

# Syllabus

HNSC 4290: Food, Nutrition and Health Policies  
Fall 2021

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## COURSE DETAILS

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<b>Course Title &amp; Number:</b>	HNSC 4290: Food, Nutrition and Health Policies
<b>Number of Credit Hours:</b>	3.0 credit hours
<b>Class Times &amp; Days of Week:</b>	This is a synchronous, online course
<b>Location for classes/labs/tutorials:</b>	UMLearn- Class material and assignments will be managed via the UMLearn portal established for this class
<b>Pre-Requisites:</b>	HNSC 2000 (or the former HMEC 2000 or the former HMEC 2050) (D) and HNSC 2130 (D)
<b>Voluntary withdrawal date:</b>	November 22, 2021

***Last date to drop Fall term and Fall/Winter term spanning courses with refunds: Sep. 21, 2021***

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## Instructor Contact Information

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<b>Instructor(s) Name &amp; Preferred Form of Address:</b>	Dr. Natalie Riediger Dr. Riediger
<b>Office Location:</b>	407 Human Ecology
<b>Office Hours or Availability:</b>	I will be available immediately after class for virtual office hours. Please contact me in advance to schedule a meeting. Other virtual meetings are by appointment.
<b>Office Phone No.</b>	204-480-1323
<b>Email:</b>	<a href="mailto:Natalie.riediger@umanitoba.ca">Natalie.riediger@umanitoba.ca</a>
<b>Contact:</b>	All email communication must conform to the <a href="#">Communicating with Students</a> university policy. Dr. Riediger prefers email communication as with the current circumstances she will only be in the office occasionally to answer her phone or retrieve messages.

### **Course Description**

Principles and applications of policies, regulations and legislation in the areas of food and health that address nutrition and health issues of populations. Focus will be on the Canadian and Manitoban context.

### **Course Goals**

- 1) To describe food, nutrition and health policies, including history and related theory, in the Manitoban, Canadian, and international context;
- 2) To communicate clear and persuasive arguments related to current food, nutrition, or health policies;
- 3) To identify relevant decision-makers and stakeholders for food, nutrition, and health policies.

### **Course Learning Objectives**

Learning objectives are listed in the course schedule below.

### **Foundational Knowledge Content Areas for Dietetics Education**

This dietetic education program is an accredited program recognized by the Partnership for Dietetics Education and Practice (PDEP) and prepares students for eligibility for registration with a provincial dietetics regulatory. Following are the foundational knowledge areas that this course is designed to meet towards the ICDEP.

Content area	Foundational knowledge	Cognitive complexity level <sup>a</sup>
Communication	Communication channels and techniques, and their appropriate usage	3
	Medical and dietetics-related terminology	2
Food	Application of dietary requirements, guidelines, and guidance tools to food planning	3
	Food labeling	3
Health system in Canada	Organization and delivery of care	3
	Issues and trends	3
	Political influence	3
Human nutrition across the lifespan	Effect of deficiencies and toxicities of nutrients	2
	Role of nutrients and other food components in health	2

Management	Regulations, policies and procedures	3
Nutrition assessment	Food and nutrient intake of individuals and populations	2
	Surveillance and monitoring data collection and interpretation	2
Population food systems and food security	Food production, preparation, processing, distribution and waste management	3
	Global and local food systems and factors affecting the supply of food	2
	Sustainable food practices	2
	Food markets and marketing of food	3
Population and public health	Policies, standards and guidelines for public health nutrition	3
	Program planning in public and population health	2

<sup>a</sup>Highest level achieved: 1= demonstrate broad knowledge; 2= demonstrate comprehension; 3 = analyze, interpret and apply knowledge

### Textbook, Readings, and Course Materials

Readings available through UMLearn with links. All readings are required and are listed with the learning objectives above.

### Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact [um.copyright@umanitoba.ca](mailto:um.copyright@umanitoba.ca).

