

# IDS 2935: The Economics of Eating

## Quest 2

### I. General Information

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#### Class Meetings

- Fall 2023
- Monday, Wednesday, Friday Period 7
- Fine Arts B 0103
- Final Exam: 12/14/2023 @ 10:00 AM - 12:00 PM

#### Instructor

- Dr. Lijun (Angelia) Chen, Assistant Professor, Food and Resource Economics Department
- Office Location: 1103 McCarty Hall B
- Office Hours: Wednesdays at 10 AM – 11 AM or by appointment ([LINK](#))
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- Phone: 352-294-7678

#### Course Description

We all eat. *But why do we eat the way we do?*

The relationship between consumers with differing preferences and diverse food systems surrounding us has only been complicating, resulting in wicked problems about eating on an **international** scope. *Therefore, the need to better understand the contemporary way of eating, evaluate its economic viability and sustainability, and make informed decisions is pressing.*

How can malnutrition and obesity coexist in the same population? Why does promoting organic farming relate to economic crises in the developing world (e.g., Sri Lanka)? Why do people in rich countries eat more vegetarian foods? How has the COVID-19 pandemic changed the way of eating in different countries? Why do people hold franken-fears about genetic modification and editing technologies while these technologies have well-documented benefits?

This course is designed to stimulate students from a variety of backgrounds to think creatively and critically about these wicked problems **through the lens of economics, supported by cross-disciplinary perspectives, including marketing, nutritional sciences, public health, neuroscience, and agribusiness.** This process establishes an **understanding** of the market forces influencing the decisions of producers and consumers involved in the production, transformation, and distribution of foods in a **cross-national** context. Creative but practical problem-solving skills are developed. These skills emphasize **critical thinking**, appreciation of epistemological diversity, effective scientific **communication**, and meaningful **reflection** on connecting personal and professional development with the macro-environment.

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

Materials and Supplies Fees: n/a

### Required Reading:

Lusk, J. L. 2013. *The Food Police: A Well-Fed Manifesto about the Politics of Your Plate*. Crown Forum. Available at Perusall.

*Other readings, including, for example, articles and videos will be made available through the course Canvas page.*

### Recommended Reading:

Finn, S. M. 2017. *Discriminating taste: How class anxiety created the American food revolution*. Rutgers University Press.

Davis, G. C. and Serrano, E. L. *Food and Nutrition Economics: Fundamentals for Health Sciences (Food and Public Health)*. Oxford University Press.

### Required Software:

1. ***E-learning – Course Website Hosted by Canvas.*** E-learning can be accessed via <http://elearning.ufl.edu> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). This will be where you submit some of your work and where I will post grades on a regular basis.
2. ***Plectica – Web-based Visual Mapping Tool (Free).*** The Cabrera Research Lab at Cornell University provides Plectica as a free, online mind mapping app. Students will be expected to sign up for a Plectica Account (<https://www.plectica.com/>) to access the software website via the internet. This will be used for course projects.
3. ***Canva – App- or Web-based Infographic Maker (Free).*** Canva is a free infographic designing tool. Students will be expected to sign up for a Canva Account (<https://www.canva.com/>) to access the website or app via the internet. This will be used for course projects.
4. ***iClicker – App- or Web-based polling platform (Free).*** A join link or code will be provided on the course website.

## II. Graded Work

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### Description of Graded Work

#### Grade Composition

Graded Activity	Points
Participation (10)	100
Reading and Reading Quizzes (10)	100
Topic Application Assignment (1)	100
Discussions (10)	100
Reflections (3)	150
Country Report (4 parts + final infographic presentation)	250
Experiential Learning Activities (3)	200
<b>Total</b>	<b>1000</b>

#### Participation (100 points)

Participation in class will be graded based on a student's engagement in group and/or whole class activities. Students will arrive to class prepared to discuss the readings and contribute to the learning environment. Students' participation will be assessed through tools such as iClicker, in-class worksheets, and exit tickets, following the rubric below. Each module will have a participation grade of 10 points.

10-9 Points	8-6 Points	5-1 Points	0 Points
<b>Excellent</b>	<b>Good</b>	<b>Insufficient</b>	<b>Unsatisfactory</b>
You come to class fully prepared to discuss the materials. Your comments are relevant and reflect a thoughtful engagement in the materials. You communicate respectfully and within a reasonable time frame.	You are almost fully prepared to discuss the materials, but your comments do not include references to the materials.	You are not contributing to the discussion or referencing the materials.	You have an unexcused absence from the class meeting.

