

EUS2150 Europe's Food Environment

Quest 2

I. Course Information

Fall 2025

Meeting Day/Time: T8-9 (3:00 p.m. – 4:55 p.m.), R9 (4:05 p.m. – 4:55 p.m.)

Location: Tuesdays and Thursdays LIT 0127

Course# 26018 (Section 1AK2)

Primary General Education Designation: Social & Behavioral Sciences

A minimum grade of C is required for general education credit.

Instructor

Agata Kowalewska agatak@ufl.edu

Emails received during the work week (Monday 8:00 a.m. – Friday 5:00 p.m.) will be answered within 36 hrs. Emails received between Friday 5:00 p.m. and Monday 8:00 a.m. and during the holidays will be answered on Monday or the first day after the holiday.

Office location: 3326C Turlington Hall

Office hours: Mondays and Wednesdays 11:45 a.m. – 1:15 p.m. and by appointment. If you would like to meet with me virtually, please send me an email and we can meet via Zoom.

Office hours it is a time designated for you. If you want to discuss any topic related to the course, your academic or career plans, etc. The office hours' time is not to examine or test you.

Office phone: (352) 273-3473

Course Description

Can Europeans sustain traditional food culture, competitive levels of food production, and improve population health while achieving the goals of Agenda 2023 and the European Green Deal?

Food security and nutrition are part of the second goal of the United Nations Agenda 2030 of Sustainable Development Goals. At the same time, food security and production are significant elements of the European Union politics and focus of the Common Agricultural Policy. Do Europe's food politics support achievement of the SDG goals? Are European foodways compatible with nutritional needs of a human? How do issues of sustainability and nutrition influence health and well-being? "Europe's Food Environment" is an interdisciplinary course that explores the physical environment of food production and the social environment of food consumption and they relation to the human health. Specifically, how do the environments affect the nutritional health of different parts of Europe? In the course, we will study the relationships between the physiological (nutritional) needs of the human body and the psychological needs of appetite and cultural customs. Europe, its environmental diversity and cultural wealth, presents a compelling case study while exploring multiple factors that culminate in the health of

individuals and populations. Using the research methods of nutritional sciences, students will explore how the foodways affect nutrition-linked aspects of health.

Students will have to accomplish several activities including quizzes, in-class discussions, mock food-focused interviews, community-based interviews, written and oral reflections, and self-reflection. The course has a lecture format supported by readings from academic textbooks, peer-reviewed journals, popular and social media.

The course provides background information before more complex problems of health and nutrition are discussed. Therefore, it is appropriate for freshmen and sophomores, who come from diverse academic backgrounds and have inquisitive minds. The course does not have any prerequisites.

Course objectives

By the end of this course, students will be able to:

- Discuss the physical environment of Europe considering elements of climate, hydrology, and soil diversity.
- Evaluate factors affecting agriculture.
- Critique how different technologies, economies, and governance styles affecting a country's ability to produce food.
- Describe connections between food, nutrition, and health.
- Analyze the ethical facets of human research.
- Organize and describe food customs and nutritional challenges of Europe's regions.
- Describe characteristic food-related customs of selected European countries.
- Plan and conduct research with a specific population, including informal interviews and analysis of available published data.
- Organize and communicate gained knowledge.

Required & Recommended Course Materials (to purchase/rent)

The course-specific compilation (custom package prepared by Pearson Access Code ISBN-13: 9780137220878) of chapters from three different e-books published by Pearson.

Link to purchase the eBook <https://console.pearsoned.com/enrollment/0qi1cd>

1. Nutrition: An Applied Approach, 5/e, Thompson, J.J. and Manore, M. Pearson 2018.
2. Nutrition & You, 5/e, Blake, J.S. Pearson 2020.
3. Food Around the World, 4/e, McWilliams, M. Pearson 2015.

