

**Course Title:** Transforming Food Systems for Sustainability

**Course Number:** INTL 0590

**Course Pre- and Co-requisite(s):** None

**Course Location:** New Brunswick & Piscataway, NJ

**Course Date & Time:** June 8-22, 2024 M-F classes 9:00am-2:00pm most days with some longer days for site visits

**Course Instructor:** Emily Merchant, PhD, Assistant Professor, Department of Urban-Global Public Health, Rutgers School of Public Health, Email: [emily.merchant@rutgers.edu](mailto:emily.merchant@rutgers.edu)

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ΧΑΡΟΚΟΠΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ  
HAROKOPIO UNIVERSITY

In collaboration with faculty from

**Office Hours:** By Appointment Only

**Course Assistant:** Program Coordinator, Office for Global Programs, School of Public Health

**Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)

**Required Course Text:** None

**Additional/Supplemental Readings/Resources:** The class readings consist of articles and/or book chapters. Readings will be posted on the Canvas system for the course. If this is not possible, some readings will be distributed in class, via e-mail, or through links to electronic journals or other websites. Students are assigned reading for each day of the course, which should be read before the class session.

**Course Description:** This course will provide in-depth knowledge and analysis of how food system transformations can support shifts toward sustainable diets. Using a systems approach, students will learn how food is produced within various production schemes, how it moves through long and short food value chains, and how this can be leveraged to promote good nutrition, health, and sustainability. Students will learn about the health, economic, social, and environmental considerations and trade-offs of leveraging sustainability within food systems, as well as how to measure them. Through a combination of in-class lectures and experiential learning, students will gain a deep understanding of how food systems can be transformed to sustainably feed 9 billion by 2050.

**Selected Concentration Competencies Addressed:** The competencies addressed in this course for the MPH include:

- Analyze local and global food systems (Public Health Nutrition)
- Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for members of diverse populations (Public Health Nutrition)
- Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy (Public Health Nutrition)
- Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations (Global Public Health)
- Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological, and biological conditions that represent obstacles to attaining global health (Global Public Health)
- Develop or critique health education materials, methods, and programs (Social and Behavioral Health Sciences)
- Show cultural humility in interactions with colleagues, staff, clients, patients and the public (CRDN 2.11)
- Implement culturally sensitive strategies to address cultural biases and differences (CRDN 2.12)

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://sph.rutgers.edu) for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- Define sustainable food systems and critically analyze its implications on health and nutritional status within a population.
- Identify cultural, social, environmental, political, racial/ethnic, and economic determinants that affect the food choices, nutrition, and health of populations globally.
- Analyze the ways in which food systems can be innovated to promote a sustainable diet.
- Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.
- Discuss the sustainability trade-offs that are weighed by food systems actors.
- Analyze forms of food waste and discuss how these influence food system sustainability and sustainable diets.

**Course Requirements and Grading:**

- Students will have the opportunity to earn 100 points. The course grades will be based on reflections, group work, a final paper, and class participation. A detailed description of the assignments and their grading criteria will be posted on Canvas. Students are required to actively participate in class lectures, group activities, and field tasks and read the material assigned.

- Students will receive grades on the following tasks:

**Reflection: due Tuesday, June 18<sup>th</sup>, 2024 at 11:59pm/23.59 Eastern Time (US)**

- a. Students will write a short reflection related to their views on a possible sustainable and culturally appropriate solution (or solutions) to one of the food systems and/or nutrition problems faced in New Jersey.
- b. The reflection will include the following:
  - i. Overview of the food system/nutrition problem
    1. Why it's a problem
  - ii. Solution(s) to address it
    1. Why this would be a good solution
- c. The reflection must include properly cited peer-reviewed papers to support the argument