#### Reading and Reading Quizzes (100 points)

Ten reading and reading quiz combo will be given throughout the semester to: (1) assess reading comprehension, (2) review core concepts, and (3) help prepare students for excellent participation in class activities and discussions. These reading and reading quiz combos, each worth 10 points, will be conducted via the Perusall platform and Canvas quizzes.

#### Topic Application Assignment (100 points) and Discussions (100 points)

Each class member will be assigned a topic for which they are responsible for analyzing a real-world application. These class members will be referred to as Topic Leaders. This implies that each topic will have seven or eight Topic Leaders assigned to it. These Topic Leaders will engage in the analysis of the

application, creation of an infographic (20 points), composition of a one-page paper (50 points), and presentation to the class (30 points).

Each topic will conclude with a discussion session guided by Topic Leaders' presentations and a set of discussion questions. The discussion session includes two components: group-based discussion and class-based discussion. Each discussion session carries a value of 10 points, evaluated by a group-based exit ticket or individual-based one-minute essay. Further information about the Topic Application Assignment and Discussions will be provided on Canvas.

### Reflections (150 points)

Reflections on the readings, class discussions, and lecture contents will be collected at the end of each module. Students are required to select three out of four modules to build up reflections. Students' reflection will consist of three components: (1) what they remember and understand via the approach of concept mapping, (2) describe the learning experience and how they can apply, analyze, and evaluate what they've learned, (3) articulate how their learning can improve their future actions in both professional and personal development. The first component will be mapped out using Plectica (20 points). The second and third components will be a half-page written component (30 points). Each reflection is worth 50 points. A rubric will be provided on eLearning for each reflection.

### Country Report (250 points)

Each student will select a different country to focus on and write a report about food consumption, trends, and issues in this country. You will turn in a written report including four parts (50 points each), due at different times. The final presentation is in the form of a magazine-spread style infographic (30 points). The final presentation (20 points) will be scheduled in the 16<sup>th</sup> week. You are expected to exercise effective communication and present your country report to 10-15 different students' peers. Participating in grading and commenting on your peers' presentations is worth 20 points.

**Country Report Part 1:** Dietary Recommendations and Food Budget in the Country of Your Choice (1 page, 50 points, due upon completion of Module 1)

**Country Report Part 2:** Food Advertising and Labeling Regulation in the Country of Your Choice (1 page, 50 points, due upon completion of Module 2)

**Country Report Part 3:** The State and Trend of Food and Nutrition Insecurity in the Country of Your Choice (1 page, 50 points, due upon completion of Module 3)

**Country Report Part 4:** Alternative Foods and Trends under Sustainability Initiatives in the Country of Your Choice (1 page, 50 points, due upon completion of Module 4)

**Final Infographic Presentation (30 points):** Use a large magazine-spread style infographic to effectively communicate and present your country report to the instructor and your peers within 3 minutes. See [Poster Presentations](#) and [Guidelines](#) as a reference for the presentation skills. Students are strongly encouraged to thoroughly review the country report infographics created by their peers (accessible on Canvas). As part of their participation score (20 points), students are obligated to assess and provide comments on 10 infographics during the live presentation segment. Rubrics for the infographic and presentation will be provided on Canvas.

## Experiential Learning Activities (ELAs, 200 points)

Each student is required to complete three experiential learning activities (ELAs) throughout the semester, including ELA #1 (60 points), ELA #2 (80 points), and an additional ELA (60 points). For the additional ELA, students can choose from ELA #3, ELA #4, or ELA #5 based on their own interests.

### **ELA #1: Pre- and Post-class Consumer Food Knowledge Assessment (60 points)**

There will be two self-assessments of food-related knowledge. The first is due by the end of the first week, and the second is due by the end of the 15<sup>th</sup> week. Both assessments are graded on **completion**, not correctness. The correctness will be made available to students after the second assessment is due. Each assessment is worth 15 points. Additionally, a half-page written reflection on the changes in the self-assessments is due at the end of the 16<sup>th</sup> week. This self-assessment reflection (30 points) will explain the differences between the pre- and post-assessment, how these changes are embodied in the student's actual food-related behavior, and what behavioral changes the student intentionally seeks to maintain in the future.

