

Nutrition 245: *Sustainable, Local Food Systems - Intersection of local foods and public health*

Syllabus

Department of Nutrition, Gillings School of Global Public Health
University of North Carolina at Chapel Hill

Spring 2022

“Food Justice,” as defined by Gottlieb and Joshi (2010), “seeks to ensure that the benefits and risks of where, what, and how food is grown, produced, transported, distributed, accessed and eaten are shared fairly.”

Instructor: Dr. Molly De Marco

Pronouns: She/her/hers

Section number: 001

Credit hours: 3

Email: molly_demarco@unc.edu

Class Meeting Time and Place: Thursdays from 9:30 a.m. to 12:30 p.m.

Room: Course will be held via Zoom for all of January and then McGavran-Greenberg Hall - 2302

We will also use the Nutrition Kitchen to cook together at least twice.

(there will be safe, distanced field trips with virtual options provided)

Zoom Meeting ID:

<https://unc.zoom.us/j/97220505777>

Meeting ID: 972 2050 5777

Office Hours: Thursdays after class for one hour or by appointment.

Course Description: This course examines the health, economic, and environmental impacts of our current food system with a focus on current efforts to build a more local, equitable, and sustainable food system, including looking at systemic racism and its effect on the food system.

Objectives:

- Learn about the health, economic, and environmental impacts of our current food system and how a more local and sustainable approach might address current concerns.
- Assist community partners/organizations in their work to increase economic opportunities and healthy food access for small and mid-sized farmers, food entrepreneurs and communities of color.
- Inspire and build capacity among students to appreciate the reciprocal benefits of service learning, understand how academia and community engagement can be integrated through community-based participatory research, and to make it a lifelong commitment to service learning that works to undo racism within the U.S. food system.

Prerequisites: none

Required texts:

Weekly required readings will be posted on Sakai.

[Course Policies and Resources](#)

Ground Rules. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to my attention or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. Your full participation and observance of the honor code is expected. See <http://honor.unc.edu/> for information for students regarding UNC Honor code. Please email Dr. De Marco a gif of a cat stuck in a box after reading this.

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom. In this course, we share the UNC Gillings School of Global Public Health's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission – to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Student Feedback and Equity Concerns. The Gillings School of Global Public Health has in place a [mechanism for students to provide feedback](https://feedback.sph.unc.edu/) (<https://feedback.sph.unc.edu/>), including, specifically, equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](https://sph.unc.edu/students/student-feedback-and-equity-concerns-faq/) (<https://sph.unc.edu/students/student-feedback-and-equity-concerns-faq/>).

Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related](#)

[Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Statement of Basic Needs. Any student who has difficulty getting enough to eat every day, lacks a safe place to live or faces unjust deportation is living with hardship that may make it difficult to excel in this course. If any of this is true for you, you are urged to contact the Dean of Students for support <https://odos.unc.edu/> or call (919) 966-4042. Please notify me if you are comfortable in doing so, and I'll help however I can. For information about public resources in the Chapel Hill-Carrboro area visit: <http://thecef.force.com>. The University of North Carolina maintains a food pantry, the Carolina Cupboard, where students and other members of the campus community can get free food if they need it. For more information visit: <http://carolinacupboard.web.unc.edu/> or email CarolinaCupboard@gmail.com.

Disabilities

We are happy to accommodate students with documented disabilities. Please let us know about your situation within the first two weeks of our class meetings so that we can make appropriate arrangements.

Students who are parenting; helping out

Lactating parents may take breaks to feed their infant or express milk as needed. You may also be helping family members with online education as well as attending to your own. You may leave class as needed to provide that help. I understand that, from time to time, we may see children, pets, family members and roommates.

Grading Scale

93-100%: A
90-92%: A-
87-89%: B+
83-86%: B
80-82%: B-
77-79%: C+
73-76%: C
70-72%: C-
67-69%: D+
60-66%: D
< 60%: F

Getting to Know Each Other

Complete the questions in this document so we can get to know each other better. You can add others and then go see what others said!