**Podcast Assignment**

- a. Assignment overview
  - i. In teams of 4 people, plan and record a podcast that covers the topic to a lay audience
  - ii. Podcasts are expected to be about 30 minutes in length; this may require some very basic editing. There should be some intro music in the beginning, an introduction to the podcast and the topic, and the main discussion/interview, and an closing section. Students should feel free to pick software they know and are familiar with, but resources are provided as a place to start. The main goal of this podcast assignment is to find an interesting angle to discuss a class topic/issue and make it accessible and understandable to a broader audience. As part of the podcast, your team should include a possible future food solution (one that is either ready to be scaled or in development) for the topic, its potential positive and negative impacts, and trade-offs that may need to be considered.
  - iii. The podcast should be structured in a way that demonstrates what you have learned and how you would make that topic interesting and accessible to a general audience while also relaying possible solutions to the topic/issue/problem at hand. The format should consist of an introduction, in which one member of the team introduces the topic and issue, and that should be followed by a bit of back and forth within the team. Include a short interview or round-table discussion with an expert about your topic, if you wish.
  - iv. Your Podcast link will be shared into a discussion board for all to listen. All students will be asked to listen to two (2) of their peers' podcasts and post questions and comments in the Discussion board. Your team will be responsible for answering questions posted in the forum by your peers.
- b. Assignment components:
  - i. Topic selection + 5 references **(due Wednesday June 12th, 2024 at 11:59pm/23.59 Eastern Time (US))**
    1. Topic selection related to the course content
    2. 5 references: students will identify 5 references, provide full citations and a 2 sentence description of how the reference will be used in the final podcast
  - ii. Outline and student role description **(Monday June 17th, 2024 at 11:59pm/23.59 Eastern Time (US))**
    1. Students will provide an outline of the podcast episode

2. Students will provide a detailed description of the team role each student is playing
- iii. 1 minute trailer **(Wednesday June 18th, 2024 at 11:59pm/23.59 Eastern Time (US))**
  1. The main objective of the trailer is to identify any tech related issues early on in the assignment process
  2. The trailer should include the highlights of the podcast and introduce the team
- iv. Completed podcast episode **(Friday June 21st, 2024 at 11:59pm/23.59 Eastern Time (US))**
  1. 30 minute podcast episode uploaded to Canvas
- v. Peer-review of podcast episode **(July 15th, 2024 at 11:59pm/23.59 Eastern Time (US))**
  1. Each student will listen to two other team's podcast episodes and complete a peer-evaluation form

**A quest for a sustainable meal - a cultural exploration of Queens eateries**

- a. Assignment overview
  - i. Students will work in teams of ~4 people to design a food tour in Queens that highlights diverse, nutritious, and/or sustainable culinary offerings, while also considering cultural context.
- b. Assignment components
  - i. Food tour plan **(due Wednesday June 11th, 2024 at 11:59pm/23.59 Eastern Time (US))**
    1. Student teams will research a neighborhood in Queens known for their diverse cultural cuisine
    2. Student teams will identify local eateries, markets, and restaurants that advertise to offer dishes that are culturally significant, nutritious, and/or sustainable.
    3. Student teams will curate a list of potential food stops (~5 maximum) based predetermined criteria
  - ii. Food tour **(Friday June 14th, 2024 at 11:59pm/23.59 Eastern Time (US))**
    1. Student teams will go on their pre-planned food tour
    2. At each food stop they will collect data relative to:
      - a. Observations related to the sustainability and nutrition properties of the shop
      - b. Observations related to the nutritional quality of the dish selected
      - c. Observations related to the sustainability properties of the dish
      - d. Take a photo(s) of the ordered dish(es)
  - iii. Final deliverable: Food tour analysis and Infographic creation **(due July 5th, 2024 at 11:59pm/23.59 Eastern Time (US))**
    1. Student teams will analyze the nutritional content of dishes as well as the sustainability practices of each food stop.
    2. Student teams will assess factors such as sourcing of ingredients, eco-friendly practices, and waste reduction efforts.
    3. Student teams will explore how traditional cuisines can align with sustainable practices.
    4. Student teams will create an infographic that details the food tour and analysis

iv. Peer-review of food tour infographics (**July 15th, 2024 at 11:59pm/23.59 Eastern Time (US)**)

1. Each student will view the other team's infographics and complete a peer-evaluation form

• *A list of activities, assignments, projects, exams, etc. that contribute to course grade, and the respective point/percentage value of each. For example:*

- |                                   |                 |
|-----------------------------------|-----------------|
| 1. Reflection                     | 20 pts.         |
| 2. Podcast Assignment             | 40 pts.         |
| 3. A Quest for a Sustainable Meal | 30 pts.         |
| 4. Class Participation            | <u>10 pts.</u>  |
| <b>Total:</b>                     | <b>100 pts.</b> |

