

# FS 2010 / NFS 2113: US Food Policy and Politics

## Fall 2023 Syllabus

Professor Anaka Aiyar (She/Her)

Course email: Anaka.Aiyar@uvm.edu

**Class Location:** Stafford 101

**Class:** Monday (M) /Wednesday (W) 3.30 pm -4.45 pm

**Office Location:** Morrill Hall 101

**Office Hours:** M/W 10 am to 11 am (also available through teams)

By appointment office hours – Email me at least two days prior so we can find a mutually convenient time to connect.

**TA:** Quinn DiFalco

### 1 About this course

In this course we will engage with analyzing the impact of the US food system and food policies on the local and global stage. This includes identifying stakeholders across food systems who are impacted by policies and politics. We will learn how food policy and laws are made and how these might apply to dynamic complementarities of the local and global food system. We will discuss the local and global economic impacts of food tariffs and taxes, including the Farm Bill. We will spend time covering the environmental aspects of the food system as well as social issues such as hunger and food insecurity, food safety, and plant-based protein and its impacts for the future of food systems.

### 2 Prerequisites

NFS 1073 or CDAE 1020 or CDAE 1040.

### 3 Student Learning Outcomes

*After completing this course, the student will be able to engage thoughtfully and critically about debates surrounding US food policy and food politics. To enable this, each module has been designed to ensure these major learning goals are met -*

LO1: Students will be able to demonstrate knowledge of the global and local context of food systems within which the US food policy operates.

LO2: Students will be able to explain the food policy and law-making process in the US.

LO3: Students will be able to analyze the impact of taxes, tariffs, and subsidies on local and global food systems.

LO4: Students will be able to analyze how consumers and vulnerable members of society are impacted by and are influenced by food policies.

LO5: Students will be able to analyze the spillovers of environmental touchpoints on food policy development.

#### **4 Textbook**

*Required –*

Wilde, P. (2013). *Food policy in the United States: An introduction*. Routledge.

- Each chapter assigned from the book “Food Politics” can be found as a PDF in “Course Materials” under the week it is assigned.

*Recommended*

Pinstrup-Andersen, P., & Watson II, D. D. (2011). *Food policy for developing countries: The role of government in global, national, and local food systems*. Cornell University Press.

Toland Jr, G. D., Njanje, W. E., & Onyeaghala, R. (2017). *US Agricultural and Food Policies: Economic Choices and Consequences*. Routledge.

#### **4 Readings and course materials**

Additional course materials will be available electronically through modules on *Brightspace*. They will have a URL link or a link to a PDF file for you to access. If any link does not work properly, please let me know by email *immediately*.

#### **5 Modality and class description**

This class will be held in-person unless directed by the University.

The course is divided through 5 major sections. Discussions on 1. Challenges and Opportunities, 2. US food policy and law making 3. Impacts on International trade, 4. Impacts on consumption, 5. Impacts on the Environment. The focus of the discussions will be on the US food system, but students will be introduced to evidence and research from developing countries.

The course will include lectures most days. We will also have in-class discussions once a week followed by at least 4 write ups during the semester. In the last week of classes, student groups will present insights and analysis of the impacts of a food policy on national and international food systems. There will be a midterm exam and a final exam. Over the course of the semester you will think about a food policy that is important to you. This will begin in the second week of classes and end on the last day of class. The goal would be to enhance critical thinking skills and develop a deep understanding of a topic you care about.

My role as the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student is to use that environment to learn—interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application. You are in control and responsible for your own learning. I am here to support and help you when you need it. So please feel free to reach out.

## 6 Grades and Grading Policy

Percentage (Final Score)	Letter Grade
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-73%	C-
67-70%	D+
64-67%	D
61-64%	D-
0-61%	F

If grades do not fit within these brackets with a reasonable distribution, then I will grade the class on a curve to ensure a reasonable average. Note – I will not curve grades if the class’ performance is going well.