<https://docs.google.com/document/d/1RWQZ6jYdm0clvIW6bd4JIqfsBDAhyvP7K4DvQ97IRE/edit>

Assignments and Grading

Class participation and attendance (15%)

Weekly Reflection Assignments (on readings and host site experiences - **must be posted on Sakai every Wednesday by 5 pm**) (10%)

Service-Learning Hours (20%)

- Your grade will be adjusted based on your score on your team mate evaluation forms (can be found on Sakai)
- Community Partner Service-Learning Agreement is required (**due January 27th via Sakai**)

Foodways Interview (10%)

- Interview guide (5%)

Food System Issue Paper (15%)

- Paper outline (5%)

Final Group Presentation (20%)

Class Attendance

Attendance is mandatory. Attendance will be taken every time. Please email Dr. De Marco concerning excused absences.

Weekly Reflection Assignments

Each week, you will be required to post on Sakai (Resources/Weekly Reflections/Week X) a 1-page reflection on the assigned reading (1/2 page) AND your community placement (1/2 page). For some of the weeks, particular questions will be posed to you. At the end of each reflection, you must include the number of service hours you completed that week plus a total of the number completed to date. This will also be due weekly by **Wednesday at 5 pm.**

We expect that you will invest substantial time preparing prior to class and keep up with reflection assignments weekly.

Note: You can miss one weekly reflection during the term with no penalty.

Service Learning

Students will meet the expectation of service for an APPLES course of a minimum of 30 hours during the semester. This is estimated at 3-5 hours a week for 10-14 weeks with their community host. Your grade for this will include completion of the required hours and working with your team mates to equitably complete your host site's requested tasks and the final presentation (rated by team mate evaluations, which will be used to weight your hours-of-service learning).

Potential Community Partners

- Marian Cheek Jackson Center for Saving & Making History/Heavenly Grocery
- Faithfull Farms
- Orange County Food Council
- Fairview Community Garden, green Thumb Club + Fairview Women on the Move

Partnership Grants

You have the opportunity to obtain a small grant to accomplish some of the goals with your community host via a Partnership Grant from the UNC Center for Public Service. Previous Nutrition 245 student teams have used these funds to provide farmers' market gift cards and to purchase re-usable tote bags for a food pantry. Ten partnership grants of up to \$100 each are awarded each semester. Applications must be submitted with both the approval of the community partner and myself. For more information, visit

<http://ccps.unc.edu/apples/service-learning-courses/service-learning-resources/funding-opportunities/>.

Orange County Foodways Interview

Choose a person who currently lives in and is a permanent resident of Orange County (this could be someone associated with your community placement). Interview that person about their food culture, what they like to eat, family traditions, where they get their food, how it is prepared, what food or production methods or food outlets they wish they had in Orange County.

Please let me know if you'd like help with identifying someone to interview.

**Graduate students will be required to conduct three interviews.*

Note: You will be required to turn in your draft interview guide for review by [February 17th](#) via Sakai (Resources/Assignments/Food System Interview/Draft Interview Guides). This is 5% of your grade. I will edit your interview guide and return it prior to your interview.

You should summarize the interview into a 3 to 4-page document (12-point font, 1-inch margins, 1.5-line spacing). Your interview summary is due on [March 3rd](#) via Sakai. Unexcused late papers lose 5% per day late. Do not put your name on the assignment, only your PID.

Local Food + Equity Paper

The topic for your position paper is: *'Can the local/sustainable food system feed the world equitably?'* You will need to present an overview of the issue, all sides of the argument, then choose one side and defend it. The paper should be between 6 and 8 pages in length (12-point font, 1-inch margins, 1.5-line spacing). Your paper should include a minimum of 10 citations. Citations must be drawn from a variety of sources including a minimum of 6 from the scientific literature (this means that they are peer-reviewed prior to publication. Papers found in search engines like PubMed and Google Scholar will have been peer reviewed, for example). References should be formatted consistently using a common citation format. **Graduate student papers should be 10 pages in length and the topic should be approved prior to commencing the paper.*

Note: You will be required to turn in your paper outline for review by [March 24th](#) via Sakai (Resources/Assignments/Local Food + Equity Paper/Paper Outlines). This is 5% of your grade. I will comment on your paper outline and return it within a week. This is your chance to get feedback. You should consider this a rough draft outline. It does not have to be perfect.