Competency	Course Objectives	Lessons	Assignment
Analyze local and global food systems (#1)	<ul style="list-style-type: none"> <li>• Define sustainable food systems and critically analyze its implications on health and nutritional status within a population.</li> <li>• Analyze the ways in which food systems can be innovated to promote a sustainable diet.</li> <li>• Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.</li> <li>• Analyze forms of food waste and discuss how these influence food system sustainability and sustainable diets.</li> </ul>	All lessons	Reflection
Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for	<ul style="list-style-type: none"> <li>• Identify cultural, social, environmental, political, racial/ethnic,</li> </ul>	2,3,4,5,9,10	Queens Food Tour

<p>members of diverse populations (#4)</p>	<p>and economic determinants that affect the food choices, nutrition, and health of populations globally.</p> <ul style="list-style-type: none"> <li>Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.</li> <li>Analyze forms of food waste and discuss how these influence food system sustainability and sustainable diets.</li> </ul>		
<p>Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy (#6)</p>	<ul style="list-style-type: none"> <li>Analyze the ways in which food systems can be innovated to promote a sustainable diet.</li> <li>Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.</li> <li>Discuss the sustainability trade-offs that are weighed by food systems actors.</li> <li>Analyze forms of food waste and discuss how these influence</li> </ul>	<p>2,3,4,5,9,10</p>	<p>Podcast</p>

	food system sustainability and sustainable diets.		
Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations	<ul style="list-style-type: none"> <li>Identify cultural, social, environmental, political, racial/ethnic, and economic determinants that affect the food choices, nutrition, and health of populations globally.</li> </ul>	3,4,5,9,10	Podcast Reflection
Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological, and biological conditions that represent obstacles to attaining global health (#2)	<ul style="list-style-type: none"> <li>Define sustainable food systems and critically analyze its implications on health and nutritional status within a population.</li> <li>Identify cultural, social, environmental, political, racial/ethnic, and economic determinants that affect the food choices, nutrition, and health of populations globally.</li> <li>Discuss the sustainability trade-offs that are weighed by food systems actors.</li> </ul>	All lessons	Podcast Reflection
Develop or critique health education materials, methods, and programs (#4)	<ul style="list-style-type: none"> <li>Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.</li> </ul>	4,5	Queens Food Tour



	<ul style="list-style-type: none"> <li>• Discuss the sustainability trade-offs that are weighed by food systems actors.</li> </ul>		
Show cultural humility in interactions with colleagues, staff, clients, patients and the public (CRDN 2.11)	<ul style="list-style-type: none"> <li>• Identify cultural, social, environmental, political, racial/ethnic, and economic determinants that affect the food choices, nutrition, and health of populations globally.</li> </ul>	All lessons	Queens Food Tour Reflection
Implement culturally sensitive strategies to address cultural biases and differences (CRDN 2.12)	<ul style="list-style-type: none"> <li>• Analyze how local food systems can support (policy, extension services) sustainable production and consumption at a community level.</li> <li>• Discuss the sustainability trade-offs that are weighed by food systems actors.</li> </ul>	2,3,4,5,9,10	Podcast Queens Food Tour

SPH Grading Policy:

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F



**Course Schedule:** Day-by-Day Schedule of Activities (SUBJECT TO CHANGE)

Saturday, June 8: Harokopio University students arrive in New Jersey

Sunday, June 9: HUA orientation

Date	Day	Module	Sub-Module	Field trip	Lecture time and objectives
6/10/2024	Mon.	Introduction: Sustainable food systems and how they evolved over time	Course orientation	AM: Tour of local campus to orient students	AM: Orient students to class expectations and setting
			Intro to Sustainable Food Systems (e.g., food systems, food system actors, food and culture, sustainable diet, and how they have evolved over time)		PM: Define sustainability;  Describe sustainable food systems
Readings:	<ol style="list-style-type: none"> <li>1. Willett, W., Rockström, J., Loken, B., Springmann, M., Lang, T., Vermeulen, S., Garnett, T., Tilman, D., DeClerck, F., Wood, A. and Jonell, M., 2019. Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems. <i>The lancet</i>, 393(10170), pp.447-492.</li> <li>2. Food 2050 Series: <ol style="list-style-type: none"> <li>a. 7Gen Project: <a href="https://www.food2050series.com/episodes/7gen">https://www.food2050series.com/episodes/7gen</a></li> <li>b. Stone Barns: <a href="https://www.food2050series.com/episodes/stonebarns">https://www.food2050series.com/episodes/stonebarns</a></li> </ol> </li> </ol>				
Assignment	No assignments				