### Grading on a Curve (Larson)

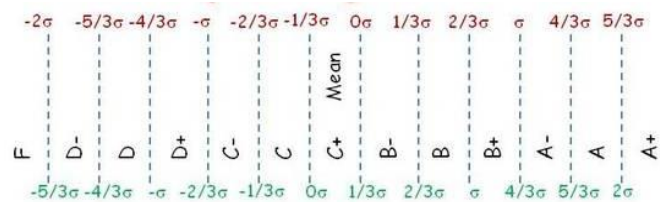
**Grading on a curve** is a statistical method of assigning grades designed to yield a distribution of grades among the students in a class. The term "curve" refers to the "bell curve," the graphical representation of the probability density of the normal distribution. The process:

Step 1: Numeric scores are assigned to students and weighted according to the distribution in the syllabus.

Step 2: Scores are converted to standard deviations :

$$\text{Normalized score} = (\text{Total-ClassTotal})/(\text{ClassSD})$$

Scores are converted from normalized score to grades. Two example "curves" are shown below although are not necessarily the ones used for this class. (Our mean will likely be a B/B+)



If you have any questions regarding how your grade is calculated at any point in the semester, please come talk to me.

	<b>Details &amp; Policies</b>
<b>Final score for the course:</b>	<p><b>Total score =</b>  <b>+15% * Class (Discussion)Participation</b>  <b>+ 15% * Discussion write ups average</b>  <b>+20% * Midterm exam</b>  <b>+10% * Policy Drawing</b>  <b>+20% * presentation</b>  <b>+20% * Final exam</b></p>
<p>6.1 Class Discussion 15% of the grade</p>	<p>Every week, starting in the second week of classes, we will have some group exercises during class time. You maybe asked to review a news article, a podcast or some other material before class. You have to answer some questions based on the material, and this will be used for in-class discussions. Participation scores include being in class during the week and being respectful and engaged. Creating a positive learning environment is an important criterion for receiving full participation points. Each score assigned will be equally weighted when the grade is assigned.</p> <p>I will drop 2 lowest scores when I calculate the final grade.</p> <p><b>Late submission policy</b></p> <p>If you miss the due date for an excused absence, I will allow a one week extension based on my convenience. An “excused absence” is defined by the following: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. <i>In each case, written verification will be required and permission must be secured before the scheduled due date unless the cause of the absence is unforeseen.</i></p> <p>Other than a request that I deem as reasonable, I will not change these grades once they are on Brightspace. Make sure to schedule office hours to discuss your regrade request within one week to explain why you were not able to attend, or participate, or complete the exercise.</p>
<p>6.2 Discussion write-ups There will be 4 write ups that are due on the discussion board on Brightspace 15% of the grade</p>	<p>There will be two types of writes ups due</p> <ol style="list-style-type: none"> <li>1. A summary essay (2 page, times new roman, 12 point double space) of some material discussed during class (or)</li> <li>2. A reflection essay on in-class discussions.</li> </ol> <p>Non-participation or late work will be graded as 0. Copying another person’s idea or work, will result in 0 points for both parties.</p>

	<p>I will drop 1 lowest scores when I calculate the final grade.</p> <p><b>Late submission policy</b></p> <p>If you miss the due date for an excused absence, I will allow a one week extension based on my convenience. An “excused absence” is defined by the following: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. <i>In each case, written verification will be required and permission must be secured before the scheduled due date unless the cause of the absence is unforeseen.</i></p> <p>Other than a request that I deem as reasonable, I will not change these grades once they are on Brightspace. Make sure to schedule office hours to discuss your regrade request within one week to explain why you were not able to attend, or participate, or complete the exercise.</p>
<p>6.3 Midterm 20% of the grade</p>	<p>The material for the midterm will be based on the material learned in class prior to the midterm and from the assignments that are completed. It will be held in class during the lecture time.</p> <p><b>Make-up</b> – If you miss the exam due to an excused absence, I will give a make-up one at a time and date based on my convenience. An “excused absence” is defined by the following: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. In each case, written verification will be required and permission must be secured before the scheduled exam time unless the cause of the absence is unforeseen.</p> <p><b>Policy on regrades</b> – Other than a request that I deem as reasonable for a regrade, I will not change grades once they are on Brightspace. Make sure to schedule office hours to discuss your regrade request within one week of the quiz.</p>
<p>6.4 Policy Drawing (10% of the grade)</p>	<p>This exercise requires students to engage with thinking about how the policy environment is set up. The first exercise will include students identifying all the key stakeholders in the production of a food they like, the second exercise is to identify external stakeholders who influence this food system and the last exercise is for students to identify the</p>