II. Coursework & Schedule

1. List of Graded Work

| Assignment | Description | Requirements | Points |
|---|---|--------------|--------|
| Week 2 assignment and in-class discussion | How do we evaluate the information? Discussion based on resources found and introduced by the student. (The grading rubric is posted in part III. Grading) | | 5 |
| Week 2 Syllabus quiz | Knowledge of the syllabus and semester project | | 7 |

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| Week 6 In-class interview | Tools used in collection of data in research related to food and nutrition. Mock interview and data collection. | | 5 |
| Week 5 In-class discussion | Role of ethics in life sciences. Beginning of research design. (The grading rubric is posted in part III. Grading) | Only discussion leaders are evaluated (1/5 of class). | 10 |
| Week 7 In-class discussion | Central Europe. Environmental pollutants in food supply. | Only discussion leaders are evaluated (1/5 of class). | - |
| Week 9 In-class discussion | Eastern Europe. Wild edible plants in European cuisine. | Only discussion leaders are evaluated (1/5 of class). | - |
| Week 11 In-class discussion | Northern Europe. Regulation of dietary supplement and their impact on health and economy. | Only discussion leaders are evaluated (1/5 of class). | - |
| Week 12 In-class discussion | Southern Europe. Sustainable diets in Europe. | Only discussion leaders are evaluated (1/5 of class). | - |
| Week 6 Exam 1 | The material covered by Ethics, Research Methods, Food and Nutrition | | 50 |
| Week 7 Central Europe quiz | Quiz which introduces the area covered in upcoming lectures. Based on Chapter <i>Central Europe</i> . | | 10 |
| Week 8 Eastern Europe quiz | Quiz which introduces the area covered in upcoming lectures. Based on Chapter <i>Eastern Europe</i> | | 10 |
| Week 9 Northern Europe quiz | Quiz which introduces the area covered in upcoming lectures. Based on Chapter <i>Scandinavia</i> | | 10 |
| Week 11 Southern Europe quiz | Quiz which introduces the area covered in upcoming lectures. Based on Chapter <i>Greece and the Middle East</i> and Chapter <i>Italy</i> | | 10 |
| Week 7 Topic, consent, and tools written assignment | Part of the research protocol. Step 1 of the final project. Development of the first element of the Final Project. The assignment includes topic/research question, a consent form, and survey methods. | | 16 |
| Week 9 | Part of the research protocol. Step 2 of the final project. | | 10 |

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| Interview written assignment | The assignment includes a revised consent form, final version of data collection tools, and a protocol of data collection procedures. | | |
| Weeks 14 and 15 Presentation | The final version of the project (Step 3A). Students present findings supported by excerpts of the interview. Evaluation of research methods. | Experiential Learning Component | 15 |
| Week 15 Final project report written assignment | The final version of the project (Step 3B). Students create final reports of the project with all the tools, research protocol, and evaluation, which includes self-reflection. Word range 2000 - 2300 | Experiential Learning Component and Self-Reflection Component | 40 |
| Total | Possible points to be earned by each student | | 198 |

2. Weekly Course Schedule

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|--------|----------------|---|----------------------|
| Week 1 | Topic | Introductions | |
| | Summary | Discussion of the course and the syllabus and semester project Introductions focused on the multi-disciplinary background of students and instructor | |
| | Readings/Works | Syllabus and semester project description | |
| Week 2 | Topic | Discussion of a cross-disciplinary and multidisciplinary approach Nutrition and Health | |
| | Summary | Overview of nutrition Macronutrients: definitions, functions and food sources | |
| | Readings/Works | Nutrition: Linking food and health in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 3 to 7-inclusive in Chapter 1) What are Nutrients? in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 8 to 15-inclusive in Chapter 1) | |
| | Assignment | In-class discussion about the validity of resources (student needs to be ready with one resource relevant to their career choice to discuss in class – assignment posted on Canvas) Syllabus and Semester Project quiz | Tuesday Thursday |
| Week 3 | Topic | Food and Nutrition – Adequacy, Hunger and Health | |
| | Summary | Overview of nutrition Macronutrients: definitions, functions and food sources | |
| | Readings/Works | Carbohydrates in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 31 to 60-inclusive in Chapter 2) Fats in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 69 to 93-inclusive in Chapter 3) Proteins in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 101 to 129-inclusive in Chapter 4) | |
| Week 4 | Topic | Food and Nutrition – Adequacy, Hunger and Health | |
| | Summary | Overview of nutrition | |

