

University of Puerto Rico
Río Piedras Campus
College of Natural Sciences
Nutrition and Dietetics Program
Bachelor of Science in Nutrition and Dietetics

Course Title: Seminar – Food Insecurity: A Social Approach

Semester: 1st 2018-2019

Course Codification - Section: NUTR 5997-2U1

Number of Credits / Hours: Two (2) credits / Two (2) hours per week

Classroom/Schedule: EFAN 109 / Thursdays 5:30 p.m. – 7:20 p.m.

Pre-requisites: None

Other requirements:

- a) Strong interest in the topic and desires to identify alternatives to solve the issue
- b) Basic computer skills and access to the Internet
- c) Self-transportation for experiential learning activities

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Office Hours: Monday and Wednesday 1:00 p.m. – 4:00 p.m.

Office: EFAN 104

Course description: Discussion of contemporary issues in foods and nutrition according to current trends and health priorities. Critical analysis of the scientific literature and public concerns related to each specific topic.

Contemporary Issue Description: The seminar examines the food insecurity phenomenon as a public health issue. It includes discussion of general aspects of its history, meanings, analytical levels, ways of manifestation, vulnerable groups/individuals, and prevalence as well as its measurement tools. In addition, analyzes the issue through its determinants, indicators, consequences, and interventions. This social approach take into account the role of financial markets, globalization, agri-business industries and national/international food-, land-, and commodity trading, while connecting these factors to broader global challenges such as food sovereignty, public health, climate change, complex emergencies, food loss and waste, and forced migration. As an overview and an experiential learning environment, the seminar have two main components: a general exploration of the contexts in which food insecurity develops, and a directed exploration of food access in Puerto Rico. The seminar is complemented with online experiences using the Moodle platform.

Descripción del curso: Discusión de temas contemporáneos en alimentos y nutrición según las tendencias y prioridades de salud. Análisis crítico de la literatura científica y el impacto en la población de cada uno de los temas a discutir.

Descripción del Tema Contemporáneo: Este seminario examina el fenómeno de la inseguridad alimentaria como un problema de salud pública. Discutiremos los aspectos generales de su historia, significados, niveles analíticos, formas de manifestación, grupos/individuos vulnerables, y prevalencia, así como las herramientas para medirlo. Además, analizaremos el problema a través de sus determinantes, indicadores, consecuencias e intervenciones. Este abordaje social tomará en cuenta el rol de los mercados financieros, globalización, industrias agrícolas, comercio nacional/internacional de alimentos, tierra y mercancía, conectando estos factores a los cambios globales como la soberanía alimentaria, salud pública, cambio climático, emergencias complejas, pérdida y desperdicio de alimentos y migración forzada. Como una visión general y un entorno de aprendizaje experiencial, el seminario tendrá dos componentes principales: una exploración general de los contextos en los que se desarrolla la inseguridad alimentaria y una exploración dirigida al acceso de los alimentos en Puerto Rico. El seminario se complementará con experiencias en línea utilizando la plataforma Moodle.

Learning Objectives: Upon completion of the course NUTR 5997, each student should have acquired the knowledge and skills to:

1. Define the right to food, food sovereignty, food security, food insecurity, hunger, and famine concepts.
2. Analyze the recent scientific research regarding food insecurity as a public health issue, through its determinants, indicators, consequences, and interventions.
3. Discuss food insecurity history, meanings, analytical levels, manifestations, vulnerable groups/individuals, prevalence, and measurement tools.
4. Compare differences and similarities of positions about the rights-based approach to food insecurity in the United States and Puerto Rico.
5. Assess how complex emergencies around the world impact food security in people, households, communities, and countries.
6. Identify anti-food insecurity policies and programs designed to achieve food security in the United States and Puerto Rico.
7. Evaluate the long and short-term health impacts of non-government responses to food insecurity in the United States and Puerto Rico.
8. Examine challenges confronting the attainment of food security in the United States and Puerto Rico.
9. Explain how financial markets, globalization, agri-business industries, and national/international food, land, commodity trading affects food security in Puerto Rico.
10. Describe the nature and scope of food insecurity in the United States and Puerto Rico from a crosscutting, multidisciplinary perspective.
11. Propose initiatives to enhance food security in Puerto Rico.
12. Demonstrate effective use of information technologies and documentation during the revision and presentation of the scientific literature in the food insecurity issue.

