ECO 190: World Food Supply, Population, and Environment
Online, Spring 2017

Class
Days: Spring Term 2017
Time: Spring Term 2017
Location: TBD
Prerequisites: None
CRN: 29318 (Academ-e 29317)

Course Basics
Contact Information
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Course Description:
This course provides students with an understanding of global, national, regional, and local food systems and their relationship to population and the environment. We focus on the impact of human population, migration, disease, and poverty on global food systems. Conventional, organic, local, and indigenous food systems are contrasted economically, environmentally, and socially. Productivity plus environmental and health impacts of these food systems are explored as well as policy responses. A virtual field trip in plus individual student contributions to Google Earth have students demonstrate how they have improved and are improving their understanding of a food system.

Text and Readings:
2. Pollan, Michael. 2006. The Omnivore’s Dilemma. Available at bookstore; Listed on Syllabus as ‘Pollan’
3. Campbell, T. Colin and Thomas M. Campbell II. 2006. The China Study. Available at bookstore; Listed on Syllabus as ‘Campbell’
4. Other readings and videos available in Blackboard. Reading and watching videos should be done prior to or during the week that is covering them.

Course Promise and Learning Objectives:
This course promises you will be able to understand and suggest improvements to a food system whose food you passionately enjoy eating.

The above stated objectives address the learning outcome goals for the University of Maine’s general education requirement for the area of Population and the Environment which state (in brief): Courses included in the Population and Environment sub-category help students to understand how humankind interacts with our finite physical and biological environment by addressing a) the role of both local and global environmental change on the quality of human life, b) the pervasive role of human population growth on environmental quality and the quality of life, both in industrial and developing countries, c) the influence of cultural, religious, economic, educational, and political factors on population growth and environmental quality, and d) possible solutions to the population
and environmental problems, which may include the role of technological advancements, a re-examination of educational and political institutions, enlightened reassessment of traditional religious and economic conceptions, and rethinking contemporary Western conception of “the good life.”

This course meets The University of Maine’s general education requirement for the area of Population and the Environment.

This course aims to:
- Expand your understanding of historical and current social and economic circumstances that impact agricultural food systems.
- Introduce you to the role that economic drivers play in the utilization of natural and agricultural resources, and the role these resources play with respect to different agricultural food systems.
- Have you analyze the impacts different agricultural food systems have on human health and the environment and have you understand policies used to address these impacts.

Therefore, it is expected that by the end of the semester you should be able to:
1) Understand factors that challenge food production, distribution, and consumption including population, poverty, politics, disease, food demand, and resource limits.
2) Understand the relationships between components of different food systems at global, national, regional, and local scales.
3) Identify the economic, environmental, and social differences between conventional, organic, local, and indigenous food systems.
4) Discuss historical and current advances in agricultural production.
5) Identify the major policy tools currently in use to address economic, environmental, and human health impacts of different food systems.

CLASS PROCEDURES AND REQUIREMENTS

1. How will I (the student) be graded?

Grading Percentages:
- Pop Quizzes (7): 20% Due entered into Blackboard throughout semester
- Google Maps Posts (3): 20% Due entered into Google Maps
  #1 due Friday, March 3, 2017, Midnight
  #2 & #3 due Friday, May 12, 2017, Midnight
- Exam 1 (Both parts): 20% Due Friday, February 24, 2017, Midnight
- Exam 2 (Both parts): 20% Due Friday, April 28, 2017, Midnight
- Exam 3 (Just essay): 20% Due Friday, May 12, 2017, Midnight

*There is NO Final Exam!
**Graded Class Components:**

*Pop Quizzes:* 20%

There will be 7 pop quizzes done throughout the semester. EACH quiz consists of multiple choice questions and is worth 2.5% of your total class grade (20% / 7 = 2.857%). **Pop quizzes must be completed INDIVIDUALLY in Blackboard by the due dates outlined in the syllabus where they will be graded.** Completing and understanding pop quizzes may improve your performance on multiple choice parts of exams. **If a student misses completing pop quizzes for whatever reason, they should review missed pop quizzes with others in the class since multiple choice sections on exams will be based on pop quiz multiple choice questions.**