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|--------|----------------|--|----------------------|
| | | Water Micronutrients: definitions, functions and food sources | |
| | Readings/Works | Vitamins and Minerals in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 135 to 145-inclusive and “In-depth” page 144) Nutrients Essential to Key Body Functions in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (Pages 149 – 176 inclusive in Chapter 6) | |
| Week 5 | Topic | Ethics in Research and Research Methods in Nutritional Sciences | |
| | Summary | Background of nutrition and food research The ethical perspective of human research Methodology and tools in research that explores country-specific food consumption, practices and behaviors | |
| | Readings/Works | The Scientific Method in <i>Nutrition: An Applied Approach</i> , 5/e, Thompson, J.J. and Manore, M. Pearson 2018. (From page 15 to 25-inclusive) Readings for the class discussion (Ethics in research) listed in the assignment and posted on Canvas | |
| | Assignment | In-class discussion (1/5 of students will lead the discussions; discussion guidelines and resources will be posted on Canvas) | Tuesday |
| Week 6 | Topic | Data collecting tools – practicum | |
| | Summary | Food Intake Record, Food Frequency Questionnaire and other tools used to collect data (mock interviews) Modification of existing tools for specific needs of semester project | |
| | Readings/Works | Lucan, S. C. Concerning Limitations of Food-Environment Research. <i>Journal of American Dietetic Association</i> . 2015;115(2): 205-12. Faber, M., <i>et al.</i> Presentation and interpretation of food intake data: factors affecting comparability across studies. <i>Nutrition</i> . 2013 Nov-Dec;29(11-12):1286-92. | |
| | Assignment | In-class interviews and data collection (Behavioral Food Record) Exam (material from weeks 1-6) | Tuesday Thursday |

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|--------|----------------|---|----------------------|
| Week 7 | Topic | Central Europe – Environments of Food Production and Consumption, Food Security and Food Adequacy | |
| | Summary | Germany, Austria, Switzerland and Benelux - geography and natural environment as it relates to food production Food production and patterns of consumption Food based dietary guidelines Nutrition-related disease, specific for the countries and prevention programs Pesticides in food and health consequences | |
| | Readings/Works | Chapter 8 Central Europe in Food Around the World, 4/e, McWilliams, M. Pearson 2015. (Map on page 202 + 14 pages) – to prepare for the Central Europe quiz Vermote, M. <i>et al.</i> The effect of nudges aligned with the renewed Flemish Food Triangle on the purchase of fresh fruits: An on-campus restaurant experiment. <i>Appetite</i> . 2020;144:104479 Trommsdorff, M. <i>et al.</i> Combining food and energy production: Design of an agrivoltaic system applied in arable and vegetable farming in Germany. <i>Renewable and Sustainable Energy Reviews</i> . 2021;140:110694 | |
| | Assignment | Central Europe quiz - in class Topic, consent form, and tools assignment (Semester project Step 1) | Tuesday Thursday |
| Week 8 | Topic | Central Europe – Soil and Dietary Surveys Eastern Europe - Environments of Food Production and Consumption | |
| | Summary | Soil quality and soil protection in the EU Methods and tools used in population studies (concept of a target population) Countries of the Warsaw Pact, excluding Russia - geography and natural environment as it relates to food production Food production and patterns of consumption | |
| | Readings/Works | Readings for the class discussion (Central Europe) listed in the assignment and posted on Canvas Chapter 7 Eastern Europe in Food Around the World, 4/e, McWilliams, M. Pearson 2015. (Map on page 218 + 18 pages) – to prepare for the Eastern Europe quiz | |

