

I. General Information

Class Meetings

- Fall 2025
- Monday, Wednesday, Friday - Period 5 (11:45 AM - 12:35 PM)
- Larsen Hall 0310

Instructor

- Dr. Misti Sharp, Instructional Associate Professor, Food and Resource Economics Department
- Office Location: 1189 McCarty Hall A
- Student Hours: Wednesdays and Fridays from 9:00 - 10:00 am, Thursdays from 1:00 – 2:30 pm and [by appointment](#)
- Email : mistisharp@ufl.edu
- Phone: 352-294-7632

Teaching Assistant

- Faith Aiya, graduate student
- Office: TBD
- Office Hours: Monday and Wednesday 2-3 pm
- Contact: faith.aiya@ufl.edu

Communication

Feel free to set up an appointment to see me through **Bookings ([LINK](#))**. Any issues that require action **MUST** be handled by email so that there is a written record of need. Please email both Dr. Sharp and Faith at the emails above so that the appropriate person responds in a timely manner. Students are expected to maintain a high standard of professionalism in all course-related interactions and communications. This includes using proper email etiquette with clear subject lines, formal tone, and appropriate salutations. If you communicate with clarity and conciseness and use respectful and courteous language, you should expect a similar response.

Course Description

We all eat. But why do we eat the way we do? The relationship between consumers with differing preferences and diverse food systems surrounding us has only been complicating, resulting in problems about eating on an international scope. Therefore, the need to better understand the contemporary way of eating, evaluate its economic viability and sustainability, and make informed decisions is pressing. This course is designed to stimulate students from a variety of backgrounds to think creatively and critically about these problems through the lens of economics, supported by cross-disciplinary perspectives, including marketing, nutritional sciences, public health, neuroscience, and agribusiness.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

1. **E-learning:** can be accessed via <http://elearning.ufl.edu> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or email helpdesk@ufl.edu. This will be where you submit much of your work and where I will post grades regularly.
2. **Readings:** While there is no required textbook, readings are provided within Perusall within eLearning. You are expected to read and/or watch all assigned readings/videos in preparation for class discussions and participation quizzes. You will annotate, make comments on, and discuss the materials with your peers in Perusall. Your AI-determined grade will be based on a combination of reading time, the quantity and quality of annotations made, and the quality of interactions with peers. For information about Perusall from a student perspective, please see the following: [Students](#).
3. **Canva Account:** Many of our course projects require creativity. Canva is a free online graphic design software that is easy to use. To sign up for Canva:
 - Open an internet browser and navigate to <https://www.canva.com/>.
 - Click on the Sign up for free and get started icon in the center of the page.
 - Sign in with Google (your UF Google account) or enter your email and create a password.
 - Click Agree and create my Account.

II. Graded Work

Description of Graded Work

Grade Composition

Graded Activity	Point	Weight
Attendance and Participation (Daily)	50	5%
Readings Assignments—Perusall (10)	100	10%
Food System Participant Growth (FSPG)	100	10%
Module Reflections (best 4 of 5)	100	10%
Country Report (3 parts + final poster presentation)	250	25%
Experiential Learning Activities (best 4 of 5)	400	40%
Total	1000	100%

Attendance and Participation (50 points)

Participation in class will be graded based on a student's engagement in group and/or whole class activities. Students will arrive at class prepared to discuss the readings and contribute to the learning

environment. Students' participation will be assessed through tools such as in-class worksheets and exit tickets, following the rubric below. You will also be expected to pick up your own name tent and turn it back in each class. This will help me get to know your names and may occasionally be used for attendance.

5 Points	4-3 Points	2-1 Points	0 Points
Excellent	Good	Insufficient	Unsatisfactory
You come to class fully prepared to discuss the materials. Your comments are relevant and reflect a thoughtful engagement in the materials. You communicate respectfully and within a reasonable time frame.	You are almost fully prepared to discuss the materials, but your comments do not include references to the materials.	You are not contributing to the discussion or referencing the materials.	You have an unexcused absence from the class meeting.