**Note regarding assignments:** All unclaimed assignments become the property of the faculty and will become subject to destruction. Students maintain copyright for all of their work, despite notification that the version/copy of the assignment left with their instructors becomes the physical property of the department. If for any reason an instructor wishes to retain a copy of student coursework, they should obtain the written permission of the student to do so.

## Course Technology

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This course uses UMLearn. To gain access or learn how to navigate in these technologies please use these links: <https://universityofmanitoba.desire2learn.com/d2l/login>

<https://centre.cc.umanitoba.ca/technology/umlearn/>

If you have questions regarding UM Learn, please contact <https://centre.cc.umanitoba.ca/>

You must have access to Microsoft Office, including PowerPoint and Word.

For the recording of your presentation, you must also have access to a microphone connected to your computer.

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner.

## Expectations: I Expect You To

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- Check UMLearn for course updates regularly
- Finish all the required assignments
- Complete the required readings on time
- Respect your instructor and the other students

### Structure

This synchronous, online course will be structured to include a combination of lectures, self-directed learning, and peer-to-peer interaction/discussion. Students are required to divide their time based on 1) their own schedules, and 2) the amount of time they believe is necessary to succeed in this course. For these reasons, no requests for extensions for assignments, with the exception of emergent medical issues or compassionate grounds.

**Note regarding online learning in this course:** This is an independent learning environment. The responsibility for managing your time, the coursework, and checking UMLearn regularly rests with you, the student. Each week there will be either a lecture, assignments, activities, and/or in class discussion. The purpose of ongoing assignments and assessment is for you to engage with the course concepts and apply concepts and theories from the course. I will have a discussion board dedicated to student questions, which I would prefer students ask questions in this forum rather than email, if the answer may benefit other students. If the question only pertains to you, then please feel free to email.

As this is a remote learning course, all instructional activities and deadlines will be Winnipeg time (Central Time). Please make sure your calendars are adjusted to reflect any time changes. Please inform your Instructor as soon as possible if you are taking the course while residing outside of Winnipeg, specifically:

- If you are in a rural Canadian area affected by poor internet connections that may impact completing assessments and exams on time
- If you are in another time zone within or outside Canada, specify where you are, and if you foresee any challenges with attending classes and completing assessments and exams on time

NOTE: It is your responsibility to communicate with your instructors well in advance of tests/exams/assignment due dates, of any ongoing issues, OR immediately once an issue arises that *may* impact your ability to complete course work.

### **Class Communication:**

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Please use your UM email address. Include your last name and the course number in the subject line, and if/as applicable, the component.

For full details of the Electronic Communication with Students please visit:

[http://umanitoba.ca/admin/governance/media/Electronic\\_Communication\\_with\\_Students\\_Policy\\_-\\_2013\\_09\\_01\\_RF.pdf](http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2013_09_01_RF.pdf)

### **Academic Integrity:**

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Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Refer to specific course requirements for academic integrity for individual and group work such as:

- I. Group projects are subject to the rules of academic dishonesty;
- II. Group members must ensure that a group project adheres to the principles of academic integrity;
- III. Students should also be made aware of any specific instructions concerning study groups and individual assignments;
- IV. The limits of collaboration on assignments should be defined as explicitly as possible; and
- V. All work should be completed independently unless otherwise specified.

### **Plagiarism and Cheating**

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones).

Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well-known or easily verifiable

facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or online tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law. An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor. The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

### **Examination Personations**

A student who arranges for another individual to undertake or write any nature of examination for and on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to discipline under the university's Student Discipline Bylaw, which could lead to suspension or expulsion from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a competitive or qualifying examination held at a university as an offence punishable by summary conviction

### **Attendance at Class and Debarment**

Regular attendance is expected of all students in all courses. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations.

A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.

### **Recording class lectures**

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Dr. Riediger and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Dr. Riediger.



Lectures will be recorded on WebEx for students to review. However, lectures are not to be shared outside of the course.