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|---------|----------------|---|--------------------------------|
| | | Bryła, P. Organic food consumption in Poland. Appetite. 2016; 105:737-746. | |
| | Assignment | In-class discussion (1/5 of students will lead the discussions; discussion guidelines and resources will be posted on Canvas) Eastern Europe quiz – in class | Tuesday Thursday |
| Week 9 | Topic | Eastern Europe - Food Security and Food Adequacy Northern Europe - Environments of Food Production and Consumption | |
| | Summary | Food based dietary guidelines Nutrition-related disease, specific for the countries and prevention programs Foraging for wild eatables vs Globalization of diet Iceland, Finland, Norway, Sweden, and Denmark - geography and natural environment as it relates to food production | |
| | Readings/Works | Readings for the class discussion (Eastern Europe) listed in the assignment and posted on Canvas Chapter 7 Scandinavia in Food Around the World, 4/e, McWilliams, M. Pearson 2015. (Map on page 184 + 16 pages) – to prepare for the Northern Europe quiz | |
| | Assignment | In-class discussion Eastern Europe (1/5 of students will lead the discussions; discussion guidelines and resources will be posted on Canvas) Interview assignment (Semester project Step 2) Northern Europe quiz – in class | Tuesday Tuesday Thursday |
| Week 10 | Topic | Northern Europe - Food Security and Food Adequacy and Food Security | |
| | Summary | Food production and patterns of consumption Alternative food sources, and new trends in aquaculture | |
| | Readings/Works | Neuman, N., Yngve, A. Aspects of Food, Nutrition, and Health in Sweden. Nutritional and Health Aspects of Food in Nordic Countries. Academic Press. 2019. Pages 73-97 | |
| Week 11 | Topic | Northern Europe – Macro and Micronutrient Deficiencies Southern Europe - Environments of Food Production and Consumption | |
| | Summary | Food consumption, natural environment condition, and resulting food based dietary guidelines Nutrition-related disease, specific for the countries and prevention programs | |

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|---------|----------------|---|------------------------|
| | | Countries of Mediterranean area as food producers and consumers Nutrition-related disease, specific for the countries and prevention programs | |
| | Readings/Works | Readings for the class discussion (Northern Europe) listed in the assignment and posted on Canvas Chapter 10 Greece and Middle East in Food Around the World, 4/e, McWilliams, M. Pearson 2015. (Map on page 238 + 22 pages) Chapter Italy in Food Around the World, 4/e, McWilliams, M. Pearson 2015. (Map +16 pages) – Chapter 10 and Chapter Italy are to prepare for the Southern Europe quiz Carzedda, M., <i>et al.</i> Consumer Preferences for Origin and Organic Attributes of Extra Virgin Olive Oil: A Choice Experiment in the Italian Market. Foods. 2021 May 2;10(5):994. (17 pages) | |
| | Assignment | In-class discussion (1/5 of students will lead the discussions; discussion guidelines and resources will be posted on Canvas) Southern Europe quiz – in class | Tuesday Tuesday |
| Week 12 | Topic | Southern Europe – Diet of Mediterranean Basin | |
| | Summary | Influence of on North African and South European cultures on food patterns French paradox and other phytochemicals in food Sustainable dietary patterns in Europe | |
| | Readings/Works | Readings for the class discussion (Southern Europe) listed in the assignment and posted on Canvas Dernini, S., Berry, E. M. Mediterranean Diet: From a Healthy Diet to a Sustainable Dietary Pattern. Frontiers in Nutrition. 2015;2 (7 pages) | |
| | Assignment | In-class discussion (1/5 of students will lead the discussions; discussion guidelines and resources will be posted on Canvas) | Tuesday |
| Week 13 | Topic | Selected Topics from Projects (No class on Tuesday, November 11 – Holiday) | |
| Week 14 | Topic | Semester Project Presentations | |
| | Assignment | Semester project Step 3A, Experiential Learning Component (in class) | Tuesday Thursday |
| Week 15 | Topic | Semester Project Presentations | |

| Week | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------|------------|--|----------------------|
| | Assignment | Semester project Step 3A, Experiential Learning Component (in class) Semester project written reports Step 3B (on Canvas) | Tuesday Wednesday |