Readings Assignments – Perusall (100 points)

Ten readings will be assigned throughout the semester to (1) facilitate comprehension of or assess mastery of course contents and (2) prepare students for active participation in class activities and discussions. Readings are assigned through Perusall, with each assignment worth 10 points (total 100 points). Each Perusall reading assignment is automatically scored based on the quality and quantity of students' engagement. The scoring considers factors such as comment content, opening assignment, reading to the end, active engagement time, getting responses, and upvoting.

Food System Participant Growth (100 points)

This class is ultimately about how individuals interact with the food system and influence its sustainability. To help you explore these issues on a personal level, there are various assignments throughout the semester that are facilitated both in class and online to help you understand your own preferences, influence, and role in the food system. These assignments may make use of AI, but you can always ask for an alternative assessment if you have ethical quandaries with the use of AI.

Module Reflections (best 4 of 5, 25 points each, 100 points total)

There are 5 modules in this course:

Module 1: The dynamics of food consumption

Module 2: Nutritional considerations and food habits

Module 3: Global versus local: An exploration of the food system and policy challenges

Module 4: The economics of having too much and too little

Module 5: Shaping the economically viable and sustainable future

For each module, you can choose a format to reflect on the readings, lectures, and activities from the module to help you move through the KOLB learning cycle (see diagram below and source [Home | Experience Based Learning Systems, LLC \(learningfromexperience.com\)](https://www.learningfromexperience.com/)).



Format 1: Use the DEAL model to Describe, Examine, and Articulate Learning in a 1 page essay (1.5 spaced, times new roman font, 1 inch margins). As a guide for each part:

Describe what you think were the big "take-home messages" from the module? What sorts of information did you learn that you were not familiar with before? Was there something that surprised you or contrasted with what you previously knew/thought? What learning outcomes did you achieve from engaging with the content and doing the experiential learning assignment and engaging with the course materials?

Examine the module from different perspectives/through different lenses. You can consider, for example, you as a student, you as a consumer, and you as an informed citizen. What did you gain from each of these perspectives? Will you behave differently in these domains based on what we addressed in the module?

Articulate Learning by summarizing your learning as a result of the experiences in this module and set goals or future directions of learning for yourself based on things that intrigued you in this module.

Format 2: Create an artistic representation (could be a digital or hand drawing, concept map, infographic, etc) that either encapsulates the learning you experienced in the module or dive-deep into a particular topic (through a cartoon or infographic for example) that you found to be particularly compelling. In one paragraph, describe what your art is supposed to represent and how it relates to the module and your learning.

Country Report (250 points)

Each student will select a different country to focus on and write a report about food consumption, trends, and issues in this country. You will turn in a written report including three parts (50 points each), due at different times. The final presentation is in the form of a 3' x 4' poster (30 points). The verbal presentation (20 points) will be scheduled in the 16th week. You are expected to exercise effective communication and present your country report to instructors and students' peers. Participating in observing your peers' presentations is worth 20 points.

Country Report Part 1: Dietary Recommendations and Food Budget in the Country of Your Choice (1 page, 50 points, due on Friday, September 26th)

Country Report Part 2: Food Labeling Regulation and Advertising in the Country of Your Choice (1 page, 50 points, due on Monday, October 27th)

Country Report Part 3: The State and Trend of Food and Nutrition Insecurity in the Country of Your Choice (1 page, 50 points, due on Monday, November 10th)

Poster Symposium (100 points): Create and present a poster (50 points) to effectively communicate your country report to the Instructor and peers within a 5-minute time limit. The poster should include: (1) Key findings from the three individual Country Reports, and (2) Insights on alternative foods and

sustainability trends in your chosen country. See [Poster Presentations](#) and [Guidelines](#) as a reference for the presentation skills. This symposium will be held during the week before Thanksgiving.