### **ELA #2: Food MythBusters (80 points)**

Each student will choose a popular belief about nutrition, or diet, or food label to research and present in the form of an infographic (30 points) and 3 to 5 minute video busting the myth based on the infographic (30 points). We will spend some lecture time introducing a variety of these beliefs. Some examples students might choose to investigate include:

*Artificial sweeteners cause cancer. MSG is bad for you. Honey or Agave nectar are healthier than regular sugar. Fast food is unhealthy. Low-fat dairy is healthier than full-fat dairy. Low-carb diets are best for weight loss. Organic food is more nutritious. Low-carb diets are dangerous fad diets. The gluten-free diet is healthy and for everyone. The best way to lose weight is to just eat less.*

In the infographics and video, you will:

- (1) Identify the relevant food myth you have found on social media platforms. This will help you see how information about food is conveyed through social media, from those who spread food myths to scientists and journalists who are trying to bust health myths.
- (2) Investigate. What kind of evidence is available for these claims? Does anyone disagree with this belief—who and on what basis? Can you tell if it's true or false and why?
- (3) Offer an explanation. Examine why the myth exists (and persists), the scientific evidence refuting the myth, and then present possible ways to help spread myth-busting information to the general public.

The video will be made available to peers on a Canvas discussion board. Each student is encouraged to review all their peers' MythBusters videos and is required to grade (students will use the rubric tool in eLearning to grade their peers) and comment on 10 videos (randomly assigned) to score for participation (20 points). Rubrics for the infographic and presentation will be provided on Canvas.

### **ELA #3: Observational Report –What and Where do Americans Eat and How Much do They Pay? (60 points)**

Each student will participate in some form of observational research related to the economics of eating. Each person will choose one of the following locations to observe eating behaviors. For this report, you will record information about types of food available, costs, serving sizes, quantity eaten by individuals observed, an estimate of if the individual observed has a balanced meal based on MyPlate. The observational information will be presented in the form of a small infographic using Canva.

- (1) All-you-can eat campus locations
- (2) Other campus locations
- (3) At a party with complimentary food

- (4) Going out to eat alone
- (5) Going out to eat with friends and family
- (6) Eating at home with family

**ELA #4: Interview of Why We Eat the Way We Do (60 points)**

Each student will conduct two interviews about food-related behavior with two interviewees. One interviewee will talk about their food-at-home consumption (grocery shopping and eating at home), and the other will talk about food-away-from-home consumption (restaurant dining and ordering for takeout or delivery). In each interview, the interviewer (student) will ask about three factors influencing their food choices the most and use the laddering technique to elicit the values linked to these factors. Each interview is limited to 5 minutes. The two interviewees need to have different socioeconomic backgrounds. The two interviews need to be recorded. The deliverable is an aggregated video (40 points), including the two interview videos and a brief introduction given by the student (10 – 12 minutes).

**ELA #5: Experience Eating on a Limited Budget (60 points)**

Students will spend two days eating only *what you can afford* on the Thrifty Food Budget (about \$10 food expenditure per day) used by the USDA and two days eating *healthy foods* (defined by MyPlate) on the Thrifty Food Budget. You will make two small infographics on (1) when you eat *what you can afford* under a limited budget, and (2) when you try to eat *healthy foods* under a limited budget. The infographics should include each meal you eat, how much you pay, and the difficulty you feel about eating on a limited budget.

**Grading Scale**

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76.9%
A-	90 – 93.9%		C-	70 – 73.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	84 – 86.9%		D	64 – 66.9%
B-	80 – 83.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	< 60

**III. Annotated Weekly Schedule**

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Week	Topics, Homework, and Assignments
<b>Module 1: The dynamics of food consumption</b>	