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Participation Grading Rubric:

Week 2 of the semester assignment/discussion

| Criteria | Full Marks | Partial Marks | No Marks |
|--------------------------------|---|--|--|
| Resource citation | 1.5 pt. The reference of a resource is published on Canvas on time. Appropriate format. | 1 pt. The reference is published on Canvas. Timing or formatting are problematic. | 0.0 pts The element is missing. |
| Presentation of the main ideas | 2.0 pts The student can summarize the resource succinctly and demonstrate the link between the topic of the discussion and the resource. | 0.5-1.5 pts The summary is not well organized, chaotic and the justification of the relation between the resource and discussion topic is incomplete. | 0.0 pts The student is unable to talk about the topics. |
| Perspective | 1.5 pts The student considers the comments and the questions thoughtfully and formulates the answers. | 0.5 – 1.0 pts The student has a limited understanding and willingness to listen to other perspectives. | 0.0 pts Considerations are not given. |

In-Class Discussion Grading Rubric:

Class discussion grading rubric (general), 10pts per one discussion.

Participation: Consistent informed, thoughtful, and considerate discussion participation is expected of all students. The instructor will inform you if your participation in discussion does not meet the course expectations.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

There are 5 class discussions linked to a specific topic of the course. An individual rubric may vary by small details, but the grading will follow a pattern proposed in the rubric. Only assigned leaders will be evaluated. Each student will be responsible to lead only one discussion.

| Criteria | Full Marks | Partial Marks | No Marks |
|---|---|--|--|
| Informed: Shows evidence of having done the assigned work. | 2 pts The leader participates in the discussion and adds information from the reading. | The leader contributes comments, but they are not directly related to the assigned reading. | The leader only listens to the discussions between group members but does not take part in the conversation by adding information from the assigned reading. |
| Thoughtful: Shows evidence of having understood and considered issues raised. | 2 pts The leader can paraphrase questions and concepts that have to be considered by the group or can consider other options if he/she cannot understand the task himself/herself. The leader can help other members of the group to stay on task and guide the discussion toward the conclusions. | The leader has problems explaining the discussion goals or does not show determination to lead the discussion. | The leader has problems explaining the discussion goals and does not show determination to lead the discussion. |
| Considerate: Takes the perspective others into account. | 3 pts The leader listens to all group members and does not discourage any appropriate statements even if they do not agree with his/her assessments/opinions. | The leader encourages or discourages discussion participation based on preformed opinions and/or other characteristics of the members. | The leader statements discourage discussion and result in one-sided statements. |

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| Critical thinking: Extracts relevant elements of discussion to report to the rest of the class in a concise manner. | 3 pts The summary of the discussion is presented in a way that the audience (other groups) knows what was discussed, what was the base for the discussion, and what were the results, including alternative opinions (if there was no consensus). The summary is cohesive and complete. | The summary is missing some of the characteristics described in the "Full marks" box. | The summary is limited and does not provide insides into the discussion. |
|--|--|---|--|

Late and Missed Assignments / Assessments:

Late assignments: You can submit an assignment after its due date if you receive a permission from the instructor. If the reason for a late submission is not one of the UF approved circumstances (documented accident, medical emergency, etc.), the grade on the assignment will be decreased by 5% for each day pass the due date.