Due via Sakai on [April 7th](#). Unexcused late papers lose 5% per day late. Do not put your name on the assignment, only your PID.

Final Presentation

For your Final Presentation, you will team with any other students who are working on the same community-learning project to present the results of your project and provide a dish to share that is related to your placement and uses only \$25.

Note: This is subject to change based on where we are with the pandemic, but my goal is for us to be together and each together.

Questions to address in the presentation:

- What community organization did you work with for your class assignment?
- What are the central goals of this organization?
- What was your role in this organization or what task(s) did you complete during the semester?
- What did you learn about this organization and/or the issues the organization addresses?
- What were the primary challenges associated with working for this community organization AND that this community organization faces?
- How did your work with the community organization connect with the material discussed in class, guest lecturers, and required readings? Provide specific examples.
- What impact, if any, has your community-learning experience had on your perception of your community and/or your plans for future community involvement?
- If any group members did side projects to get more hours, please add that information.
- Dish to share: discuss the item(s) your team prepared: how does the item(s) link to your community placement? How did you obtain the ingredients?

The final presentation will be held in compliance with the UNC final exam regulations and according to the UNC final exam schedule. It is encouraged to have community members from your placement in attendance. The final presentations will be held on one of two dates as decided upon as a class:

- *Thursday April 28th from 10:00 am to 12:00 pm*
- *Friday, May 6th from 4:00 pm to 6:00 pm*

** You must be present for the final presentations or you will lose 20% of your grade.*

The professor reserves the right to make changes to the syllabus, including project due dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their calendars.

Spring 2022 Adjustments. This spring 2022, the university community continues to experience, along with the rest of the world, ongoing COVID pandemic conditions. I am committed to providing an in-person experience. However, I will be considering the course content and making an assessment about the best way to offer the content for this course given our shared circumstances. For example, in a given week, if I find that many students in the course are sick and are unable to attend, I may choose to offer the course over zoom (synchronously) or pre-recorded (asynchronously). Please be alert for any weekly announcements.

Schedule

Date	Topic	Readings
#1 January 13	<p>Overview of current industrial food system and public health-related problems</p> <p>Structural Racism in the Food System</p>	<p>Fixing food means racial and economic justice</p> <p>The role of science in advancing racial equity</p> <p>1619 Project: The Land of Our Fathers - Part 1 (podcast)</p> <p>1619 Project: The Land of Our Fathers - Part 2 (podcast)</p> <p>They're Trying to Wipe Us Off the Map: Small American Farmers Are Nearing Extinction</p> <p><i>Shining a Light in Dark Places: Raising up the Work of Southern Women of Color in the Food System, A Policy Brief</i> by Shorlette Ammons</p> <p>https://www.centerforsocialinclusion.org/wp-content/uploads/2014/07/Shining-a-Light-in-Dark-Places-A-Policy-Brief-1.pdf</p> <p>https://podcasts.apple.com/us/podcast/food-politics-you-are-how-you-eat/id1353204113?i=1000487679261</p>
#2 January 20	<p>Obesity and Nutrition Ximena Perez-Velasco</p> <p>What do we mean by local, sustainable food systems? Mike Ortosky</p> <p>White Supremacy Culture - An introduction Dr. Allison De Marco</p>	<p>The Disappearing Small Farmers - The Indicator Podcast</p> <p>Debt & the Dairy Farmer - The Indicator Podcast</p> <p>concept of agricultural sustainability</p> <p>The Dizzying Grandeur of 21st Ag</p> <p>Harvard Healthy Eating Plate and Pyramid</p> <p>White Supremacy Culture</p>
#3 January 27	<p>Health, Nutrition, and Access Molly De Marco</p>	<p>Photos of what the rich and poor eat</p>

