



The University of British Columbia
Faculty of Land and Food Systems
Food, Nutrition and Health
FNH 355: INTERNATIONAL NUTRITION
January – April 2017



INSTRUCTOR: Dr. Candice Rideout **OFFICE:** Room 249 in the FNH Building at 2205 East Mall
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CLASS TIME: Tuesdays and Thursdays from 11:00 AM to 12:30 PM in Neville Scarfe 100
OFFICE HOURS: Wednesdays 1:00 PM to 3:00 PM and Thursdays 2:30 PM to 4:30 PM (or by appointment) in FNH 249
COURSE DESCRIPTION: Conceptualization and scientific analyses of global problems in food and nutrition; complexities of food habits and malnutrition in various cultures around the world.

LEARNING OUTCOMES: Upon successful completion of this course, you should be able to:

1. Describe basic principles of nutrition and the role of nutrients in health maintenance and disease prevention in various international contexts.
2. Compare and contrast different types of malnutrition and indicate their causes and consequences.
3. Critically analyze the complex factors that affect the nutritional status of individuals and populations and identify and explain *immediate*, *underlying* and *basic* causes of malnutrition.
4. Analyze and discuss current issues in international nutrition.
5. Integrate your learning throughout the course to identify and evaluate possible solutions for ending hunger and malnutrition, for individuals and populations.

READINGS AND COURSE NOTES: There is no required textbook for FNH 355. However, you are responsible for completing ten *required* readings (listed in the Course Outline, below). Class slides and other resources will be posted in Connect throughout the term. Use class slides as a framework for taking your own notes during class.

CLICKERS: Students are required to have an i-clicker for this class. Please click on the “Register your clicker here” link on the course website in Connect to register your clicker, if you have not registered your clicker in Connect previously.

CLASS FORMAT: We will use a combination of lectures, videos, clicker questions, small-group learning activities, and independent reflection and writing throughout this course.

EVALUATION (Note: you have some choice here!):

	Date	Proposed Value (% of Final Grade)	<u>OR:</u> Choose the value for you (% of Final Grade)*
1. In-class activities: Mini-assignments	Throughout the term	2.5	2.5
2. In-class activities: Clicker responses	Throughout the term	2.5	2.5
3. Quizzes based on Readings	Throughout the term	10	0 – 10
4. Hot Topics Discussion Session	1 discussion session (1 hr)	0	0 – 5
5. Assignment: <i>What will you do to help stop world hunger?</i>	Part 1: February 2 Part 2: March 30	25	0 – 35
6. Midterm	Thursday, February 16	25	10 – 25
7. Final exam (cumulative)	TBD (April 10 – 28)	35	30 – 65

**If desired, you may decide the value the Quizzes, Hot Topics Discussion, Assignment, Midterm, and/or Final Exam will contribute to your final grade (i.e., choose a value from within the ranges provided). Make sure that the values you decide upon add up to a total grade value of 100% and advise me of your decision by email at candice.rideout@ubc.ca before 11:59 PM on Tuesday, January 17. No changes will be permitted after that date. If you wish to have your final grade calculated using the proposed values for each item, no email is required to confirm this – the proposed values will be used for all students who have not specified otherwise.*

1. In-class activities: Mini-assignments: Individual and small group activities and mini-assignments will take place throughout the term. These will not be announced ahead of time and must be completed and submitted in the class during which they were assigned. Late submissions will not be accepted. If you satisfactorily complete at least 90% of these activities/mini-assignments, you will receive all 2.5 marks. If you complete and submit less than 90% of the in-class mini-assignments, your mark will be calculated as the proportion of activities/mini-assignments you completed throughout the term (e.g., if you satisfactorily completed 70% of these, you would receive a mark of 1.75 out of 2.5).

2. In-class activities: Clicker responses: We will use clickers as one way to help you be active and engaged in your learning during class. Bring your clicker to class with you each day. If you respond to all the clicker questions on a particular day, you will receive one point for that day. If you earn 90% or more of the possible points available for clicker participation throughout the term, you will receive all 2.5 marks. If you receive less than 90% of the possible points for clicker participation, your mark will be calculated based on the proportion of points received (e.g., if you responded to all clicker questions in 70% of the classes with clicker questions, you would receive 1.75 out of 2.5).

3. Quizzes based on Readings: For each of the readings listed in the Course Outline, there will be a brief quiz (~10 questions; 1 hour) to be completed independently online in Connect (10 quizzes in total). Quiz questions are intended to deepen your learning and assess key concepts. Each quiz will be available for one week, starting at 9:00 AM on a Sunday. For example, the quiz for the first reading will be available from 9:00 AM on Sunday, January 15 to 11:59 PM on Sunday, January 22. You may complete the quiz at any point during that time (one attempt is allowed) and you may consult the reading (and any notes you created) as you complete the quiz. ***Each quiz must be completed independently, without consulting other students.*** The quiz schedule is in the Course Outline (below) and is also available in Connect.