	<p>people and policy makers who influence the development of this food system</p> <p><b>Late submission policy</b></p> <p>If you miss the due date for an excused absence, I will allow a one week extension based on my convenience. An “excused absence” is defined by the following: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. <i>In each case, written verification will be required and permission must be secured before the scheduled due date unless the cause of the absence is unforeseen.</i></p> <p>Other than a request that I deem as reasonable, I will not change these grades once they are on Brightspace. Make sure to schedule office hours to discuss your regrade request within one week to explain why you were not able to attend, or participate, or complete the exercise.</p>
<p>6.5 Presentation 20% of the grade</p>	<p>At the end of the semester, you will be asked to present on a topic that applies knowledge gained from the class to analyze a food system policy discussion you feel passionate about.</p> <p>September 11<sup>th</sup> – Confirm the groups you will be a part of</p> <p>September 30<sup>th</sup> – send me the food policy discussion that your group will be focused on during the semester (topic only)</p> <p>By October 16<sup>th</sup> – Identify stakeholder and winner and loser from the policy (max - 2 page, times new roman, 12 point double space)</p> <p>By Nov 8<sup>th</sup> - What does the future of this issue look like and how might your assigned perspective seek to advance their agenda? (max 2 page, times new roman, 12 point double space)</p> <p><i>Optional - November 15<sup>th</sup>, your team should have met me at least once to discuss your presentation. At that time, you should have some basic slides for me to comment and share my thoughts on.</i></p> <p>Presentation day: You will prepare a 2-page summary of appropriate citations used in your presentation. This includes media links, citations of papers and reports and any other sources used.</p>

	<p><b>Peer grading</b> – This assignment will be graded by your peers and myself. I will give you a rubric according to which you will be graded. Your score will reflect the average rating of all evaluations received. Not attending the presentations will mean you receive a 0 for this section of the class.</p>
<p>6.6 Final exam 20% of the grade</p>	<p>The final exam is <b>Dec. 15, 1:30 pm – 4.45 pm.</b> It will cover all the course materials from the start of the semester. A review session will take place one week before the exam at a scheduled time and classroom different from the one we are in. More details will follow on Brightspace announcements closer to the exam date.</p> <p><b>Make-Up Policy</b> – There will be no make-up exams for unexcused submissions; students will receive zero points. An “excused absence” is defined by the following: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. In each case, written verification will be required and permission must be secured before the scheduled exam time unless the cause of the absence is unforeseen.</p> <p><b>(University) Final Exam Policy:</b> The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <a href="https://www.uvm.edu/registrar/final-exams">https://www.uvm.edu/registrar/final-exams</a></p>
<p>Note - Each deliverable within a grade group will be weighted equally when calculating the final score. Brightspace will only give you an approximate score as we input the assignments. I will give you a sense of your progress three times in the semester – 1. During week 5, 2. During week 10. 3. During the last day of class (I will email you if I cannot make an announcement). If you want to know your score and how you are progressing before that, feel free to stop during office hours for a discussion.</p>	

## 7 Modules

Each week, I will post the required readings for the next week's class. I will follow up all announcements and additions made through Brightspace using email. Prior to the start of a new topic, you will be asked to read an article, listen to a podcast or read a paper in preparation for the week. I will post material or provide links on Brightspace. During class, you will be expected to discuss the topic so we can delve deeper into these articles. This will count for participation scores.

GW: group work

In-class discussions – will take place during class time.

Assignment deadlines – all assignments are due by 5 pm through bright space on the deadline date.

*Disclaimer - Any of the above information regarding class materials, readings, grading, schedules, or other portions is subject to change when deemed necessary. Students will be notified verbally in class if and when such changes occur. All changes will be confirmed on the class website on brightspace. It is student's responsibility to follow up on the announcements made during the lectures and on the website.*

Date		Module	Topic	Class Discussion	Assignment
Week	Day				
1	28-Aug-23	<b>Introduction: Grand Challenges</b>	Welcome	Introduction and reflection on a food policy challenge	
	30-Aug-23		Overview of Global food systems	Food Systems Drawing	Food Systems Drawing
2	4-Sep-23		<b>Labor Day holiday</b>		
	6-Sep-23		Introduction to the US food system		Update food systems drawing
3	11-Sep-23		<b>Policy Basics: Who is who is US food</b>	Civics	
	13-Sep-23	Legislature		Policy and Courts	
4	18-Sep-23	Influencing Policy			