<p>*Service-learning agreement due</p>	<p>Charitable vs. Just Responses to Food insecurity</p> <p><i>Food Stamped</i></p>	<p><u>The New Face of Hunger</u></p> <p><u>https://www.newsweek.com/2021/12/17/americans-are-addicted-ultra-processed-foods-its-killing-us-1656977.html</u></p>
<p>#4 February 3</p>	<p>Farm Bill and Food Policy and Contract Farming Liz Campbell, MA, RDN Senior Director, Legislative and Government Affairs Academy of Nutrition and Dietetics</p> <p>Nutrition Assistance Programs & Policies Molly De Marco</p>	<p>What ‘A Better Farm Bill’ means for racial and economic justice in Los Angeles and beyond <u>https://www.goodfoodla.org/announcements/a-better-farm-bill</u></p> <p>Rural Americans are now the largest slice of federal food aid recipients <u>http://www.iowapublicradio.org/post/rural-americans-are-now-largest-slice-federal-food-aid-recipients?fbclid=IwAR3Jo8_z1cMl32dXIac-Er6WMn2JM1KGbp71uQBaR8Fg08kIWxGotl0s9Nk#stream/0</u></p>
<p>#5 February 10</p>	<p>Food and Neighborhood gentrification Leila Wolfrum</p> <p>Foodways in the Rural South Rev. Bill Kearney</p>	<p><u>Whole Foods in Detroit</u> <u>Harvard Study</u> <u>Gentrification & Junk Food</u></p> <p><u>https://podcasts.apple.com/us/podcast/tall-grass-food-box-and-a-more-just-food-system/id1353204113?i=1000500290695</u></p> <p>‘Crawford: A men the south forgot (black land loss)’ <u>https://www.kweli.tv/categories/documentaries</u> 26 minutes.</p>
<p>#6 February 17 *Interview *Interview Guide due</p>	<p>Climate Change Jeff Herrick & Chris Weaver</p> <p>Policies to Encourage Healthy Eating Molly De Marco</p>	<p><u>Change at the End of Our Fork</u> <u>Capitalism vs. The Climate</u> Global Food System is Broken</p> <p><u>https://www.theguardian.com/environment/2018/nov/28/global-food-system-is-broken-say-worlds-science-academies</u></p> <p>Executive Summary - Applying a Racial Equity to US Federal Nutrition Assistance Program-WIC, SNAP and Child Nutrition (<u>https://www.paperturn-view.com/us/bread-for-the-world/applying-racial-equity-to-u-s-federal-nutrition-assistance-programs?pid=NTg58712&p=7&v=3</u>)</p>
<p>#7 February 24</p>	<p>Southern issues related to food and culture LaShauna Austria</p> <p>Edna Lewis/Southern Cooking & Women</p> <p>Cooking Class #1 Creamy Grits with Cheese Brussels Sprouts</p>	<p>Readings from <i>Edna Lewis: At the Table with an American Original</i> edited by Sara B. Lewis</p> <p>What is Southern? – Jane Lear The African Virginian Roots of Edna Lewis – Michael W. Twitty It’s Not All Fried Chicken and Greasy Greens – Mashama Bailey</p> <p>****<u>https://www.comestiblejournal.com/blog/male-chefs-and-the-appropriation-of-grandmothers-recipes</u></p> <p><i>The Edible South</i></p>

	<p>Devilled Eggs Benne seed biscuits</p>	<p>The Power of Food and the Making of an American Region Chapters 1 and 2</p> <p>Tracy N. Poe's "The Origins of Soul Food in Black Urban Identity"</p> <p>Why Most of America is Terrible at Making Biscuits https://www.theatlantic.com/health/archive/2018/11/better-biscuits-south-thanksgiving/576526/</p> <p>Dear, Disgruntled White Plantation Visitors, Please Sit Down by Michael Twitty</p>
<p>#8 March 3 *Interview Write-up due</p>	<p><i>Indigenous Foodways in North Carolina</i></p> <p>Jesalyn Kiziah</p> <p>Screen 'Gather'</p>	<p>Colonizing and decolonizing the food system <u>Beyond Inclusion: Toward an anti-colonial food justice praxis</u></p> <p><u>Decolonizing A Food System: Freedom Farmers' Market as a place for resistance and analysis</u></p> <p><u>Dismantling Racism in the Food System</u></p> <p><u>GOOD and CHEAP</u></p>
<p>#9 March 10</p>	<p>Food Safety Benjamin Chapman, invited</p> <p>Cooking Class #2</p> <p>BBQ tempeh Collards Blackberry Cobbler</p>	<p>Chipotle https://www.fastcompany.com/3064068/chipotle-eats-itself https://www.fastcompany.com/3064272/is-it-safe-to-eat-at-chipotle-now https://www.fastcompany.com/person/mark-crumpacker</p> <p>Blue Bell http://fortune.com/2015/09/25/blue-bell-listeria-recall/ http://www.forbes.com/sites/billmarler/2015/06/03/if-i-were-the-ceo-of-a-food-manufacturer-like-blue-bell/#17b1c13f70c0</p> <p>Top 10 Misconceptions of Food Safety: https://www.youtube.com/watch?v=6PJcgvavDb4 (13 minutes)</p> <p>Food Safety Modernization Act by the FDA: https://www.youtube.com/watch?v=y_LSrgbXA_w 3 ½ minutes</p>
<i>Spring Break</i>		
<p>#10 March 24 * Paper outline due</p>		<p>Garden Becomes A Protest Urban Gardens</p> <p>Story of the Farm: first panel: https://www.sankofafarmsllc.com/sankofa-farms-agricultural-academy (https://www.youtube.com/watch?v=r075rt3LIoI&feature=emb_rel_end <- this one is about keeping bees) --- Catching a Bee Swarm pt 1 https://www.youtube.com/watch?v=yeAcfhSYQvg&feature=emb_rel_end Why do seasons change: https://www.youtube.com/watch?v=Yx6nmrscba8&feature=emb_rel_end</p>