Week	Topics, Homework, and Assignments
Week 1 & 2	<ol style="list-style-type: none"> <li>1. <b>Topic 1: <u>Evolution of food systems and culinary traditions: Unfolding pathways across diverse economies.</u></b></li> <li>2. <b>Summary:</b>            Acknowledging the societal and historical values of food is the foundational incentive for students to learn to identify and analyze economic problems in the food sector. The first week will focus on how food facilitates connections among cultures and how food culture evolves with economic development in different countries.           <ul style="list-style-type: none"> <li>○ Ice-breaker activities</li> <li>○ Introduction and course orientation</li> <li>○ Linkages between food, culture, history, and economics</li> <li>○ A brief history of food progressivism</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 3 “From Cops to Robbers: A Brief History of Food Progressivism”, pp. 41- 58 [17 pages].</li> </ul> </li> <li>4. <b>Optional Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Brown (2019)</a>. The Hidden Significance of What We Eat [6 pages in print].</li> <li>○ <a href="#">McDonald (2015)</a>. How Food Helped Shape History [4 pages in print].</li> <li>○ <a href="#">Wilkins (2004)</a>. Eating Right Here: Moving from Consumer to Food Citizen [4 pages].</li> </ul> </li> <li>5. <b>Assignment:</b> <ul style="list-style-type: none"> <li>○ Reading Quiz #1.</li> <li>○ Experiential Learning Activity #1 Pre-class Consumer Food Knowledge Assessment.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 1.</li> </ul> </li> </ol>
Week 3	<ol style="list-style-type: none"> <li>1. <b>Topic 2: <u>Unveiling health-conscious and budget-constrained eating: How?</u></b></li> <li>2. <b>Summary:</b>            A healthy diet can help individuals achieve and maintain good health and reduce their risk of chronic disease throughout all stages of life. Countless foods and beverages are available for purchase, and these range in nutrient density and price. Built on perspectives from economics and nutritional sciences, this week will cover the concepts of energy balance, nutrients, and food groups and challenge students to examine a healthy diet under a specific budget.           <ul style="list-style-type: none"> <li>○ Overview of nutrients and food groups</li> <li>○ Dietary Guidelines for Americans and MyPlate</li> <li>○ Basic concepts of energy balance</li> <li>○ <a href="#">USDA food plans: Cost of food</a></li> <li>○ Food-at-home and food-away-from-home consumption</li> <li>○ The significance of the Thrifty Food Plan to nutrition security</li> <li>○ Examples of economic terms discussed: <a href="#">calorie per dollar</a>, nutrients per dollar, <a href="#">energy cost</a>, transaction cost, price elasticity of demand, budget constraints</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Dietary Guidelines for Americans 2020-2025</a>, pp. 1-14 [14 pages].</li> <li>○ <a href="#">World Health Organization (2020)</a>. Fact Sheets of Healthy diet [3 pages in print].</li> </ul> </li> <li>4. <b>Assignment:</b> <ul style="list-style-type: none"> <li>○ Reading Quiz #2.</li> </ul> </li> </ol>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Start working on Experiential Learning Activity #2.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 2.</li> </ul>
Week 4	<ol style="list-style-type: none"> <li>1. <b>Topic 3: <u>Global food exploration: What, where, and how much?</u></b></li> <li>2. <b>Summary:</b> Do we spend more in grocery stores or restaurants? Does where we shop decide what we eat? Starting with a guest lecture given by a neuroscientist, this week will discuss trends in eating in contemporary American society and elaborate on how socioeconomic status relates to the emergence of these trends. <ul style="list-style-type: none"> <li>○ Food and dopamine (Guest lecture by Dr. Sharonda Harris, College of Medicine)</li> <li>○ Market basket</li> <li>○ Grocery shopping behaviors</li> <li>○ Trends in eating out, ordering for takeout/delivery</li> <li>○ Changing landscape of the food retailing sector</li> <li>○ Examples of economic terms discussed: opportunity cost, constraints, tradeoffs, market structure, market power, law of supply and demand</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 1 “A Skeptical Foodie”, pp. 1-23 [23 pages].</li> </ul> </li> <li>4. <b>Optional Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Saksena et al. (2018)</a>. America’s Eating Habits: Food Away From Home Report Summary [2 pages].</li> <li>○ <a href="#">Stewart et al. (2016)</a>. The Cost of Satisfying Fruit and Vegetable Recommendations in the Dietary Guidelines [17 pages].</li> <li>○ <a href="#">Onwezen et al. (2012)</a>. A Cross-national Consumer Segmentation Based on Food Benefits: The Link with Consumption Situations and Food Perceptions [10 pages].</li> </ul> </li> <li>5. <b>Assignment:</b> <ul style="list-style-type: none"> <li>○ Reading Quiz #3.</li> <li>○ Experiential Learning Activity #2 Observational Report.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 3.</li> </ul> </li> </ol>
<b>Module 2: The economics of why we eat the way we do</b>	
Week 5 & 6	<ol style="list-style-type: none"> <li>1. <b>Topic 4: <u>Decoding dietary preferences: What shapes our food choices and eating habits?</u></b></li> <li>2. <b>Summary:</b> Using concepts in economics, marketing, and psychology, this week will discuss why consumers make food decisions differently and how economic, social, marketing, situational, and psychological factors jointly portray our food-related behavioral patterns. <ul style="list-style-type: none"> <li>○ Economics of individual decision-making</li> <li>○ Maslow’s hierarchy of needs and consumer behavior</li> <li>○ Consumer willingness to pay for value-added foods</li> <li>○ Theory of Planned Behavior and Theory of Reasoned Action</li> <li>○ Examples of economic terms discussed: consumer behavior, heterogeneous preferences, utility maximization, Lancaster’s characteristics model</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 2 “The Price of Piety”, pp. 23-40 [17 pages].</li> </ul> </li> </ol>