Outline of Course Content and Time Distribution:

Week	Topic	Time (contact hours)
1	Seminar Overview Definitions and Discourses	2
2	Definitions and Discourses (cont.) The Right to Food: A Human Right?	2
3	History Dimensions and Analytical levels	2
4	Manifestations of Food Insecurity Prevalence	2
5	Vulnerable groups/individuals Measurements Tools	2
6	Public Health Issue Health Consequences	2
7	Access to Food	2
8	Determinants and Indicators	2
9	Challenges	2
10	Challenges (cont.)	2
11	U.S. Food Security Policies	2
12	P.R. Food Security Policies	2
13	U.S. and P.R. Interventions	2
14	Local Solutions and Reflections	2
15	Local Solutions and Reflections	2
	Total contact hours	30

Instructional Strategies: conferences, discussions (higher-level questioning), cooperative learning, student presentations, debates, document-based questions, and project-based learning.

Minimal Resources Required:

Resource (I = provided by the Institution, S = acquired by the Student)	In-class
Basic to intermediate skills in computer use	S
Access to a computer or mobile device	S
Activated institutional e-mail (upr.edu) account	I
Microsoft Office or compatible equivalent software (Word, Excel, Powerpoint in particular)	S
Access to the distance education platform	I
Speakers, microphone for computer or mobile device	S
Web-cam	N/A
Skype or equivalent audio-video communication software	N/A
Access to broad-band (high velocity) Internet	N/A

Evaluation Strategies:

Group project (Puerto Rico)*	25%
Individual project (Puerto Rico)*	25%
Assignments (Worldwide)*	15%
Class participation	15%
Case study (Worldwide)*	10%
Attendance and punctuality	10%

*All assignments/projects/case study are due in class, hard copy, unless otherwise noted.

Evaluative Grade Scale: Quantifiable with grades of A – F*

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

< 59 = F

*Students must pass this seminar with a grade of “C” or better to qualify for graduation in the Nutrition and Dietetics Program.

Policies:**a) Sending emails to professor**

All emails to professor via Moodle or via email providers should contain the following information in the subject line: Course ID (NUTR 5997), your name and last name. The email should have a salutation line and should have your full name and student number at the end of the email.

b) Class attendance/punctuality, participation, and expectations

Students are expected to attend timely all class meetings. Students should come to class having completed assigned readings and prepared to engage in a lively respectful discussion of key global and Puerto Rico food insecurity issues and readings assigned for the class session. Throughout the semester students will be expected to actively participate in a variety of in-class projects involving debating, and other forms of creative interaction addressing a variety of critical global and Puerto Rico food insecurity issues. Complete and committed participation is a core principle in which the seminar operates. Emphasis in all aspects of this course is on **Critical Thinking**.

- Respect differences of opinion (classmates, professor, invited lecturers, local constituents, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

c) Plagiarism

Your written assignments (printed educational materials and/or oral presentations and posters) should be your intellectual work. Plagiarism, or presenting the words or ideas of another person as your own, is a form of fraud and will not be tolerated. Papers containing plagiarism will automatically receive the grade of “F”. Other examples of plagiarism include cutting and pasting from the web – when you are specifically asked to state something in your own words. This is inappropriate even if you cite where you got the information. When you are requested to synthesize the information from a literature source – it must be in your own words and not a

quote. The objective is to have the students demonstrate that they can understand the information to present in their own words and specifically designed to specific populations.

d) Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

-To ensure user data integrity and security, hybrid and distance education courses are offered through the institutional learning management system, which employs secure connection and authentication protocols. The system authenticates the users' identity with the username and password of their institutional accounts. Users are responsible for keeping their password secure and not sharing it with others.

e) Law of Integrated Educational Services for People with Impediments (Law 51, June 7, 1996)

Students who receive Vocational Rehabilitation should communicate with the professor at the beginning of the semester in order to plan for reasonable accommodation and/or acquisition of needed special equipment, according to the recommendations of the Office for Persons with Impediments of the Deanship of Student Affairs (Oficina de Asuntos para las Personas con Impedimentos, OAPI, Decanato de Estudiantes; Circular #9, 2002-2003, DAA).