		<b>politics and how are laws made?</b>			Food Systems Drawing 2 / GW: Food policy (groups) to be analyzed
	20-Sep-23		Influencing Policy	Revisit Drawings/Debate & Paper Overview	
5	25-Sep-23		Farm Bill		
	27-Sep-23	Farm Bill	The Farm Bill	Discussion Write-Up 1	
6	2-Oct-23	<b>US Food Policy on the Global Stage</b>	Trade/Tariffs/Subsidies		
				Tarrifs/Trade - the role of the US as a global leader	
	4-Oct-23		Trade/Tariffs/Subsidies		
7	9-Oct-23		International Trade		
			How does in-kind aid affect food markets in conflict zones		
	11-Oct-23	International Aid		Discussion Write-Up 2	
8	16-Oct-23	<b>Looking within: Diet, Hunger, Inequalities within the US</b>	Hunger and Insecurity		GW: Identify 1. stakeholders, 2. key issues, 3. identify winners and losers
				Inequalities & Vulnerabilty in Diets, Hunger, Aid	
	18-Oct-23		Snap		
9	23-Oct-23		Sugar Taxes/Plant Based Protein		
				Food Safety / Biosecurity / Pandemics	
	25-Oct-23	Food Safety/Biotech Labeling		Discussion Write-Up 3	
10	30-Oct-23	<b>Midpoint</b>	Midterm Review		
	1-Nov-23		Midterm		

11	6-Nov-23	<b>What is the future? Environment &amp; Food Policy</b>	Environment		
	8-Nov-23		Food Waste & Loss	The supply chain bottlenecks	GW: What does the future of this issue look like and how might your assigned perspective seek to advance this policy?
12	13-Nov-23		Dietary Guidelines & the true cost of food	Sustainable diets, what do they look like	
	15-Nov-23		Presentation preparation & Consultation		Discussion Write-Up 4
13	20-Nov-23		<b>Thanksgiving Break</b>		
	22-Nov-23				
14	27-Nov-23	<b>Debates and Wrap-Up</b>	Presentation Day 1		
	29-Nov-23		Presentation Day 2		
15	4-Dec-23		Presentation Day 3		
	6-Dec-23		Presentation Day 4		
10	15-Dec-23	Final Exam	Final exam (1.30 pm to 4.15 pm)		

GW: group work

In-class discussions – will take place during class time.

Assignment deadlines – all assignments are due by 5 pm through bright space on the deadline date.

*Disclaimer - Any of the above information regarding class materials, readings, grading, schedules, or other portions is subject to change when deemed necessary. Students will be notified verbally in class if and when such changes occur. All changes will be confirmed on the class website on brightspace. It is student's responsibility to follow up on the announcements made during the lectures and on the website.*

## 8 Etiquette

Participation includes completing required reading and writing assignments prior to class, thoughtfully participating in discussions, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively.

8.1 Technology – You may use a tablet in class to take notes or for reference materials. If I identify that you are using this to access material not relevant to the class or you are distracting other classmates by engaging in disruptive behavior, you may be asked to leave the classroom. If you have any special accommodations required for tablet / laptop use, let me know in advance.

### 8.2 Announcements / Changes to the Syllabus / Updates

You are fully responsible for all follow ups and announcements made in class. Please make it a Point to check Brightspace regularly as I will be posting course material, announcements and other information on the same.

### 8.3 Assignment policy

Assignments turned in should demonstrate your knowledge on how you arrived at the answer and not just the answer. *Students are encouraged to work in groups but please ensure that you submit your homework as a separate document. Copying from your classmates is never acceptable, and will automatically result in a grade of zero for that assignment for all individuals involved. Continued unacceptable behavior will result in referral for academic misconduct.*

### 8.4 Discussion board policy

When posting on the discussion boards, avoid informal or unparliamentary language as the posts will be made public once the assignment is completed. Each of you has the responsibility to foster an environment where our collective are celebrated and our differences contribute to a better class discussions and creating a positive learning experience.