Week	Topics, Homework, and Assignments
	<p>4. <b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Unnevehr et al. (2010)</a>. Food and Consumer Economics [16 pages].</li> </ul> <p>5. <b>Assignment:</b></p> <ul style="list-style-type: none"> <li>○ Reading Quiz #4.</li> <li>○ Country Report Part 1: Definition of Healthy Eating and Dietary Recommendations in the Country of Your Choice. <ul style="list-style-type: none"> <li>● Resource: <a href="#">FAO- Food-based dietary guidelines</a></li> </ul> </li> <li>○ Start working on Experiential Learning Activity #3.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 4.</li> </ul>
Week 7 & 8	<p>1. <b>Topic 5: Economic realities of organic and local farming: A panacea or challenge?</b></p> <p>2. <b>Summary:</b> Using organic food as an example, this week will deepen the understanding of how food labeling affects consumer behavior and industry practices as well as the associated economic outcomes.</p> <ul style="list-style-type: none"> <li>○ Definition, standards, and market penetration of organic foods in different countries</li> <li>○ The effect of consumer trust on using credence attributes</li> <li>○ The case of organic farming in Sri Lanka</li> <li>○ Value chain analysis</li> <li>○ Examples of economic terms discussed: trust, halo effect, spillover effect, willingness-to-pay, market segmentation</li> </ul> <p>3. <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 5 “The Fashion Food Police: Organic – the Status Food”, pp. 81-100 [19 pages].</li> <li>○ <a href="#">Norhaus and Shah (2022)</a>. In Sri Lanka, Organic Farming Went Catastrophically Wrong [website, 6 pages in print].</li> </ul> <p>4. <b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Figeczky and Kariyawasam (2022)</a>. Why We Cannot Blame the Sri Lankan Crisis on Organic Farming [website, 7 pages in print].</li> </ul> <p>5. <b>Assignment:</b></p> <ul style="list-style-type: none"> <li>○ Reading Quiz #5.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 5.</li> </ul>
Week 9	<p>1. <b>Topic 6: Adapting to global challenges: How do food-related behaviors shift?</b></p> <p>2. <b>Summary:</b> This week will address the economic disruptions the COVID-19 pandemic imposed on the food sector and how consumers’ food-related behaviors have changed as a result.</p> <ul style="list-style-type: none"> <li>○ New market equilibrium under disrupted supply and fluctuating budget</li> <li>○ The rise of ghost kitchens and home kitchens</li> <li>○ E-commerce expansion in the food sector</li> <li>○ Examples of economic terms discussed: inflation, trade disruption, food supply chain disruptions, price sensitivity, economic stimulus</li> </ul> <p>3. <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Pak et al. (2020)</a>. Economic Consequences of the COVID-19 Outbreak: The Need for Epidemic Preparedness [4 pages].</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ <a href="#">Chen and House (2022)</a>. The Rise of the Ghosts – The Impact of the Pandemic on Food Purchases [10 pages].</li> <li>○ <a href="#">Chenarides et al. (2021)</a>. Food Consumption Behavior during the COVID-19 Pandemic, pp. 66-67 and 45-46, [4 pages].</li> </ul> <p>4. <b>Assignment:</b></p> <ul style="list-style-type: none"> <li>○ Reading Quiz #6</li> <li>○ Experiential Learning Activity #3.</li> <li>○ Reflection #2.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 6.</li> </ul>
<b>Module 3: The economics of having too much and too little</b>	
Week 10 & 11	<ol style="list-style-type: none"> <li>1. <b>Topic 7: <u>Food and nutrition insecurity: Why the disparity among nations?</u></b></li> <li>2. <b>Summary:</b> This week will foster an in-depth understanding of food insecurity and nutrition insecurity and the associated disparities in the world from four <a href="#">perspectives</a>: affordability, availability, quality and safety, and sustainability and adaptation. <ul style="list-style-type: none"> <li>○ Measurements of food insecurity at the national and household levels</li> <li>○ <a href="#">Trade liberalization and food security</a></li> <li>○ <a href="#">United Nations Sustainable Development Goals</a></li> <li>○ Risk factors of food and nutrition insecurity</li> <li>○ Examples of economic terms discussed: food poverty, trade liberalization, food environment</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">FAO (2022)</a>. The State of Food Security and Nutrition in the World 2022 -Key Messages and Executive Summary [10 pages].</li> <li>○ <a href="#">Smith and Meade (2019)</a>. Who are the World’s Food Insecure? Identifying the Risk Factors of Food Insecurity Around the World [10 pages in print].</li> </ul> </li> <li>4. <b>Assignment:</b> <ul style="list-style-type: none"> <li>○ Reading Quiz #7.</li> <li>○ Country Report Part #2.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 7.</li> </ul> </li> </ol>