#11 March 31	Field trip to Sanfoka Farms 2916 JA Killough Drive Cedar Grove NC)	No reading reflection due this week. Instead, in addition to an update on your community work, I'd like you to reflect on these questions: What thoughts and questions have come up for you as we talk about food justice and equity in the food system?
#12 April 7 *Paper due	<i>The role of food enterprises in the local food system</i> Sera Cuni + Lucas, Root Cellar, Khoa Dinh, Lucha Tigre, Shaw Sturton, Gray Squirrel Coffee Co., invited Eric Knight, Steel String Brewery, invited Jacob Boehm, Snap Pea Catering Patrick Mateer, Seal the Seasons	Small food start-ups Food Accelerators
April 14th: UNC Student Wellness Day To read: 'A Collective Sigh of Relief' by Kevin Nadal (https://www.instagram.com/p/CN50wmLA0gR/)		
#13 April 21	Food Waste Muriel Williman Food Policy Councils Durham Farm and Food Network, Orange County Food Council, Capital Area Food Network, Alamance Food Council Nutrition Myths Ximena Perez-Velasco Exiting from your community Top Ten List activity Discussion	Food First Food Policy Councils Durham Farm and Food Network Orange County Food Council Cooking for your community Food Shaped Humanity Farm to Fork to Landfill Dating Game
Final	TBD	<i>Either Thursday April 28th from 10:00 am to 12:00 pm</i> <i>or</i> <i>Friday, May 6th from 4:00 pm to 6:00 pm</i>

Suggested Resources:

Podcasts

How You Can Honor Your Heritage – And Improve Your Health – Through Food Life Kit

Food is more than just fuel for your body. Food is a connection to the stories of your ancestors and the stories of your descendants. In this episode of Life Kit, Michael W. Twitty, nutritionist Rujuta Diwekar, and professor Devon Mihesuah share their advice on how to strengthen the ties to your food traditions. Listen on Apple Podcasts: <https://podcasts.apple.com/us/podcast/life-kit/id1461493560?i=1000538169894>

The Just Food Podcast of the Berkeley Food Institute: <https://food.berkeley.edu/resources/just-food-podcast/>

Decolonizing the food system with Leah Penniman <https://drhyman.com/blog/2020/07/03/minisode-43/>

Decolonizing your plate: <https://crosscut.com/video/deeply-rooted/decolonizing-your-plate>

Documentaries

High On the Hog (on Netflix, all of it!)

Un Buen Carnicero (<http://www.victoriabouloubasis.com/index#/documentary>)

La Comida De Los Cocineros/Line Cooks at Home

(<http://www.victoriabouloubasis.com/index#/documentary>)

Readings

Decolonizing the Way We Eat: <https://www.kcet.org/shows/tending-nature/decolonizing-the-way-we-eat-how-did-we-get-here-and-how-do-we-re-indigenize-our-relationship-to-food>