Experiential Learning Activities (Best 4 of 5, 100 points each, 400 points total)

ELA #1: Culture Shift Exploration (100 points)

We are living in a time of rapid change as more knowledge means more nuance, and more ability to live differently than in past generations. The concept of “when you know better, you do better” is prevalent in the way we live, eat, work, and play. You are tasked with exploring a “culture shift” that is currently playing out in food marketing. You are tasked with 1) identifying an artifact for the culture shift 2) creating a change model (in canva, plectica, or another visual program) using systems thinking and 3) reflecting on whether this will be a lasting change or just a fad based on the approach currently being used, the cultural context of the change, and the material provided in the module. An example of non-alcoholic beer in Cork, Ireland will be provided as well as a rubric in eLearning.

ELA #2: Food MythBusters (100 points)

Each student will choose a popular belief about nutrition, or diet, or food labels to research and present in the form of an infographic (30 points) and 3 to 5 minute video busting the myth based on the infographic (50 points). We will spend some lecture time introducing a variety of these beliefs. Some examples students might choose to investigate include:

Artificial sweeteners cause cancer. MSG is bad for you. Honey or Agave nectar are healthier than regular sugar. Fast food is unhealthy. Low-fat dairy is healthier than full-fat dairy. Low-carb diets are best for weight loss. Organic food is more nutritious. Low-carb diets are dangerous fad diets. The gluten-free diet is healthy and for everyone. The best way to lose weight is to just eat less.

In the infographics and video, you will:

- (1) Identify the relevant food myth you have found on social media platforms. This will help you see how information about food is conveyed through social media, from those who spread food myths to scientists and journalists who are trying to bust health myths.
- (2) Investigate. What kind of evidence is available for these claims? Does anyone disagree with this belief—who and on what basis? Can you tell if it’s true or false and why?
- (3) Offer an explanation. Examine why the myth exists (and persists), the scientific evidence refuting the myth, and then present possible ways to help spread myth-busting information to the general public.

Each student is encouraged to review all their peers’ MythBusters videos and is required to grade (students will use the rubric tool in eLearning to grade their peers) and comment on 4 videos (randomly assigned) to score (20 points). More details and a rubric will be provided on eLearning.

ELA #3: Global Trade Game (100 points)

In this interactive simulation, students will be divided into teams representing 16 different countries, each with unique production capabilities for key food commodities such as grains, fruits, vegetables, dairy, meat, fish, nuts, and spices. Through a series of trade rounds, students will negotiate with other teams to import and export commodities, aiming to achieve food sufficiency, maintain a favorable trade balance, and respond to global market fluctuations. This activity emphasizes the complexities of international food trade, the importance of comparative advantage, and the interdependence of nations in the global economy. A one-page of reflection on respective country’s performance, import and

export coordination, and key concepts mastery is required. More details and a rubric will be provided on eLearning.

ELA #4: Food Budget Planning and Reflection (100 points)

This experiential learning assignment requires students to investigate food labels and claims across at least two different store formats (such as supermarkets, warehouse clubs, specialty stores, international stores, or farmers' markets). You will prepare a [food budget](#) for a meal made with ingredients from both locations. Take pictures of the location (including at least one photo with you in it) that illustrate the kinds of food and pricing structures of the location. Reflect on the experience and why you think that the experiences at the two shops are both similar and different. Document distinctive labels/claims and write a 1-2 page reflection paper (40 points) analyzing how the pricing structure, food labels, and storefront contribute to feast or famine. The reflection should include a summary of price comparisons, research on product labels, and thoughtful analysis of how these labels impact consumer behavior and the food industry. More details and a rubric will be provided on eLearning.