### Student Accessibility Services:

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services

520 University Centre

Phone: (204) 474-7423

Email: [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

### Expectations: You Can Expect Me To

- Clearly list all my learning objectives
- Assess, record and report on the development, progress and attainment of all students
- Provide guidance and advice to all students on their educational matters related to the course
- Reply to your emails within 2 business days
- Respect all students and will answer all your questions in a timely manner

## COURSE EVALUATION

### Evaluation:

Component	Percent of final grade
Activity #1: Examining your ideology	5%
Activity #2: Identifying dimensions of evidence for policy	5%
Assignment #1: OpEd/blog	10%
Assignment #2: Infographic	10%
Activity #3: UN Sustainable Development Goals	5%
Assignment #3: Group Policy brief	15%
Assignment #4: Policy presentation	15%
Participation for in class discussions	10%
Final Exam	25%
Total	100%

**COURSE SCHEDULE, LEARNING OBJECTIVES, AND IMPORTANT DATES**

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Date	Lecture topic	Required readings <sup>a</sup>	Learning objectives	Assessment due date
Sept 8	<p>Syllabus review, expectations, and course overview</p> <p>What is a food, nutrition, and health policy?</p>	N/A	<p>-Define ‘food’, ‘nutrition’, ‘food supply’, ‘health’, and ‘policy’;</p> <p>-Identify different perspectives and philosophies with respect to the previously listed terms;</p> <p>-Define ‘health in all policies’;</p>	
Sept 15	Politics, culture, media, and policy	<p>Resources and corresponding links posted on UMLearn:</p> <ul style="list-style-type: none"> <li>•How to write an OpEd</li> <li>•How to prepare an infographic</li> </ul> <p>Russell, C., Lawrence, M., Cullerton, K., &amp; Baker, P. (2020). The political construction of public health nutrition problems: a framing analysis of parliamentary debates on junk-food marketing to children in Australia. <i>Public Health Nutrition</i>, 23(11), 2041–2052.  <a href="https://doi.org/10.1017/S1368980019003628">https://doi.org/10.1017/S1368980019003628</a></p> <p>Campbell, N., &amp; Raine, N. (2019). The Child Health Protection Act : advocacy must continue. <i>Canadian Medical Association Journal (CMAJ)</i>, 191(38), E1040–E1041.  <a href="https://doi.org/10.1503/cmaj.190857">https://doi.org/10.1503/cmaj.190857</a></p>	<p>-Define politics, culture, and media, and describe how each relate to policy development using an example;</p> <p>-Describe advocacy and its importance to policy development;</p> <p>-List and describe 5 lessons in public health advocacy;</p> <p>-Describe when decision makers change or implement policies;</p> <p>-Explain framing as it relates to policy;</p> <p>-Describe different types of framing techniques;</p>	Class discussion

		<p>News article:</p> <p>Miller, M. July 28, 2021. Blog TO: Eat &amp; Drink.  <a href="https://www.blogto.com/eat_drink/2021/07/buy-cheap-surplus-food-toronto-restaurants-reduce-waste/">https://www.blogto.com/eat_drink/2021/07/buy-cheap-surplus-food-toronto-restaurants-reduce-waste/</a></p>		
Sept 22	<p>Ideology and positionality</p> <p><b>*No lecture this week</b></p>	<p>Takacs, D. (2003). How does your positionality bias your epistemology? <i>The NEA Higher Education Journal</i>, 27-38.  <a href="https://repository.uchastings.edu/cgi/viewcontent.cgi?article=2260&amp;context=faculty_scholarship">https://repository.uchastings.edu/cgi/viewcontent.cgi?article=2260&amp;context=faculty_scholarship</a></p> <p>Ioannidis, J. P., &amp; Trepanowski, J. F. (2018). Disclosures in nutrition research: why it is different. <i>Jama</i>, 319(6), 547-548.  <a href="https://jamanetwork.com.uml.idm.oclc.org/journals/jama/fullarticle/2666008">https://jamanetwork.com.uml.idm.oclc.org/journals/jama/fullarticle/2666008</a></p> <p>Popescu I. The educational power of discomfort. April 17, 2016.  <a href="https://www.chronicle.com/article/the-educational-power-of-discomfort/">https://www.chronicle.com/article/the-educational-power-of-discomfort/</a></p>	<p>-Define positionality and epistemology;                      -Critically reflect on your own worldview and describe how it influences your perspectives on policy (Activity 1);                      -Define ‘conflict of interest’ and discuss its relevance to research informing food and nutrition research and policy.</p>	<p>Activity #1 due September 24, 2021 at 4:30 pm</p>
Sept 29	<p>Evidence to inform food or nutrition policy</p>	<p>Burnett, K., Hay, T., &amp; Chambers, L. (2015). Settling the Table: Northern Food Subsidy Programs and the (Re)Colonisation of Indigenous Bodies. <i>Critical Race and Whiteness Studies</i>, 11(1), 1-18. <a href="https://acrawsa.org.au/wp-">https://acrawsa.org.au/wp-</a></p>	<p>-List the three levels of public policy decision-making in Canada;                      -Define policy tools or instruments;                      -Identify and define policy statement, legislation, sanctions, regulations, taxes,</p>	<p>Class discussion</p>