6/11/2024	Tues	Food environments	<ul style="list-style-type: none"> <li>• Introduction to food environments</li> <li>• Influence of food environments on food choice and nutrition</li> </ul>		<p>AM: Describe food choice and the influence of culture on food choice.</p> <p>Describe traditional and indigenous food systems and the importance of underutilized crops for nutrition security.</p> <p>Define traditional ecological knowledge</p>
			<ul style="list-style-type: none"> <li>• Natural food environment (wild)</li> </ul>	PM: Edible plant walk (Livingston eco preserve?)	
Readings:	<ol style="list-style-type: none"> <li>1. Constantinides, S.V., Turner, C., Frongillo, E.A., Bhandari, S., Reyes, L.I. and Blake, C.E., 2021. Using a global food environment framework to understand relationships with food choice in diverse low-and middle-income countries. <i>Global Food Security</i>, 29, p.100511.</li> <li>2. McLain, R.J., Hurley, P.T., Emery, M.R. and Poe, M.R., 2014. Gathering “wild” food in the city: rethinking the role of foraging in urban ecosystem planning and management. <i>Local environment</i>, 19(2), pp.220-240.</li> </ol>				
Assignment	Queens food tour: Food tour plan				
6/12/2024	Wed	Food environments	<ul style="list-style-type: none"> <li>• Global food and culture</li> <li>• Cultural aspects of food production, acquisition and consumption</li> <li>• Revitalization of traditional foods and foodways</li> </ul>		<p>AM: Examine the influence of culture on food choice, diet and nutrition;</p> <p>Discuss cultural aspects of food production, acquisition and consumption;</p> <p>Describe food distribution including safety nets, the need for culturally preferred foods, and its influence on food security and nutrition;</p>

					Identify novel ways of integrating culturally appropriate foods in food distribution systems and food safety nets.
			<ul style="list-style-type: none"> <li>• Cultivated food environment (urban)</li> <li>• Global food and culture</li> </ul>	PM: Tour of urban farm New Brunswick Community Food Alliance	
			<ul style="list-style-type: none"> <li>• Built food environments</li> <li>• Food safety nets</li> </ul>	PM: Elijah's promise volunteer (New Brunswick, NJ)	
Readings:	<ol style="list-style-type: none"> <li>1. Singleton CR, Winkler M, Houghtaling B, Adeyemi OS, Roehll AM, Pionke J, Anderson Steeves E. Understanding the Intersection of Race/Ethnicity, Socioeconomic Status, and Geographic Location: A Scoping Review of U.S. Consumer Food Purchasing. <i>International Journal of Environmental Research and Public Health</i>. 2020; 17(20):7677. <a href="https://doi.org/10.3390/ijerph17207677">https://doi.org/10.3390/ijerph17207677</a></li> <li>2. Joseph, L.; Turner, N. J. "The Old Foods Are the New Foods!": Erosion and Revitalization of Indigenous Food Systems in Northwestern North America. <i>Frontiers in Sustainable Food Systems</i> <b>2020</b>, <i>4</i>.</li> </ol>				
Assignment	Podcast: Topic selection + 5 references				
6/13/2024	Thur.	Food environments	<ul style="list-style-type: none"> <li>• Regenerative agriculture</li> </ul>	AM: Regenerative farm + volunteer	