ELA #5: Food Waste and Feeding the World (100 points)

Hopefully by the end of the semester, you will come to the conclusion that many of the problems within our food system are fixable! For this assignment, you will explore the problem of food waste. You will listen to two podcasts (<https://www.buzzsprout.com/2375738/episodes/16492590-scrapped-snacks-exploring-food-waste-reduction-on-college-campuses> and <https://www.buzzsprout.com/2375738/episodes/16589752-love-your-leftovers-tackling-food-waste-on-college-campuses>), track your food waste in the fridge or on your plate (depending on your housing situation), and reflect on the things that are wasted in our daily consumption routines. You will need to put time in between the two plate/fridge checks so this should be started early. More details and a rubric will be provided on eLearning.

Grading Scale

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

A	94 – 100%		C	74 – 76.9%
A-	90 – 93.9%		C-	70 – 73.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	84 – 86.9%		D	64 – 66.9%
B-	80 – 83.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	< 60

III. Annotated Weekly Schedule

Please note that the following is the planned course schedule for Fall 2025. However, there is a great deal of variability based on how ideas progress in class, the number of hurricanes that make landfall in Florida, and other disruptions to normal class procedures. Thank you for your patience as we see how fall plays out!

Module 1: The dynamics of food consumption				
Date	Day	Module	Topic	Assignments
22-Aug	Friday		Syllabus and Introductions	
25-Aug	Monday	Module 1	Food and Economic Systems	
27-Aug	Wednesday	Module 1	The diffusion of the supermarket	Reading #1 (Perusal)
29-Aug	Friday	Module 1	Food Progressivism	
1-Sep	Monday	Labor day holiday		
3-Sep	Wednesday	Module 1	Food Culture	Reading #2 (Perusal)
5-Sep	Friday	Module 1	The Global Food System	Experiential Learning #1
8-Sep	Monday	Module 1	Lancaster's Model and Food Labeling	
10-Sep	Wednesday	Module 1	Food Economies	Module 1 Reflection
Module 2: Nutritional Considerations and Food Habits				

Date	Day	Module	Topic	Assignments
12-Sep	Friday	Module 2	Consumer choices and utility	Reading #3 (Perusall)
15-Sep	Monday	Module 2	Consumer choices and utility	
17-Sep	Wednesday	Module 2	Food and budget	
19-Sep	Friday	Module 2	Food, nutrients, and health—Guest Lecture, Dr. Elaine Turner	Reading #4 (Perusall)
22-Sep	Monday	Module 2	Food myths	Experiential Learning #2
24-Sep	Wednesday	Module 2	Behavioral economics	
26-Sep	Friday	Module 2	Factors influencing food choices	Country Report #1
29-Sep	Monday	Module 2	Factors influencing food choices	Module 2 Reflection
Module 3: Global versus local: An exploration of the food system and policy challenges				
Date	Day	Module	Topic	Assignments
1-Oct	Wednesday	Module 3	Production Systems	
3-Oct	Friday	Module 3	Local food versus global food	Reading #5 (Perusall)
6-Oct	Monday	Module 3	Agricultural policies	
8-Oct	Wednesday	Module 3	Global challenges	
10-Oct	Friday	Module 3	International Trade	
13-Oct	Monday	Module 3	Trade Game	Experiential Learning #3
15-Oct	Wednesday	Module 3	Trade Game	
17-Oct	Friday	Homecoming		
20-Oct	Monday	Module 3	Shifts in the food system	Reading #6 (Perusall)
22-Oct	Wednesday	Module 3	Food-related behavioral changes during crisis	Module 3 Reflection
Module 4: The economics of having too much and too little				
Date	Day	Module	Topic	Assignments
24-Oct	Friday	Module 4	Food security and nutrition in developed countries	Reading #7 (Perusall)
27-Oct	Monday	Module 4	Food security and nutrition in the world	Country Report #2
29-Oct	Wednesday	Module 4	Food security on college campuses	