f) Reasonable Accommodation

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination, including "The American Disabilities Act" (ADA law) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate it to the professor at the beginning of the semester so that appropriate planning and the necessary equipment may be requested according to the Disabilities Persons Affairs Office (Oficina de Asuntos para las Personas con Impedimentos (OAPI)) from the Students' Deanship office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities.

g) Alternative Methods of Teaching

La Certificación Núm 112 (2014-2015) de la Junta de Gobierno define un curso presencial como un curso en el cual 75% o más de las horas de instrucción requieren la presencia física del

estudiante y el profesor en el salón de clases. Esto quiere decir que 25% de un curso presencial, pudiera ofrecerse sin requerir la presencia física de los estudiantes y el profesor en el salón de clases. En caso de ser necesario, este curso podrá completar hasta 25% de las horas contacto (11.25 horas) de forma no presencial por métodos alternos como por ejemplo: Videoconferencias, módulos instruccionales, foros de discusión y cibercharlas entre otros. De ser así, se modificará el calendario/temario para incluir los temas que serán cubiertos por métodos alternos.

Required Text: Not applicable

References*

a) Books

Else, J. & Foster, K. (2018) *How to Feed the World*. Island Press.

Hossfeld, L., Brooke, E. & Waity, J. (2018). *Food and Poverty: Food Insecurity and Food Sovereignty among America's Poor*. Vanderbilt University Press.

Moncrieff, H. (2018). *The Fruitful City: The Enduring Power of the Urban Food Forest*. ECW Press.

Riches, G. (2018). *Food Bank Nations: Poverty, Corporate Charity and the Right to Food*. Routledge Publisher.

Sassi, M. (2017). *Understanding Food Insecurity: Key Features, Indicators, and response Design*. Springer Publisher.

Schmidt, L. (2018). *Food Security and the Crisis of the New Millennium*. Grin Verlag Publisher.

Wilde, P. (2018). *Food Policy in the United States: An Introduction*. 2nd. Ed. Routledge Publisher.

b) Articles

Cook, B. (2008). *Food Security Issues in a Public Health Context*. The Wellesley Institute for the National Collaborating Centre for Determinants of Health.

Cutts, D. & Cook, J. (2017). Screening for food insecurity: Short-term alleviation and long-term prevention. *American Journal of Public Health*, 107(11), 1699-1700.

EC/FAO. (2008). *An Introduction to the Basic Concepts of Food Security*. Rome: EC-FAO Food Security Programme 3. Retrieved from <http://www.fao.org/docrep/013/al936e/al936e00.pdf>

Gregory, C. & Coleman, A. (2017). Adults in households with more severe food insecurity are more likely to have a chronic disease. *Amber Waves*, 1-4.

Gundersen, C., Engelhard, E. E., Crumbaugh, A.S. & Seligman, H.K. (2017). Brief assessment

of food insecurity accurately identifies high-risk US adults. *Public Health Nutrition*, 20(8), 1367-1371.

Gundersen, C., Kreider, B., Pepper, J. & Tarasuk, V. (2017). Food assistance and food insecurity: implications for Canada in light of the mixing problema. *Empirical Economics*, 52(3), 1065-1087.

Jung, N., da Bairros, F., Pattussi, M., Pauli, S. & Neutzling, M. (2017). Gender differences in the prevalence of household food insecurity: a systematic review and meta-analysis. *Public Health Nutrition*, 20(5), 902-916.

Quinn, J., & Bencko, V. (2013). Food insecurity: How to orchestrate a global health crisis. *Health*, 5(6), 1055-61. doi: 10.4236/health.2013.56141.

Rabbitt, M., Coleman, A. & Gregory, C. (2017). Understanding the prevalence, severity, and distribution of food insecurity in the United States. *Amber Waves*, 1-7.