			<ul style="list-style-type: none"> <li>Urban and rural food production</li> </ul>		<p>PM: Examine how urban farms can be leveraged to promote nutrition security in cities.</p> <p>Compare and contrast urban and rural food systems in the framework of sustainable diets.</p>
Readings:	<ol style="list-style-type: none"> <li>Sara Farley, Rockefeller Foundation. Four Steps to Transitioning to Regenerative Agriculture             <ol style="list-style-type: none"> <li><a href="https://www.rockefellerfoundation.org/blog/four-steps-to-transitioning-to-regenerative-agriculture/">https://www.rockefellerfoundation.org/blog/four-steps-to-transitioning-to-regenerative-agriculture/</a></li> </ol> </li> <li>An Urban Farmer Reflects on Food Justice, Black Dirt and Leaving the Bronx Behind             <ol style="list-style-type: none"> <li><a href="https://thestoryexchange.org/an-urban-farmer-reflects-on-food-justice-black-dirt-and-leaving-the-bronx-behind/">https://thestoryexchange.org/an-urban-farmer-reflects-on-food-justice-black-dirt-and-leaving-the-bronx-behind/</a></li> <li><a href="https://www.youtube.com/watch?v=bQAka13B5FU">https://www.youtube.com/watch?v=bQAka13B5FU</a></li> </ol> </li> <li>Kumar, S. and Yadav, V.K., 2023. An integrated literature review on Urban and peri-urban farming: Exploring research themes and future directions. <i>Sustainable Cities and Society</i>, p.104878.</li> </ol>				
Assignment	No assignments				
6/14/2024	Fri.	Food environments	<ul style="list-style-type: none"> <li>Built food environment</li> </ul>	All day: Queens eating tour and maybe a museum or exhibit in the city. Afternoon into evening	
Readings:	No readings for this day				
Assignment	Queens food tour: Conduct food tour				

6/17/2024	Mon.	Food value chain	<ul style="list-style-type: none"> <li>• Commercial food processing</li> <li>• Food waste/surplus management in commercial settings</li> <li>• Influence of food waste on global nutrition and food security</li> <li>• Introduction to sustainable development goals</li> </ul>	<p>AM: Examine 'sustainability' within commercial food processing relative to company/governmental policies and initiatives (e.g., carbon credits).</p> <p>Examine food waste management in a commercial setting.</p> <p>Define the sustainable development goals.</p> <p>Discuss the influence of food waste on sustainable development goals and feeding the world in 2050.</p>
			Commercial food processing	<p>PM: Field trip to M&amp;M Mars (Hackettstown NJ)</p> <p>Alternative locations: Rutgers food innovation center and/or organic food incubator</p>
			Indoor commercial food production	<p>PM: <a href="#">Bowery Vertical Farm tour</a> (Kearny, NJ) (or other Vertical Farm)</p>

Readings:	<ol style="list-style-type: none"> <li>1. Wasted! The Story of Food Waste             <ol style="list-style-type: none"> <li>a. <a href="https://www.amazon.com/Wasted-Story-Waste-Anthony-Bourdain/dp/B075RNMZ1Y">https://www.amazon.com/Wasted-Story-Waste-Anthony-Bourdain/dp/B075RNMZ1Y</a></li> </ol> </li> <li>2. Mark Schatzker: Can brains be goaded into overeating             <ol style="list-style-type: none"> <li>a. <a href="https://www.youtube.com/watch?v=tEaf9NokKJc&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=tEaf9NokKJc&amp;ab_channel=TEDxTalks</a></li> </ol> </li> </ol>				
Assignment	Podcast: Outline and student role description				
6/18/2024	Tues	Food value chain	<ul style="list-style-type: none"> <li>• Different agricultural production methods</li> <li>• Influence of commercial agriculture and food processing on nutrition and diet related health outcomes</li> </ul>		<p>AM:</p> <p>Compare and contrast different agricultural production methods</p> <p>Examine commercial agricultural production systems and nutrition.</p> <p>Discuss novel approaches to increase sustainability within commercial agricultural production.</p> <p>Examine the relationship between climate change, food security, and food production.</p>
				PM: Leave for Tuckerton	
6/19/2024	Wed.	Food value chain	Fisheries/ seafood food production	All day: <a href="#">Haskin shellfish research laboratory</a> or <a href="#">ReClam the Bay</a> (Toms River, New Jersey)	
Readings:	<ol style="list-style-type: none"> <li>1. Gephart, J.A., Henriksson, P.J., Parker, R.W., Shepon, A., Gorospe, K.D., Bergman, K., Eshel, G., Golden, C.D., Halpern, B.S., Hornborg, S. and Jonell, M., 2021. Environmental performance of blue foods. <i>Nature</i>, 597(7876), pp.360-365.</li> <li>2. High on the Hog. Episode 3. How African American Cuisine Transformed America             <ol style="list-style-type: none"> <li>a. <a href="https://www.netflix.com/watch/81162442">https://www.netflix.com/watch/81162442</a></li> </ol> </li> </ol>				