31-Oct	Friday	Module 4	Obesity in the US	Reading #8 (Perusall)
3-Nov	Monday	Module 4	Food budgeting and calories per dollar	Experiential Learning #4
5-Nov	Wednesday	Module 4	The paradox of concurrent food insecurity and obesity	
7-Nov	Friday	Module 4	Nutrition policies (the farm bill)	Module 4 Reflection
Module 5: Shaping the economically viable and sustainable future				
Date	Day	Module	Topic	Assignments
10-Nov	Monday	Module 5	The green and blue economies	Country Report #3
12-Nov	Wednesday	Module 5	Food technologies	Reading #9 (Perusall)
14-Nov	Friday	Module 5	Food waste	
17-Nov	Monday	Module 5	Country Poster Symposium Preview	Country Poster
19-Nov	Wednesday	Module 5	Country Poster Symposium	
21-Nov	Friday	Module 5	Country Poster Symposium	Reading #10 (Perusall)
24-Nov	Monday	Thanksgiving		
26-Nov	Wednesday	Thanksgiving		
28-Nov	Friday	Thanksgiving		
1-Dec	Monday	Module 5	Feeding en masse	Module 5 Reflection
3-Dec	Wednesday	Module 5	Wrap up	Experiential Learning #5

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- **Distinguish** the basic economic and marketing principles and theories that conceptualize the equilibrium of food supply and demand (S), individual decision-making process characterized with consumer heterogeneity and economic constraint (S), and macro-level international differences in eating patterns, food policies, and trends of sustainable alternatives (S, N).

Assessments: Reading Assignments, Concept Mapping, Participation, Reflections, Country Report (N).

- **Identify, describe, and explain** the role of economics in tackling wicked problems that emerged in the global food systems, the interdisciplinary nature of scrutinizing the ways of eating, and the need for an improved understanding of sustainability initiatives and informed consumers on the global scope (Quest 2, S, N). **Assessments:** Reading Assignments, Concept Mapping, Participation, Reflections, Country Report (N).

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Critically **analyze** quantitative or qualitative data appropriate for assessing the economic values of food policies and marketing tools that address important issues or challenges regarding eating (e.g., promoting healthy eating and sustainable eating), and **compare** economic and behavioral outcomes of these policies and tools across countries (Quest 2, S, N). **Assessments:** Reading Assignments, Participation, Reflections, Country Report (N), Experiential Learning Activities.
- Carefully and logically apply theories and analytical tools from multiple disciplines (e.g., economics, marketing, psychology) and **evaluate** the effectiveness of food marketing communications designated to inform decision-making (Quest 2, S) and develop reasoned solutions to problems in the context of a globalized food system (N). **Assessments:** Participation, Reflections, Country Report (N), Experiential Learning Activities.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- **Develop and present**, in terms accessible to an educated public, clear and effective responses to food policies and technology innovation that address the challenges faced by the promotion of healthy eating and sustainability initiatives based on their analysis of primary sources (Quest 2, S). **Assessments:** Experiential Learning Activities (e.g., Food MythBusters).
- Effectively **communicate** in various formats (e.g., **orally, visually, and in writing**) the issues regarding the economics of eating (Quest 2, S). **Assessments:** Reflections, Participation, Country Report, and Experiential Learning Activities.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- **Reflect** on how you, as an individual, as a part of a community, can personally contribute now and in your future professional career to promoting informed eating that supports your personal well-being, as well as the internationally sustainable, economically viable food initiatives (Quest 2). **Assessments:** Reflections, Country Report, Experiential Learning Activities.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

As described in Section II. Graded Work, students will conduct four experiential learning activities throughout the semester: Consumer Food Knowledge Assessment, Food MythBusters, Food Label Quest, and Budget Meal Planning. These activities are conducted and evaluated in different formats; they account for a significant share of students' final grade.

2. Details of Self-Reflection Component

As described in Section II. Graded Work – Experiential Learning Activities, students are expected to work on the self-reflection component of the assignments. Students will reflect on: (1) what they remember and understand, (2) describe the learning experience and how they can apply, analyze, and evaluate what they've learned, (3) articulate how their learning can improve their future actions in both professional and personal development.

VI. UF Policies

This course adheres to all UF Academic Policies: <https://go.ufl.edu/syllabuspolicies>