Week 12 & 13	<ol style="list-style-type: none"> <li>1. <b>Topic 8: <u>The paradox of plenty and scarcity: coexisting malnutrition and obesity?</u></b></li> <li>2. <b>Summary:</b> The double burden of malnutrition is the coexistence of overnutrition (overweight and obesity) alongside undernutrition (stunting and wasting), at all levels of the population. This week will address the obesity paradox in the same population using perspectives from multiple disciplines: economics, nutritional sciences, and public health. <ul style="list-style-type: none"> <li>○ Examples of economic terms discussed: income disparity, food availability, socioeconomic status</li> </ul> </li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Tanumihardjo et al. (2007)</a>. Poverty, Obesity, and Malnutrition: An International Perspective Recognizing the Paradox [6 pages].</li> <li>○ <a href="#">Monsivais and Drewnowski (2007)</a>. The Rising Cost of Low-Energy-Density Foods [5 pages].</li> </ul> </li> </ol>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ <a href="#">Carlson and Frazão (2012)</a>. Are Healthy Foods Really More Expensive? It Depends on How You Measure the Price-Summary [2 pages].</li> </ul> <p>4. <b>Assignments:</b></p> <ul style="list-style-type: none"> <li>○ Reading Quiz #8.</li> <li>○ Experiential Learning Activity #5.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 8.</li> </ul>
Week 14	<p>1. <b>Topic 9: <u>Policies enhancing food and nutrition security: what’s considered?</u></b></p> <p>2. <b>Summary:</b>  This week will discuss regulations and policies proposed to combat obesity and their effectiveness. Further, this week will elaborate on a critical economic differentiation between correlation and causation by addressing the <a href="#">unscientific claim that SNAP contributes to obesity</a>.</p> <ul style="list-style-type: none"> <li>○ Trans fat bans</li> <li>○ Junk food tax</li> <li>○ School vending machines/school lunch changes</li> <li>○ SNAP and WIC</li> <li>○ Examples of economic terms discussed: correlation and causation, tradeoffs, economic constraints</li> </ul> <p>3. <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 8 “The Thin Logic of Fat Taxes”, pp. 137-158 [21 pages].</li> </ul> <p>4. <b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Center for Science in the Public Interest (2004)</a>. Dispensing Junk [24 pages].</li> <li>○ <a href="#">OECD (2019)</a>. Heavy Burden of Obesity: The Economics of Presentation- A Quick Guide for Policy Makers [16 pages].</li> </ul> <p>5. <b>Assignments:</b></p> <ul style="list-style-type: none"> <li>○ Reading Quiz #9.</li> <li>○ Reflection #3.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 9.</li> </ul>
<b>Module 4: Shaping the economically viable and sustainable future of food</b>	
Week 15 &16	<p>1. <b>Topic 10: <u>Gauging global appetites: how do consumers respond to innovative food technologies?</u></b></p> <p>2. <b>Summary:</b>  The benefits of using genetic modification and editing technologies to improve agricultural productivity have been well-documented, yet the public sentiment remains negative. Using terminologies from institutional economics, behavioral economics, marketing, and psychology, this week will investigate why some consumers hold anti-GMO sentiments and further examine the economics of mandatory versus voluntary GMO food labeling.</p> <ul style="list-style-type: none"> <li>○ The role of institutional-based trust</li> <li>○ Varying consumer sentiments toward genetic modification and editing technologies</li> <li>○ Mandatory and voluntary labeling schemes</li> <li>○ Alternative meats</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Examples of economic terms discussed: social capital, trust, asymmetric information, economic incentive, consumer welfare</li> <li>3. <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ <i>The Food Police</i>, Chapter 6 “Franken-Fears”, pp. 101-114 [13 pages].</li> <li>○ <a href="#">Harmon (2014)</a>. A Lonely Quest for Facts on GMOs [8 pages].</li> </ul> </li> <li>4. <b>Optional Readings:</b> <ul style="list-style-type: none"> <li>○ <a href="#">McCluskey et al. (2018)</a>. The Economics and Politics GM Food Labeling [5 pages].</li> <li>○ <a href="#">Pew Research Center (2016)</a>. Public opinion about genetically modified foods and trust in scientists connected with these foods [website, 30 pages in print].</li> </ul> </li> <li>5. <b>Assignments:</b> <ul style="list-style-type: none"> <li>○ Reading Quiz #10.</li> <li>○ Topic Application Assignment and Discussion Session for Topic 10.</li> <li>○ Country Report Part #4.</li> <li>○ Country Report Final Presentation.</li> </ul> </li> </ul>