4. Hot Topics Discussion Session: Please refer to complete instructions posted in Connect. Each session will consist of a group of up to 6 students (and the instructor) engaging in discussion to critically evaluate a complex issue in international nutrition. A starting point for discussion will be provided (e.g., some background information from class and/or a reading) and students will critically examine the issue from multiple perspectives (e.g., physiological, political, environmental, social, economic, ethical perspectives). Within one week of the discussion period, each student must submit a personal reflection on his/her learning (1 paragraph; 300 words). Complete instructions are posted in Connect.

5. Assignment: Please refer to the complete assignment instructions posted in Connect. The assignment challenges you to take action to help end world hunger and then reflect upon your experience. Part 1 (1 page, single-spaced) must be submitted via Connect before midnight on February 2. Part 2 (2 pages, single-spaced OR your choice of alternate format such as a video, blog, podcast, etc.) must be submitted via Connect sometime before midnight on March 30.

6. Midterm: You will have 75 minutes in class to complete the midterm. It will include multiple-choice, true/false (correct the false) and short answer questions based on class material from January 3–February 14 and Readings 1–4.

7. Final exam: The date for the final examination will be scheduled by the Registrar's Office later in the term. You will have 2.5 hours to complete the final exam. The final exam will include multiple-choice, true/false (correct the false), matching, and short answer questions. The final exam is **cumulative** (i.e., it will cover the whole term), with an emphasis on the content of classes from February 28 to April 6 and Readings 5–10.

How to decide how your final mark will be calculated: Think about what will be best for you (consider your own learning, your interest level, your schedule, and your other commitments this term). There is no best "strategic" way to calculate your final grade – what would be best for one student may not be best for another! I think the proposed values will promote learning and success for the majority of students, but please take a few moments to decide what would work best for you. **As noted above, if you would like to adjust the way in which your final grade is calculated, you must inform me of the changes you would like to make by email (candice.rideout@ubc.ca) by 11:59 PM on Tuesday, January 17. No changes will be permitted after that date.**

COURSE OUTLINE:

Date	Our Focus in Class	Required Readings (available online in "Course Readings" section of the course's Connect website)	Deadlines
Jan 3–5	<ul style="list-style-type: none"> • Introduction: establishing context • Overview of Basic Nutrition: Energy 		
Jan 10–12	<ul style="list-style-type: none"> • Overview of Basic Nutrition, cont'd: Macronutrients, Micronutrients 		
Jan 17–19	<ul style="list-style-type: none"> • Nutrition Assessment: Anthropometric, Biochemical, Clinical, Dietary strategies • Putting it into Context: <i>Malnutrition in Nepal</i> 	1. Conway, G. (2012). Chapter 2: What is Hunger? In <i>One Billion Hungry: Can We Feed the World?</i> (pp.21-40). Ithaca, NY: Cornell University Press. <i>*complete the quiz for this reading between January 15–22</i>	Jan 17: Last day to make change to proposed grade distribution
Jan 24–26	<ul style="list-style-type: none"> • Sociocultural Factors in Nutrition: Food habits over time; influence of religion and culture 	2. Nutrition in Emergencies, Lesson 2.5: Causes and most vulnerable to undernutrition (UNICEF, http://www.unicef.org/nutrition/training/2.5/1.html) <i>*complete the quiz for this reading between January 22–29</i>	
Jan 31–Feb 2	<ul style="list-style-type: none"> • Malnutrition: Over- and under-nutrition; chronic and acute malnutrition (severe and moderate) • Putting it into Context: <i>Democratic Republic of the Congo: The Malnutrition That Shouldn't Be</i> 	3. Bassett, T. J., & Winter-Nelson, A. (2010). Micronutrient Malnutrition. In <i>The Atlas of World Hunger</i> (pp. 26-31). Chicago, IL: The University of Chicago Press. <i>*complete the quiz for this reading between January 29–Feb 5</i>	Feb 2: Assignment Part 1 due by 11:59 PM
Feb 7–9	<ul style="list-style-type: none"> • Micronutrient deficiencies: Focus on vitamin A, iron, iodine, zinc • Putting it into Context: <i>Iron Deficiency in Egypt</i> 	4. Kamnitzer, R. (2010). Breastfeeding in the land of Genghis Khan. <i>Mothering</i> , 155, 2-7. <i>*complete the quiz for this reading between February 5–12</i>	
Feb 14–16	<ul style="list-style-type: none"> • Women and Food: Pregnancy, childbirth, and nutritional status; breastfeeding 	5. Brown, L. R. (2012). Chapter 8: Rising Temperatures, Rising Food Prices. In <i>Full Planet, Empty Plates: The New Geopolitics of Food Security</i> (pp. 83-92). <i>*complete the quiz for this reading between February 12–26</i>	Feb 16: Midterm Exam
Feb 21–23	READING WEEK – no classes		
Feb 28–Mar 2	<ul style="list-style-type: none"> • Women and Food, cont'd • Putting it into Context: <i>Breastfeeding recommendations for HIV+ women</i> • Population and Food Supply 	6. A tax on meat would reduce emissions and save lives, study suggests. Interview on CBC radio's <i>The Current</i> (December 1, 2016). Podcast: bit.ly/2iKbcTb or transcript: bit.ly/2htODgE <i>*complete the quiz for this reading between Feb 26–Mar 5</i>	
Mar 7–9	<ul style="list-style-type: none"> • Population and Food Supply, cont'd: Food security, population growth, food distribution, nutrition transition, conflict, climate change 	7. World Health Organization. (2015). Improving nutrition outcomes with better water, sanitation and hygiene: practical solutions for policies and programmes. pp 3–17. <i>*complete the quiz for this reading between March 5–12</i>	
Mar 14–16	<ul style="list-style-type: none"> • Possible solutions • Education, diet, land reform, improved WASH 	8. Thurow, R., & Kilman, S. (2009). Ch 6: Who's aiding whom? In <i>Enough: Why the World's Poorest Starve in an Age of Plenty</i> (pp. 85-97). <i>*complete the quiz for this reading between March 12–19</i>	
Mar 21–23	<ul style="list-style-type: none"> • Possible solutions, cont'd: pros and cons of food assistance • Putting it into Context: <i>Waiting for Food Aid in South Sudan</i> 	9. Schreinemachers, P., et al. (2015). The effect of women's home gardens on vegetable production and consumption in Bangladesh. <i>Food Security</i> . 7:97–107. <i>*complete the quiz for this reading between March 19–26</i>	
Mar 28–30	<ul style="list-style-type: none"> • Possible solutions, cont'd: Fortification, supplementation, biotechnology, agricultural interventions, ready-to-use therapeutic foods • Putting it into Context: <i>One Season in Rural Malawi</i> 	10. Segal, G. Z. (ed.) (2015). Muhammad Yunus: Nobel Peace Prize Recipient. In <i>Getting There: A Book of Mentors</i> . (pp. 134-139). <i>*complete the quiz for this reading between March 26–April 2</i>	Mar 30: Assignment Part 2 due by 11:59 PM
Apr 4–6	<ul style="list-style-type: none"> • Possible solutions, cont'd • Course Review and Synthesis 		
TBA (Apr 10–28)			Final Exam