	<p>Policy instruments or tools</p>	<p><a href="https://www.cmaaj.ca/content/uploads/2017/09/254Burnettetal2015111.pdf">content/uploads/2017/09/254Burnettetal2015111.pdf</a></p> <p>Riediger, N., &amp; Bombak, A. (2018). Sugar-sweetened beverages as the new tobacco: examining a proposed tax policy through a Canadian social justice lens. <i>Canadian Medical Association Journal (CMAJ)</i>, 190(11), E327–E330. <a href="https://doi.org/10.1503/cmaj.170379">https://doi.org/10.1503/cmaj.170379</a> <a href="https://www.cmaj.ca/content/190/11/E327">https://www.cmaj.ca/content/190/11/E327</a></p>	<p>subsidies, service provision, and agency budgets;</p> <ul style="list-style-type: none"> <li>-Describe the 6 dimensions of evidence to inform public health nutrition policy;</li> <li>-Define durability, as it relates to public policy;</li> <li>-Identify and match examples of evidence to the correct dimension of evidence (effectiveness, unintended effects, equity, feasibility, cost, acceptability);</li> </ul>	
<p>Oct 6</p>	<p>Organization of the Canadian Healthcare System</p>	<p>Webpage links:</p> <p>Dietitians of Canada (n.d.). <i>Dietitians are the best choice for employee benefit plans</i>. Retrieved from <a href="https://www.dietitians.ca/employeehealth">https://www.dietitians.ca/employeehealth</a></p> <p>Einarson, C. (2018, June) <i>Community health information form completion guideline</i>. Retrieved from <a href="https://wrha.mb.ca/files/DietitianReferralForm-Guide.pdf">https://wrha.mb.ca/files/DietitianReferralForm-Guide.pdf</a></p> <p>Siopis, G., Colagiuri, S., &amp; Allman-Farinelli, M. (2020). Dietitians’ experiences and perspectives regarding access to and delivery of dietetic services for people with type 2 diabetes mellitus. <i>Heliyon</i>, 6(2), 03344 <a href="https://www.sciencedirect.com/science/article/pii/S2405844020301894">https://www.sciencedirect.com/science/article/pii/S2405844020301894</a></p>	<ul style="list-style-type: none"> <li>-Describe a brief history of the introduction of universal, public health care in Canada;</li> <li>-Describe a brief history of the role of Indian hospitals in shaping healthcare for Indigenous people;</li> <li>-List the 5 core standards of the Canada Health Act;</li> <li>-Explain the funding structure of health care in Canada;</li> <li>-Differentiate between health care eligibility for provincial vs. federal funding;</li> <li>-Explain non-insured health benefits program of the First Nations and Inuit Health Branch;</li> <li>-Explain Jordan’s Principle;</li> <li>-Describe health care in Manitoba, including the roles of the RHAs and Shared Health;</li> </ul>	<p>Class Discussion</p> <p>Activity #2 due October 6 at 1:30 pm</p>