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- **Distinguish** the basic economic and marketing principles and theories that conceptualize the equilibrium of food supply and demand (S), individual decision-making process characterized with consumer heterogeneity and economic constraint (S), and macro-level international differences in eating patterns, food policies, and trends of sustainable alternatives (S, N). **Assessments:** Quizzes, Concept Mapping, Participation, Reflections, Country Report (N).
- **Identify, describe, and explain** the role of economics in tackling wicked problems that emerged in the global food systems, the interdisciplinary nature of scrutinizing the ways of eating, and the need for an improved understanding of sustainability initiatives and informed consumers on the global scope (Quest 2, S, N). **Assessments:** Quizzes, Concept Mapping, Participation, Reflections, Country Report (N).

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Critically **analyze** quantitative or qualitative data appropriate for assessing the economic values of food policies and marketing tools that address important issues or challenges regarding eating (e.g., promoting healthy eating and sustainable eating), and **compare** economic and behavioral outcomes of these policies and tools across countries (Quest 2, S, N). **Assessments:** Quizzes, Participation, Reflections, Country Report (N), Experiential Learning Activities.
- Carefully and logically apply theories and analytical tools from multiple disciplines (e.g., economics, marketing, psychology) and **evaluate** the effectiveness of food marketing communications designated to inform decision-making (Quest 2, S) and develop reasoned solutions to problems in the context of a globalized food system (N). **Assessments:** Participation, Reflections, Country Report (N), Experiential Learning Activities.

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- **Develop and present**, in terms accessible to an educated public, clear and effective responses to food policies and technology innovation that address the challenges faced by the promotion of healthy eating and sustainability initiatives based on their analysis of primary sources (Quest 2, S). **Assessments:** Experiential Learning Activities (e.g., Food MythBusters).
- Effectively **communicate** in various formats (e.g., **orally, visually, and in writing**) the issues regarding the economics of eating (Quest 2, S). **Assessments:** Reflections, Participation, Country Report, and Experiential Learning Activities.

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- **Reflect** on how you, as an individual, as a part of a community, can personally contribute now and in your future professional career to promoting informed eating that supports your personal well-being, as well as the internationally sustainable, economically viable food initiatives (Quest 2). **Assessments:** Reflections, Country Report, Experiential Learning Activities.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

As described in Section II. Graded Work, students will conduct three experiential learning activities throughout the semester: Pre- and Post-class Consumer Food Knowledge Assessment (required), Food MythBusters (required), Observational Report – What and Where do Americans Eat and How Much do They Pay (optional), Interview of Why We Eat the Way We Do (optional), and Experience Eating on a Limited Budget (optional). These activities are conducted and evaluated in different formats; they account for a significant share of students’ final grade.

### 2. Details of Self-Reflection Component

As described in Section II. Graded Work, students are expected to work on three module’s self-reflection assignment. Students will reflect on: (1) what they remember and understand, (2) describe the learning experience and how they can apply, analyze, and evaluate what they’ve learned, (3) articulate how their learning can improve their future actions in both professional and personal development.

## VI. Quest Learning Experiences

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.