	3. Trewavas, A. Urban Myths of Organic Farming. <i>Nature</i> <b>2001</b> , 410 (6827), 409–410. <a href="https://doi.org/10.1038/35068639">https://doi.org/10.1038/35068639</a> .				
Assignment	Reflection Podcast: 1 minute trailer				
6/20/2024	Thur	Food value chain	<ul style="list-style-type: none"> <li>• Commercial food production</li> <li>• Plant biology applied research (genomics and disease resistance)</li> </ul>	PM: Blueberry or cranberry farm in south Jersey.	
			<ul style="list-style-type: none"> <li>• Food worker safety in commercial food settings</li> <li>• Health inequities among migrant workers</li> <li>• Health and safety education material for diverse populations</li> </ul>		AM: Describe food system actors.  Compare and contrast food worker safety in processed and cultivated food environments.
Readings:	<p>1. Caffaro, F.; Bagagiolo, G.; Micheletti Cremasco, M.; Vigoroso, L.; Cavallo, E. Tailoring Safety Training Material to Migrant Farmworkers: An Ergonomic User-Centred Approach. <i>International Journal of Environmental Research and Public Health</i> <b>2020</b>, 17 (6), 2104. <a href="https://doi.org/10.3390/ijerph17062104">https://doi.org/10.3390/ijerph17062104</a>.</p> <p>2. Sands, D. C.; Morris, C. E.; Dratz, E. A.; Pilgeram, A. L. Elevating Optimal Human Nutrition to a Central Goal of Plant Breeding and Production of Plant-Based Foods. <i>Plant Science</i> <b>2009</b>, 177 (5), 377–389. <a href="https://doi.org/10.1016/j.plantsci.2009.07.011">https://doi.org/10.1016/j.plantsci.2009.07.011</a>.</p>				
Assignment	No assignments				



6/21/2024	Fri.	Food value chain	<ul style="list-style-type: none"> <li>• Food security among marginalized groups</li> <li>• Nutrition and food security disparities</li> </ul>	<p>AM: Analyze disparities in nutrition and diet related health outcomes and socioeconomic status.</p> <p>Analyze food security among marginalized groups (gender, race, and sexual orientation).</p> <p>Examine healthy diets from around the world.</p>
			<ul style="list-style-type: none"> <li>• Farmers market tour</li> <li>• Student organic farm</li> </ul>	<p>PM: Cook farmers market at RU gardens + student farm + compost site (is there one at the gardens? Or start on Cook campus then move to gardens)</p>
Readings:	<ol style="list-style-type: none"> <li>1. Singleton CR, Sen B, Affuso O. Disparities in the Availability of Farmers Markets in the United States. Environ Justice. 2015 Aug;8(4):135-143. doi: 10.1089/env.2015.0011. Epub 2015 Aug 18. PMID: 27746854; PMCID: PMC5063235.</li> <li>2. Live to 100: Secrets of the Blue Zones             <ol style="list-style-type: none"> <li>a. Episode 4: The Future of Longevity (Netflix)</li> </ol> </li> </ol>			
Assignment	Podcast: Completed podcast episode			
July 5th, 2024	Food tour: Food tour analysis and Infographic creation			
July 15th, 2024	Podcast: Peer-review of podcast episode Food tour: Peer-review of food tour analysis and infographic creation			

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Diversity statement:** In this class, we strive to be an inclusive community, learning for the distinctive perspectives that come from having differing backgrounds and beliefs. We will create a learning community that is a safe environment that fosters an open and honest dialogue on topics that may be uncomfortable for some. We will be respectful to all as we address these topics. We will reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race/ethnicity, religion, sexual orientation, and veteran status. We expect that faculty and students will contribute to creating a respectful and inclusive environment, with disagreements being pursued without personally attacking another person and without acts of aggression. Our goal is to create a safe space that facilitates inquiry and self-expression, while listening and learning from others' viewpoints that may be different from our own.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Student Well-Being:** The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the

[Office of Student Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Overview of School Policies:** Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)