			-Explain how dietitian’s services are funded;	
Oct 13	Policy analysis What is a policy brief?	Resources on UMLearn: How to prepare a policy brief and example policy briefs  Wong SL, Bazemore AW, Green LA, Miller BF. How to write a health policy brief. Families, Systems, & Health 2017;35(1):21-24. <a href="https://www.apa.org/pubs/journals/features/fsh-fsh0000238.pdf">https://www.apa.org/pubs/journals/features/fsh-fsh0000238.pdf</a>	*-Prepare an OpEd on a controversial food or nutrition policy; *-Prepare an infographic related to a current food or nutrition policy topic; -Define policy analysis and explain its importance; -Outline the steps in a policy analysis/policy brief;	Assign. #1: OpEd due October 13 at 1:30pm  Assign. #2: Infographic due October 13 at 1:30pm
Oct 20	Canadian food supply, policy, legislation, trade	<b>Read Sections 1-5:</b> Government of Canada. (2012, July 30). Lessons Learned: Public Health Agency of Canada's Response to the 2008 Listeriosis Outbreak. Retrieved from <a href="https://www.canada.ca/en/public-health/services/food-safety/listeria/lessons-learned-public-health-agency-canada-response-2008-listeriosis-outbreak.html#es">https://www.canada.ca/en/public-health/services/food-safety/listeria/lessons-learned-public-health-agency-canada-response-2008-listeriosis-outbreak.html#es</a>  Baker, P., Friel, S., Gleeson, D., Thow, A., & Labonte, R. (2019). Trade and nutrition policy coherence: a framing analysis and Australian case study. Public Health Nutrition, 22(12), 2329–2337. <a href="https://www-cambridge-org.uml.idm.oclc.org/core/journals/public-health-nutrition/article/trade-and-nutrition-policy-coherence-a-framing-analysis-and-australian-case-">https://www-cambridge-org.uml.idm.oclc.org/core/journals/public-health-nutrition/article/trade-and-nutrition-policy-coherence-a-framing-analysis-and-australian-case-</a>	-Describe the responsibilities and policy priorities of Agriculture & Agri-Food Canada; -Describe the responsibilities and policy priorities of the Canadian Food Inspection Agency; -Explain the process for initiating food recalls in Canada; -Describe the 2008 Listeria outbreak and how it shaped the Safe Food for Canadians Act; -Describe the core aspects of the Safe Food for Canadians Act; -Critically discuss the challenges of considering nutrition in food trade policies;	Class Discussion

		<p><a href="https://www.cbc.ca/news/canada/manitoba/uscma-trade-deal-dairy-farmer-1.4845229">study/C53342339184AD8A2F2B362E7DF415DD</a>                  CBC (2018, October 1) <i>New USMCA trade deal 'devastating' to Canada's dairy industry, farmer says</i>. Retrieved from  <a href="https://www.cbc.ca/news/canada/manitoba/uscma-trade-deal-dairy-farmer-1.4845229">https://www.cbc.ca/news/canada/manitoba/uscma-trade-deal-dairy-farmer-1.4845229</a></p> <p>O'keefe, M. (2020, January 19). <i>Why USMCA is a big win for USMCA dairy</i>. Retrieved from  <a href="https://www.wisfarmer.com/story/opinion/editorials/2020/01/19/why-uscma-big-win-u-s-dairy/4517755002/">https://www.wisfarmer.com/story/opinion/editorials/2020/01/19/why-uscma-big-win-u-s-dairy/4517755002/</a></p>		
<p>Oct 27</p>	<p>Structural racism, sexism, and colonialism, and considerations for food policy</p>	<p>Lupton, D. (2014). The pedagogy of disgust: the ethical, moral and political implications of using disgust in public health campaigns. <i>Critical Public Health</i>, 25(1), 4–14.  <a href="https://www.researchgate.net/publication/260266105_The_pedagogy_of_disgust_the_ethical_moral_and_political_implications_of_using_disgust_in_public_health_campaigns/link/00b7d531ecd1b21bbd000000/download">https://www.researchgate.net/publication/260266105_The_pedagogy_of_disgust_the_ethical_moral_and_political_implications_of_using_disgust_in_public_health_campaigns/link/00b7d531ecd1b21bbd000000/download</a></p> <p>Truth and Reconciliation Commission (2015). <i>94 Calls to Action</i>.  <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></p>	<ul style="list-style-type: none"> <li>-Define colonialism and describe how it has and continues to impact the health of Indigenous peoples;</li> <li>-Differentiate between race and ethnicity;</li> <li>-Differentiate between sex and gender;</li> <li>-Define interpersonal racism/sexism, institutional racism/sexism, covert racism/sexism, race-consciousness, tokenism;</li> <li>-Define and utilize strategies for examining differential effects of (food) policies based on race, sex, and gender, including anti-racism, sex and gender-based analysis, and anti-oppression frameworks;</li> </ul>	<p>Class discussion</p>