### 8.5 Class work Etiquette

Make sure to attend all classwork sessions on time. Make sure you are attentive and engaged during such discussions. Provide constructive feedback and help others when they need it and treat your group like you would want to be treated in a discussion. In case you cannot attend your group assignment during class time, use web-campus / sms to keep your teammates informed. Share your workload and make sure everyone is in agreement on what they need to do if you are not working together.

### 8.6 E-mail etiquette

I will answer your emails as soon as possible. You can address me as “Prof Aiyar” or “Prof. Anaka” or “Anaka” over email and during class. I will not respond to emails that start by saying “Hey”. Feel free to send me follow up emails if I don’t respond within 48 hours. Use your official email id to email me or an email id with your full name. Emails from – [ilovebeer@gmail.com](mailto:ilovebeer@gmail.com) – will go straight to my spam folder.

### 8.7 Group work etiquette (updated 9/12/23)

1. Come to group work with an open mind – this will facilitate learning and will be helpful to peers
  - a. Participate fully during discussions & are committed to helping the team succeed
    - i. Practice active listening
      1. Keep an open mind – your team mates can teach you something new

2. Respect your group mates
      - ii. Come prepared for discussions
    1. Engage with class material so that you can be prepared for discussions
    - iii. Do your part – submit your bits on time with the group
    - iv. Not feeling good? – explain yourself to group mates, reach out for help
2. Strategies for collaboration
  - a. Have a plan – be organized
  - b. Group type 1
    - i. Leaders – identify strengths, delegate when necessary, share the load
    - ii. Supporters & facilitators - take responsibility for your section, deliver on time and show up when needed
  - c. Group type 2
    - i. Distribute work based on strengths or split work evenly – keep this conversation going and choose the right method based on the group work assigned
  - d. Don't be lazy when in a group and don't procrastinate (pull your weight)
  - e. Help others by checking content and slides
  - f. Need help? Ask clarifying questions and request for support
3. Focus on problem solving.
4. Communication policy
  - a. No ghosting
  - b. Share phone numbers
  - c. Use a group chat app – group me, others?
  - d. Stay in touch – communicate – explain why you can and cant do something – email, text
  - e. Discuss in class, set up meetings for outside class.
5. Scheduling meetings
  - a. Google / Teams calendar to coordinate meeting times
  - b. Provide an online link for those who cannot join us due illness
  - c. Try to work right before or after class on group work
  - d. Do not ghost each other – stay in touch and acknowledge group meeting schedules
  - e. Communicate if you are late or cant make it – in advance
6. Be accountable to your group members
  - a. Do not procrastinate till the last minute
7. Sharing documents and output
  - a. Microsoft excel and PowerPoint
  - b. Microsoft tasks
  - c. Google docs
  - d. Google powerpoint
  - e. Teams
  - f. Group me
  - g. Tik tok
8. Strategies to meet a class deadline
  - a. Plan ahead on group work deliveries – set deadlines for each member's contributions to come in before the class deadline

- b. Each member should contribute to this output and deliver before the deadline – quantity and quality matter
  - c. Groups should meet up at least once before a major deadline and discuss content completed
  - d. Any group presentations should be ideally practiced
9. Don't want to work in a group – say something soon

Note – at the end of the semester, your group mates will evaluate on these dimensions. I will collect feedback sheets. I retain the right to not disclose what other students have said about their peers and retain the right to add the points, based on my discretion, to the grade.

## **9 Statement of Diversity: Lived Name and Pronoun Information**

It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will be happy to address and refer to all students accordingly and support classmates in doing so as well.

## **10 Important University Policies**

### *10.1 Academic Integrity:*

Offenses against the UVM Code of Academic Integrity are taken very seriously and suspected violations of the code will be forwarded to the Center for Student Ethics & Standards for further investigation.

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

### *10.2 Intellectual Property Statement/Prohibition on Sharing Academic Materials:*

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

### *10.3 Grade Appeals:*

If you would like to contest a grade, please follow the procedures outlined in this policy:

<https://www.uvm.edu/policies/student/gradeappeals.pdf>

### *10.4 Grading:*

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

### *10.5 Code of Student Rights and Responsibilities:*

<http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>

### *10.6 FERPA Rights Disclosure:*

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

### *10.7 Promoting Health & Safety:*

The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing:

<https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS)

Phone: (802) 656-3340

C.A.R.E.