Absence during in-class presentations during the semester: if you miss/skip any of the five in-class discussions without UF approved justification, your grade for the assignment will be decreased by 2 pts. for each absence. In all other instances, contact your instructor for a make-up assignment.

Absence during the final presentations: if you miss any of the class meetings during the final project presentations without UF approved justification, your grade for the assignment will be decreased by 5 pts. for each absence. In all other instances, contact your instructor for a make-up assignment.

Bonus Points and Extra Credit Assignments / Assessments:

Throughout the semester, you will have an opportunity to earn several bonus points. All such opportunities will be incorporated into existing assignments or assessments. No additional assignments or assessments will be created solely for that purpose.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

| | | | | |
|----|------------------------------|--|----|----------|
| A | 93 – 100% of possible points | | C | 74 – 76% |
| A- | 90 – 92% | | C- | 70 – 73% |
| B+ | 87 – 89% | | D+ | 67 – 69% |
| B | 84 – 86% | | D | 64 – 66% |
| B- | 80 – 83% | | D- | 60 – 63% |

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|----|----------|--|---|-----|
| C+ | 77 – 79% | | E | <60 |
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IV. Quest Learning Experiences

5. Details of Experiential Learning Component

Experiential Learning Component is presented to students in two parts.

The first part of the process is learning how to conduct food-focused interviews. Students will be provided with tested tools (surveys and questionnaires) to conduct food-focused interviews. Once the tools are familiar, they will practice in class, with peers, how to ask the questions appropriately and use standardized vocabulary.

The second part of the Experiential Learning Component is built into the semester project. Each student in the course will have to locate a person who has close ancestry of that specific region of Europe and conduct an interview according to prepared and reviewed protocol.

6. Details of Self-Reflection Component

The Self-Reflection Component is one of the elements of the semester project. The final project is made of four parts: research design, community-based interview, presentation and a report.

As part of the interview, the student needs to find out if and how food production and/or foodways affected the acculturation of the interviewee (or ancestral acculturation). And second, if and how food production and/or foodways played a role in the carrier or life of the interviewee.

In the report, the fourth element of the final project, the student needs to locate a professional publication that connects agricultural production and/or food and/or foodways to the chosen carrier and reflect on their plans, educational and professional elements.

In the presentation, the student needs to report its findings and reflections.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest Social & Behavioral Sciences + Quest 2 + Course Objectives

| Social and Behavioral Sciences Objectives → | Quest 2 Objectives → | This Course's Objectives → (This course will....) | Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...) |
|---|--|--|---|
| Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. | Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet. | ... examine the connection between environmental, social, nutrition factors as they affect food and health in general and specifically among Europeans. | ... examining Europe's geography, principles of nutritional sciences and the scientific method, human physiology. |
| Students will learn to identify, describe and explain social institutions, structures or processes. | Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet. | ... explore populations within Europe and examine perspectives that resulted in the development of diverse food-based dietary guidelines and approaches to health and food protection. | ... presenting health and economic reports, country specific policies and guidelines. |
| These courses emphasize the effective application of accepted problem-solving techniques. | Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to | ... explore country-specific trends in food production, foodways and health outcomes. | ... analyzing and reporting of specific issues relevant to food and relevant health or behavioral outcomes. |

| Social and Behavioral Sciences Objectives → | Quest 2 Objectives → | This Course's Objectives → (This course will....) | Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...) |
|--|--|---|---|
| | pressing questions concerning human society and/or the state of our planet. | | |
| Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. | Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. | ... explore the interactions among European cultures, European Union and individual states and effects on agriculture, foodways and health. | ... analyzing and reporting aspects of the food environment and relation to different aspects of European culture and economy and other fields affected by food production and consumption. |
| Students are expected to assess and analyze ethical perspectives in individual and societal decisions. | Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work. | ... explore the ethics of research with humans and nuances of different types of human research. | ... examining and participating in the research planning and approval process. Review of UF Institutional Review Board procedures. |