			<p>-Identify the TRC Calls to Action specific to health and understand their importance in informing policy formation to support reconciliation;                  -Define Indigenous self-determination.</p>	
<p>Nov 3</p>	<p>International nutrition &amp; health policy                   U.N. Sustainable development goals (SDGs)</p>	<p>Food and Agriculture Organization of the United Nations. About FAO: A short history of FAO.  <a href="http://www.fao.org/home/en/">http://www.fao.org/home/en/</a>  <i>*Please watch the series of videos on each decade to understand the history</i></p> <p>The History and Development of the World Health Organization. Posted April 17, 2020.  <a href="https://m.youtube.com/watch?v=fppOWhrlk5w">https://m.youtube.com/watch?v=fppOWhrlk5w</a></p> <p>United Nations General Assembly. (2016) <i>Resolution adopted by the General Assembly on 25 September 2015. Transforming our world: the 2030 Agenda for Sustainable Development</i>. Retrieved from <a href="https://www.unfpa.org/sites/default/files/resource-pdf/Resolution_A_RES_70_1_EN.pdf">https://www.unfpa.org/sites/default/files/resource-pdf/Resolution_A_RES_70_1_EN.pdf</a></p> <p>McCoy D, Kemhavi G, Patel J, Luintel A. The Bill &amp; Melinda Gates Foundation’s grant-making programme for global health. <i>The Lancet</i> 2009;373:1645-53. <a href="https://www-">https://www-</a></p>	<p>-Describe briefly the history of the World Health Organization (WHO) and the Food and Agriculture Organization of the United Nations (FAO);                  -Describe the mandates of the WHO and the FAO;                  -Describe and critically discuss the funding structure for WHO and global health                  *-Describe the SDG’s, particularly as they relate to food, nutrition, and health;                  *-Identify an example of a policy in a middle- or low-income country that contributes to the SDG’s, with respect to food/nutrition;                  -Critically assess gender-related differences in nutrition policy effectiveness;</p>	<p>Activity #3 due November 5 at 4:30 pm</p>



		<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC605717/">sciencedirect-com.uml.idm.oclc.org/science/article/pii/S0140673609605717</a>		
Nov 10	Fall term break			
Nov 17	Municipal/city food policy councils	<p>Mendes, W. (2011) Food policy councils. Retrieved from <a href="https://www.ncchpp.ca/docs/FoodPolicyCouncils-ConseilsPolitiqueAlimentaire_EN.pdf">https://www.ncchpp.ca/docs/FoodPolicyCouncils-ConseilsPolitiqueAlimentaire_EN.pdf</a></p> <p>Bassarab, K., Clark, J., Santo, R., &amp; Palmer, A. (2019). Finding Our Way to Food Democracy: Lessons from US Food Policy Council Governance. <i>Politics and Governance</i>, 7(4), 32–47. <a href="https://www.cogitatiopress.com/politicsandgovernance/article/view/2092/2092">https://www.cogitatiopress.com/politicsandgovernance/article/view/2092/2092</a></p> <p>Harvard T.H. Chan School of Public Health. Food insecurity, inequality and COVID-19. Retrieved from <a href="https://m.youtube.com/watch?v=E_w54kZ0MC4">https://m.youtube.com/watch?v=E_w54kZ0MC4</a></p>	<ul style="list-style-type: none"> <li>-Define a food policy council and their mandate;</li> <li>-Critically describe how the location, funding source, and stakeholders influence the policy priorities of food policy councils;</li> <li>-Critically discuss the challenges facing municipal food policy councils in implementing policies and substantially influencing local food systems;</li> <li>-Discuss the challenges faced by local food systems during the pandemic and how we used policy to respond</li> </ul>	Class discussion
Nov 24	Stakeholder presentations and policy briefs posted on UMLearn (Assignments #3 and #4)	Watch stakeholder presentations	<ul style="list-style-type: none"> <li>*-Prepare a policy brief on a proposed food or nutrition policy;</li> <li>-Communicate clearly, effectively, and succinctly policy-relevant information to a decision-maker</li> <li>*-Identify relevant stakeholders for a policy;</li> <li>*-Align stakeholder values/priorities with policy positions;</li> </ul>	<p>Assign. #3: Policy brief due date November 24, 2021; 1:30pm</p> <p>Peer assessment due date Nov 26, 2021 4:30pm</p>