*Google Maps Posts:* 20%

Each student will need to make 3 posts in Google Maps. The first will be in response to a guided virtual field trip posted by the instructor (5%). The remaining two posts involve how each student is improving a food system or improving class understanding of a food system. Each student needs to tag and post to the location on the Earth where they are involved in improving a food system or improving understanding of a food system (10%). Examples of improving a food system include volunteering at a food bank, working on a farm, or growing their own garden. The student can also post at any location on the planet to contribute research and understanding of a food system such as quantifying seasonal fluctuations in eutrophication in the Dead Zone in the Gulf of Mexico. In addition to their individual contribution, each student needs to also substantively comment on another student’s post by creating an adjacent post (5%).

**Exams:** 60%  

Exam #1, #2, & #3 at 20% each

There will be three exams this semester (Due February 24, April 28, and May 12 entered into Blackboard). **Exam#1 and Exam #2 will have BOTH multiple choice AND one essay question to be entered into Blackboard.** The multiple choice section of exams will be untimed with unlimited attempts where questions appear randomized. Essays can be submitted any time up until the due date and please keep a back-up copy of your essays in Word. Please note that Exams #1 and #2 will be primarily based on pop quizzes and on the readings, videos, and slides in Blackboard. **Exam #3 is JUST one essay in Blackboard. Exam questions and essays are graded in Blackboard for BOTH substance and individuality.** Essays are one page single spaced not including any listed references if you are using these. Please DO NOT write essays in the first person (i.e. NO I, me, we, in my opinion, etc.).

If you are out for the entire week for an excused reason (i.e. illness, family loss, etc.), please let me know ASAP – but definitely BEFORE the exam. Please e-mail me proof (i.e. third party DOCUMENTATION) of your reason for being out an entire week. **Failure to take an exam, or produce documentation for missing an exam, will result in a grade of zero.** Exams need to be completed by the end of the exam week in order to get graded exams back to other students in Blackboard. Please do not use other people’s notes and homeworks and obviously, please do not copy others people’s exams. **ALL EXAMS ARE OPEN TO YOUR OWN NOTES, HOMEWORKS, THE TEXTS, & TO OTHER HANDOUTS & READINGS.** Exams are NOT curved.
2. **How will you (the instructor) communicate with the class? How can I get help?**
   1) **FIRST CLASS E-MAIL**, 2) **PHONE**, or 3) **GOOGLE+ HANGOUTS**
   https://plus.google.com/hangouts/_/maine.edu/eco190

3. **What are the course policies?**
   **Emailing Policy** - Be respectful when emailing. Use complete sentences, spell-check and express questions clearly. *Please do not hit reply all.*
   **Disability Policy** - Students with a disability, who may require accommodation, please speak with me as early as possible to promote success in this course and/or with Ann Smith, Coordinator of Services for Students with Disabilities (Onward Building, 581-2319).

4. **Can I earn extra credit? How?**
   You can earn **bonus points** for your next exam (worth 1% of your exam grade each and **capped at 5 points per exam**). For example, if you get a bonus point and your exam grade is an 89, your exam grade is now 89 + 1 = 90. Bonus points (BP’s) will be given for completing class surveys, pointing out mistakes, asking great questions, and involving other things showing you are engaged on our class through First Class e-mails. Bonus point(s) will be logged at the end of the semester. BP’s can be huge since exams are not curved!

5. **Academic Honesty**
   Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

6. **Course Schedule Disclaimer (Disruption Clause)**
   In the event of an extended disruption of normal classroom activities, the course format may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

7. **Sexual Discrimination Reporting**
   The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all these behaviors must be reported.
Why do teachers have to report sexual discrimination?
The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?
An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you. If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students.

If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone.