Torres, L. (2002). *Estrategias de investigación para la inclusión*. Facultad de Educación. www.uprrp.edu/registrador/suplemento_5.pdf

c) Reports & Guidelines

Committee on Agriculture. (2018). *Food Security Act of 1979*: Joint Hearing Before the Committee on Foreign Affairs and the Committee on Agriculture, House of Representatives, H.R. 4489; July 10, 1979 (Classic Reprint). Forgotten Books.

Food and Agriculture Organization of the United Nations. (1975). *Report of the World Food Conference*. Rome, Italy.

Food and Agriculture Organization of the United Nations. (1996). *World Food Summit*. Rome, Italy. Retrieved from <http://www.fao.org/wfs/>

Food and Agriculture Organization. (2017). *The State of Food Security and Nutrition in the World 2017. Building Resilience for Peace and Food Security*. Retrieved from <http://www.fao.org/3/a-I7695e.pdf>

International Food Policy Research Institute. (2018). *2018 Global Food Policy Report*. Retrieved from <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/132273/filename/132488.pdf>

United Nations Human Rights. Office of the High Commissioner of Human Rights. (2000). *Special Rapporteur on the Right to Food*. Retrieved from <http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx>

United Nations Human Rights. Office of the High Commissioner of Human Rights. (1948). *Universal Declaration of Human Rights*. Retrieved from <http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx>

World Health Organization. (2015). *Food Security*. Retrieved from <http://www.who.int/trade/glossary/story028/en/>

d) Doctoral Dissertations

Bernardy, O. I. (2015). *Empatando la Pelea: Inseguridad Alimentaria en Madres Pobres con Jefatura de Familia y sus Hijos/as Participantes del Programa Head Start en Cuatro Municipios de Puerto Rico*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Thesis. (3706493).

Pérez, C.M. (2017). *Conceptualization of Food Insecurity in Puerto Rican Elders: Importance of its Understanding*. (Doctoral dissertation)

Radimer, K. L. (1990). *Understanding Hunger and Developing Indicators to Assess It*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Thesis. (9106199).

Electronic References*

- 1) 2018 5th International Conference on Food Security and Nutrition <http://www.icfsn.org>
- 2) Action Against Hunger <https://www.actionagainsthunger.org>
- 3) Agroecología en Puerto Rico <http://www.agroecologiapr.org>
- 4) Banco de Alimentos de Puerto Rico <https://bancodealimentoopr.org>
- 5) Bread for the World Institute <http://www.bread.org/about-bread-world-institute>
- 6) Feeding America <http://www.feedingamerica.org>
- 7) Food and Agriculture Organization of the United Nations <http://www.fao.org/home/en/>
- 8) Food Assistance Programs <https://www.nutrition.gov/subject/food-assistance-programs>
- 9) Food Bank for New York City <https://www.foodbanknyc.org>
- 10) Freedom from Hunger <https://www.freedomfromhunger.org>
- 11) Food for the Hungry <https://www.fh.org>
- 12) Food Tank <https://foodtank.com>
- 13) Govardhan Farm <http://www.organicfarm.net>
- 14) Heifer International <https://www.heifer.org>
- 15) Hunger and Food Security Programs <https://nifa.usda.gov/program/hunger-food-security-programs>
- 16) John Hopkins Food System Primer <http://www.foodsystemprimer.org/food-and-nutrition/hunger-and-food-insecurity/index.html>
- 17) Meals on Wheels America <https://www.mealsonwheelsamerica.org>
- 18) No Kid Hungry <https://www.nokidhungry.org>
- 19) Pan American Health Organization <https://www.paho.org/hq/>
- 20) PROOF Food Insecurity Policy Research <http://proof.utoronto.ca>
- 21) The Hunger Project <http://www.thp.org>
- 22) The Stop – Community Food Centre <http://thestop.org>
- 23) United Nations Children’s Funds <https://www.unicef.org>

- 24) World Bank Group – Food Security <http://www.worldbank.org/en/topic/food-security>
- 25) World Health Organization <http://www.who.int>
- 26) World Food Programme <http://www1.wfp.org>
- 27) WhyHunger <https://networks.whyhunger.org>

*Other scientific articles, webpages, news around the world (including Puerto Rico) about food insecurity/security will be available in Moodle.

Developed by Carmen M. Pérez, DrPH, MHSN, RDN, LND (6/18)