-120 hours from due date/time: 25% off
- o 121-144 hours from due date/time: 30% off
- o 145-168 hours from due date/time: 35% off
- o >168 hours- will no longer be accepted/graded- Zero grade

This course is offered A/F or S/N

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following: Examples of point/percent equivalencies are also listed but they are suggestions only.

A	93-100% Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	90-92.9%
B+	88-89.9%
B	83-87.9% Represents achievement that is significantly above the level necessary to meet course requirement

B-	80-82.9%
C+	78-79.9%
C	73-77% Represents achievement that meets the course requirements in every respect
C-	70-72.9%
D+	68-69.9%
D	60-67.9% Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
D-	58-59.9%
F	< 58% 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: 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. 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. 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.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at 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.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at 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 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.

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) 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.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services 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 DRC at 612-626-1333 or drc@umn.edu 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.*

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, (Dr Kristin Anderson, SPH Dean of Student Affairs), 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".

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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