If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response. The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
## COURSE OUTLINE

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<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assessments</th>
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<td>1 *</td>
<td>Tu to F</td>
<td>Course Preview</td>
<td>This Syllabus</td>
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<td>1/17-1/20</td>
<td>Tu to F</td>
<td>Introduction</td>
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<td>Norton, Chap 1</td>
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<td>Pollan, p. 1-14</td>
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<td>M to F</td>
<td>Population Growth</td>
<td>Norton, Chap 4</td>
<td>Pop Quiz #1</td>
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<td>1/23-1/27</td>
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<td>McFalls: Population, A Lively Introduction (Optional)</td>
<td>Due 1/27</td>
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<td>M to F</td>
<td>Malnutrition</td>
<td>Norton, Chap 2</td>
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<td>1/30-2/3</td>
<td>Agricultural Systems &amp; Determinants</td>
<td>Norton, Chap 8</td>
<td>Pop Quiz #2</td>
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<td>Food Systems</td>
<td>Eric Bendfelt’s “Tiers of the Food System” video</td>
<td>Due 2/3</td>
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<td>4</td>
<td>M to F</td>
<td>Food Demand &amp; Supply</td>
<td>Norton, Chap 3</td>
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<td>2/6-2/10</td>
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<td>Green Revolution &amp; Food Biotechnology</td>
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<td>Norton, Chap 12, p. 238-46 “Harvest of Fear” &amp; “Future of Food” videos</td>
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<td>2/13-2/17</td>
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<td>Due 2/17</td>
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<td>6</td>
<td>M to F</td>
<td>Organic Food Systems</td>
<td>Pollan, p. 123-84 “Nature’s Circle Farm” videos (“Intro.” &amp; “Storage/Pack”)</td>
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<td>2/20-2/24</td>
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<td>EXAM #1 In Blackboard</td>
<td>Readings Weeks 1-6 Due Friday, 2/24</td>
<td>EXAM #1 By Midnight</td>
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*Last day of add is 1/23, while drop is 1/30*
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<tr>
<td>7</td>
<td>M to F 2/27-3/3</td>
<td>Local Food Systems</td>
<td>Pollan, p. 185-276 “D.C. Community Garden” and “Shenandoah Valley Produce Auction” and Polyface videos</td>
<td>Google Maps Post #1 Due 3/3</td>
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<td>Sat. to Sun. March 4-19, 2016</td>
<td>Enjoy Spring Break!</td>
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<td>Food System Impacts on Economics, the Environment, Communities, and Human Health</td>
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<td>10</td>
<td>M to F 4/3-4/7</td>
<td>GMO Impacts</td>
<td>“Future of Food” video &amp; GM Monarch Impact</td>
<td>Pop Quiz #6 Due 4/7</td>
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<td>Climate Change’s Agricultural Impacts</td>
<td>M. Hertsgaard’s “The Pasta Crisis” &amp; S. Mullaney’s “Waste into Profit”</td>
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<td>11</td>
<td>M to F 4/10-4/14</td>
<td>Fair Trade &amp; Migrant Workers</td>
<td>Eric Schlosser’s “The Chain Never Stops” &amp; Frontline video</td>
<td>Pop Quiz #7 Due 4/21</td>
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<td>12</td>
<td>M to F 4/17-4/21</td>
<td>Human Health</td>
<td>“Chasing Outbreaks,” “The Trouble w/ Chicken,” &amp; “Forks over Knives” videos</td>
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<td>13</td>
<td>M to F 4/24-4/28</td>
<td>Obesity</td>
<td>“Super Size Me” video</td>
<td>EXAM #2 In Blackboard (BB)</td>
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<td>EXAM #2 By Midnight</td>
<td>Readings Weeks 8-12 Due Friday, 4/28</td>
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<td>EXAM #2 By Midnight</td>
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<td>14</td>
<td>M to F 5/1-5/5</td>
<td>“The China Study”</td>
<td>“The China Study” by Campbell &amp; Campbell, p. 11-182</td>
<td>Google Maps Posts #2 &amp; #3 Due 5/12</td>
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<tr>
<td>15</td>
<td>M to F 5/8-5/12 *Course Evals</td>
<td>EXAM #3 (Just Essay in BB) Due Friday, 5/12</td>
<td>EXAM #3 (Just Essay in BB) Due Friday, 5/12</td>
<td>EXAM #3 (Just BB Essay) By Midnight</td>
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** This syllabus may be modified during the semester**

**Class Quote for the Semester**

“Eating is an agricultural act.”

-- Wendell Berry