If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at

<https://www.uvm.edu/studentaffairs>

### *10.8 Sexual Assault, Relationship Violence, Harassment and/or Discrimination Disclosure:*

All course instructors are “Responsible Employees” or mandatory reporters, meaning we are responsible for reporting to the Title IX Coordinator instances of sexual assault, intimate partner violence, harassment, and discrimination disclosed to any of us, including the name of the person that disclosed the information, for institutional review. If you would like to speak confidentially with someone (i.e., someone not required to make a report for institutional review), you may contact the following resources directly for support: Campus Victim’s Advocacy, UVM Counseling & Psychiatry Services, and the Student Health Center. These resources are also listed at <https://www.uvm.edu/aaeo>

### *10.9 Students with Disabilities:*

: In keeping with university policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability-Related Flexible accommodations will need to fill out the Disability-Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated in the letter. Contact SAS: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); or [www.uvm.edu/access](http://www.uvm.edu/access).

## **11 Course Evaluations**

You will be asked to evaluate this course during the last few days of the term using the university system.

## **12 Suggestions on how to succeed in this class**

*“The one who does the work does the learning.”* With that in mind, here are a few suggestions for succeeding in this course this semester.

Your student fees cover use of the Math Center, Tutoring Center, and Writing Center. These centers support your classroom learning, but it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is a sign of a responsible and successful student.

### **Note Taking**

I will provide power point slides associated with live lectures. These slides will only be a sketch/outline of the lecture and do not stand alone as full course notes. Additionally, I will update my slides before the lecture and after it as well. My suggestion is to have a continuous set of notes that follow the same order as the modules and topics. Take your own notes. Add to these notes when you do the readings, especially related to the topics I ask you to focus on in the readings. This will help you stay organized and also keep you actively engaged with the class material. In addition, many concepts we learn this semester will be illustrated graphically or with visual aids. This does not always come naturally to everyone; however, you can get better at understanding these if you draw them yourself. I highly recommend writing notes and not just planning to look back at mine since they will not capture the entirety of class discussions.

### **Take the Discussion Boards Seriously**

The discussion boards will give you an opportunity to think more deeply about certain parts of the course material and apply the complex concepts that we learn. Writing clear, well thought out discussion posts will benefit your grade directly (by improving the way you communicate complex ideas to your peers) and indirectly (by improving your learning).

### **Be an Active Participant**

We are a large class. I would love to get to know you. Being actively engaged gives me the opportunity to get to know you. Even if you feel uncomfortable interacting in a large class setting, I would be very happy to discuss your ideas and thoughts outside of class. I find that class is more interesting when you are also an active participant.

### **Join Office Hours**

Please don't be shy to come talk with me during office hours – you can even reach me on Microsoft teams. Some potential reasons to come to office hours:

- Ask a question about something in the lecture
- Ask a question about a graph, equation, or term you do not understand
- Ask a question about something that came up in a discussion board you'd like to discuss more
- Ask a question about course policies or structure (please check syllabus first, but then feel free to clarify with me)
- Discuss something you read in the news that relates to health economics
- Discuss your post-graduation/career goals
- Anything else you'd like to talk about!

**Work smartly**

- Get an academic planner and plan ahead
- Do not spend hours and hours scouring the internet for answers
  - Risk of plagiarism
  - Thus bypasses the crucial work of critical thinking
  - All answers can be directly found in the course readings or lectures OR can logically follow
- Frustrated? Take a break.
  - Finding it hard to progress email me or come to office hours.
- Plan your time accordingly. Starting an assignment at midnight the night before it's due is risky.

**13 Other University Policies***13.1 Statement on Alcohol and Cannabis in the Academic Environment*

It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

*13.2 Statement on COVID-19*

<https://www.uvm.edu/health/what-do-if-your-covid-19-test-positive>

**DISCLAIMER**

Any of the above information regarding class materials, readings, grading, schedules, or other portions is subject to change when deemed necessary. Students will be notified verbally in class if and when such changes occur. All changes will be confirmed on the class website on *brightspace*. It is student's responsibility to follow up on the announcements made during the lectures and on the website.

*General statement regarding potential changes during the semester:*

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.