			*-Deliver a persuasive presentation regarding a proposed food or nutrition policy; -Persuasively argue for or against a food/nutrition policy;	Assign. #4: Policy stakeholder presentation video due date November 24, 2020; 1:30pm  Class discussion
Dec 1		Watch stakeholder presentations and respond to questions about your presentation		Class discussion
Dec 8	Exam review			Class discussion

\*Learning objectives with this symbol will not be assessed on the final exam

**Final Exam**

Includes all lecture and reading material.

## Grading

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Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	90-100	4.25-4.5	4.5
A	85-89.9	3.75-4.24	4.0
B+	75.0-84.9	3.25-3.74	3.5
B	70.0-74.9	2.75-3.24	3.0
C+	65.0-69.9	2.25-2.74	2.5
C	60-64.9	2.0-2.24	2.0
D	50-59.9	Less than 2.0	1.0
F	Less than 50		0

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### ASSIGNMENT DESCRIPTIONS

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All assignment instructions and rubrics can be found on UMLearn.

### Referencing Style

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Assignments should use the APA reference style as outlined in the text: American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author

### Assignment Feedback

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All assignments will be marked using rubrics on UMLearn and communicated in that format. Text-based feedback is built in to the rubrics, though the Teaching Assistant or Instructor may provide additional written feedback. We aim to provide feedback to students in a timely manner for each assignment and activity. Marks for Assignments 1 and 2, as well as Activities 1-3 and at least 5% (out of 15%) of the discussion board grades will be shared with students prior to the Voluntary Withdrawal deadline, provided students submitted assignments on time.

### Assignment Extension and Late Submission Policy

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Assignments must be submitted electronically to the instructor by the time noted above. Deduction of 10% per day late, including weekends.

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## UNIVERSITY SUPPORT OFFICES & POLICIES

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### Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions,

compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

### **University of Manitoba Libraries (UML)**

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

#### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:*

<http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services

(204) 474-8592

#### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

*Student Support Intake Assistant* <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre

(204) 474-7423

#### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus

(204) 474-8411 (Business hours or after hours/urgent calls)

### Health and Wellness

Contact our Health and Wellness Educator if you are interested in [peer support from Healthy U](#) or information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <https://umanitoba.ca/student/health-wellness/welcome-about.html>

[britt.harvey@umanitoba.ca](mailto:britt.harvey@umanitoba.ca)

### Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

### Your Rights and Responsibilities:

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the

right to be treated with respect and you are expected to conduct yourself in an appropriate and respectful manner. Policies governing behavior include the:

### **Respectful Work and Learning Environment**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

### **Student Discipline**

[http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

### **Violent or Threatening Behaviour**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)  
More information and resources can be found by reviewing the Sexual Assault site  
<http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy [http://umanitoba.ca/admin/governance/media/Intellectual\\_Property\\_Policy\\_-\\_2013\\_10\\_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site

<http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

### **Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

[student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)