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest Social & Behavioral Sciences + Quest 2 + Course SLOs

| | Social and Behavioral Sciences SLOs → Students will be able to... | Quest 2 SLOs → Students will be able to... | This Course's SLOs → Students will be able to... | Assessment Student competencies will be assessed through... |
|--------------------------|--|--|---|---|
| Content | Identify, describe, and explain the history, underlying theory and methodologies used; and social institutions, structures and processes. | Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. | <p>Identify and describe elements of Europe's physical environmental condones (e.g.: dominating mountain ranges, areas of lowlands, bodies of water, types of soils) and climate.</p> <p>Relate the environment to the development of agricultural products.</p> <p>Identify and describe the main nutrient groups and their functions in the human body. Describe food sources of the nutrients for the European populations.</p> <p>Describe the basis of food-based dietary guidelines and present European recommendations.</p> | In-class discussions, quizzes, midterm exam, and the final project. |
| Critical Thinking | Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. | <p>Analyze and evaluate resources available to the public and researchers (nutritional sciences, community and population) to construct reliable data pools.</p> <p>Analyze and evaluate available and self-collected data sets by using established practices of Nutritional and Behavioral Sciences.</p> | Class discussions, final project |

| | Social and Behavioral Sciences SLOs → Students will be able to... | Quest 2 SLOs → Students will be able to... | This Course's SLOs → Students will be able to... | Assessment Student competencies will be assessed through... |
|----------------------|---|--|--|---|
| Communication | Communicate knowledge, thoughts and reasoning clearly and effectively. | Develop and present , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges. | Illustrate and describe, using available resources and methods of communication, the impact of the environment on foodways. Convincingly present arguments to support or oppose the inclusion of specific information. | Final project and in-class discussions. |
| Connection | N/A | Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. | Describe and articulate the fundamental need of humans for food and its reflections in other aspects of life and disciplines of science. | Final project. |

VI. Required Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/).” (The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>).

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Use of Artificial Intelligence Tools

The UF AI Ethics states “UF is committed to an ethical and equitable approach to artificial intelligence in its teaching, research and business practices.” (<https://ai.ufl.edu/about/ai-ethics/>)

In the course, we will recognize two categories of AI tools: Assistive AI (AAI) and Generative AI (GAI) tools. The AAI tools may suggest, correct, or improve student-created content. Examples of such tools are Google's Gmail, Microsoft's Outlook, Word, and Grammarly. The GAI tools produce content that may be represented as text, image, translation, sound, or code. Examples of such tools are ChatGPT, Dall-e, Copilot, and Gemini.

In the course, the AAI tools are allowed and do not have to be cited or listed. The GAI tools may be permitted in specific situations (as described in assignments and assessments). If GAI tools are used to create content that is described as something that students should produce by themselves it will be treated as a violation of the UF Honesty Policy (“A Student must not represent as the Student’s own work all or any portion of the work of another person or Entity”).

14. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

15. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

16. In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

17. Comportment Policy

While you should feel free to express your ideas, slurs and epithets based on race, ethnicity, gender, sexual orientation and preference, religious practice, etc. will not be tolerated. Any disruptive, obnoxious, or disrespectful behavior may result in dismissal from the classroom and other disciplinary actions. I trust that we can all avoid such situations and create a safe classroom environment. This can be easily achieved through mutual respect for one another.

18. Disclaimer

Any part of this syllabus is subject to change, according to the needs and/or progression of the class. This syllabus is not exhaustive; I reserve the right to implement any reasonable methods not included in the syllabus if they serve the pedagogical purpose of the class.

VII. Campus Resources

19. Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit [the Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center](#) website.

University Police Department: Visit [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit [the UF Health Emergency Room and Trauma Center](#) website.

20. Academic Resources

E-learning technical support: Contact [the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit [the Student Honor Code and Student Conduct Code](#) webpage for more information.

On-Line Students Complaints: View [the Distance Learning Student Complaint Process](#).