Blue = Required readings Red = Quiz, Assignment, Exam, and Other Deadlines Green = Video documentaries

MY EXPECTATIONS OF STUDENTS IN FNH 355:

1. Attend all classes! If you must miss a class due to illness or another emergency, it is your responsibility to obtain notes for that day from a classmate (ask a classmate directly or post a request to the Discussion Board).
2. Actively participate in the various learning activities in class – this will greatly enhance your learning (and thereby reduce the amount of time needed for additional review prior to the midterm and final exam).
3. Respect and make a positive contribution to our learning environment in class. Please arrive on time, turn your cell phone off, and if you bring a laptop or other device, use it only for taking notes or other class-related work. Do not try to “multitask” (e.g., by checking Facebook) in class! Not only will your own learning be significantly reduced, but research has shown that students doing non-class activities on electronic devices distracts other students, thereby compromising the learning of those students as well (e.g., Sana, Weston & Cepeda, 2013: bit.ly/Klj5JL).
4. Take advantage of my drop-in office hours (Wednesdays 1:00 PM – 3:00 PM and Thursdays 2:30 PM – 4:30 PM in FNH 249) to ask questions, seek clarification, and/or discuss issues further.
5. Provide feedback on your experience with the course! You will have two formal opportunities to do this: a midterm course evaluation (the results of which I can apply to the remainder of the course) and the official UBC course evaluation at the end of the term. Please complete these evaluations! Your feedback is *greatly* valued.
6. Connect what you learn in this course to your existing and developing networks of knowledge. Use your previous knowledge to better understand issues presented in class, and take the learning gained through this class forward with you to reflect on how you can contribute to sustainable and just food systems for all.

ACADEMIC INTEGRITY: Academic honesty is a core value of scholarship. Please remember the importance of academic integrity (more information available here: bit.ly/2cy7JVV) and the University’s regulations regarding academic misconduct and plagiarism, including disciplinary measures (excerpted below and available here: bit.ly/1cbGHJ2).

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage in, any of the actions described below.

1. *Cheating, which may include, but is not limited to:*
 - I. *falsification of any material subject to academic evaluation, including research data;*
 - II. *use of or participation in unauthorized collaborative work;*
 - III. *use or possession in an examination of any materials (including devices) other than those permitted by the examiner;*
 - IV. *use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and*
 - V. *dishonest practices that breach rules governing examinations or submissions for academic evaluation*
2. *Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.*
3. *Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.*

In other words... Be sure to do your own work! Discuss course work with friends and learn with and from each other as you complete in-class activities. But make sure you complete all quizzes and exams independently, without the use of unauthorized aids. Make sure that you properly cite sources in your assignment; resources available through the UBC Library (e.g., bit.ly/1R3UozE) are available to help you with this.