Tufts University, Friedman School of Nutrition Science and Policy
NUTB 206: Global Food and Nutrition Policy
Summer 2015

Class Time: Online, varying times; residency May 31-June 5, 2015

Instructor: Eileen Kennedy: Eileen.Kennedy@tufts.edu
Office Hours: Office hours by appointment

Teaching Assistant: Megan Faletra: Megan.Faletra@tufts.edu
Office Hours: Office hours by appointment

Credit: 1.0
Prerequisites: none

Course Description
The Global Food and Nutrition Policy course is designed to introduce students to US and global nutrition policy, to key players within the US and international/global landscape, current initiatives, debates and discussions in nutrition policy, typologies of policy initiatives, successful flagship interventions, successful dietary guidance systems and multi sector approaches to addressing food insecurity and nutrition.

Course Objectives: Upon completion of this course students will be able to:

a) Explain the difference between policy and programs;
b) Describe policymaking in the United States, including: how a bill becomes a law, how a law becomes a rule, and the budget process;
c) Understand international governance structures and evaluate policy initiatives relevant to food and nutrition;
d) Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US);
e) Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda;
f) Identify a variety of policy-making tools and determine in which situations they are most appropriate;
g) Explain common challenges to policy-making; and
h) Explain common factors that are needed to progress a policy agenda.

Texts or Materials
Readings will be posted on the course site — there is no required textbook. Readings are grouped by date, and it is expected that readings will be completed in advance of each class. Not all readings will be discussed in class; rather they will serve as a basis upon which class lectures and discussions will build.

Academic Conduct
Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual (http://nutrition.tufts.edu/student/documents) and Tufts University policies (http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf)
It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

**Assessments and Grading**
Class assignments and their contribution to your overall grade are as follows:

- Weekly Discussions 20%
- Assignment 1 Congressional testimony 20%
- Assignment 2 Blog 20%
- Final Paper 40%

**Weekly Discussions**
Each session of the online lectures will have a discussion question. Substantive discussion is a critical element contributing to understanding and integration of the concepts and topics covered in this course. Students are expected to contribute to the discussion by responding to the posts of other students with thoughtful questions, observations, or suggestions for enhancing their understanding of a topic.

**Discussion Instructions**
Students are expected to post an original response to the weekly discussion question in the forum section on TRUNK by 11:59 PM every Thursday. Students are also expected to comment on at least one of their peers discussion posts by 11:59 PM every Sunday. You are expected to be posting on the current week's content, which begins on Monday and ends on Sunday of every week. Below is a rubric that describes how your discussion performance is evaluated:

<table>
<thead>
<tr>
<th>Components</th>
<th>Expected Level of Competence</th>
<th>Moving Towards Expected Level of Competence</th>
<th>Below Expected Level of Competence</th>
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<tbody>
<tr>
<td>Quantity and timeliness of contributions</td>
<td>Frequently reads the messages in the discussion area. Postings well distributed throughout the week. Contributes with at least 3 constructive responses each week.</td>
<td>Read messages in the discussion area a few times per week (e.g. two times per week). Postings concentrated during the week (i.e. all within a brief period of time). Contributes less than 3 constructive messages each week.</td>
<td>Reads messages in the discussion area intermittently (e.g. once per week) and contributes to the discussion only sporadically.</td>
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<tr>
<td>Quality and relevance of post</td>
<td>Messages are concise, clear, and thoughtful. Messages contribute something original or build upon what has been said; they are not repetitious.</td>
<td>Posts topics that are related to the discussion content, but messages only address peripheral issues. Messages dominated by opinion rather than analysis. Repetition of questions or points made by others.</td>
<td>Posts topics, which do not relate to the discussion. Makes, short, irrelevant remarks or responds with minimum effort (e.g. “I agree with Sally”)</td>
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<tr>
<td>Interaction with</td>
<td>Questions are raised to</td>
<td>Participation is evident,</td>
<td>Rarely raises questions</td>
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Writing Assignments
Each of the two assignments for the course offer an opportunity to find examples of nutrition legislation or policy that relate to your specific field of interests. The assignments require you to research current events/issues, clearly state your position, provide evidence to justify your position, and make recommendations for change. Each assignment asks you to focus on a specific level of policy, detailed below.

Assignment 1 and 2 paper should be no more than 2 pages, with 1 additional page for tables, figures, etc. We highly recommend discussing your topic ideas with the TA a few weeks before each assignment is due.

A. Assignment 1: US Federal Policy
Select a bill recently before Congress (House or Senate) that relates to public health, nutrition, or agriculture and has been referred to committee. Draft a congressional brief to be submitted as expert testimony to the committee. (As we will discuss in class, expert testimony is one input into shaping legislation; students will have a chance to critique the testimony)

Assignment due by end of Week 6

B. Assignment 2: Blog
Part One: During the semester you will be asked to write a 500 word (maximum) blog-post or op-ed focused on a current topic that relates to food/nutrition or agriculture policy. Choose a topic that is relevant, controversial, and being discussed in the media. Your blog or op-ed piece should be in response to a recent article published in a newspaper, magazine, or journal.

This piece should express your personal opinion or viewpoint on the issue, and promote further dialogue within the larger nutrition discourse.

Assignment due date will vary based on your sign-up. Sign-up’s are first come first serve. The sign-up form can be found on the left-hand menu of your TRUNK site.

Part Two: In addition to writing your blog-post/op-ed piece you will be required to comment on three of your peers writing assignments. Please make sure your comments are thoughtful and insightful, feel free to provide an alternate opinion/perspective on the topic if you have one.

Three Comments are due by End of Week 13
Final Paper
Pick a current topic in food or nutrition around which there is controversy. There must be at least two points of view (there could be more). Discuss the controversy, and the scientific or policy basis of each position. Provide a critique of each position and conclude with your recommendation, including analysis, of how you advise proceeding. There will be examples of papers from prior classes that will be posted to provide some guidance. The paper should be no more than 10 pages (it can be less) not including tables, figures and references. Sometimes the best paper is a concise paper. The paper will be discussed further during the first class. (The final paper will link together the themes that have been discussed throughout the course)

Final Paper due by end of Week 13.

Technical Support
IT Support (24x7, good for systems access and basic Trunk issues):
• Telephone: (617) 627-3376
• Email: it@tufts.edu

Friedman Support Staff (9am-5pm EST, good for issues specific to online courses or Friedman-related questions)
• Telephone: 617.636.4058 (Jonelle Lonergan) or 617.636.6904 (Tim Calvin)
• Email: friedmanonline@tufts.edu

Faculty should not be contacted for technical support.

Accommodation of Disabilities
Students with documented disabilities are entitled to academic accommodation appropriate to their needs. If you require accommodations for this course, please contact me confidentially prior to the end of the second week of classes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Week</th>
<th>Lecturer</th>
<th>Assignments Due</th>
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<tr>
<td>May 20 – 24, 2015</td>
<td>Food and Nutrition Policy – what is it and how is it done?</td>
<td>1</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
</tr>
<tr>
<td>May 25 – 30, 2015</td>
<td>Key Measures of Food and Nutrition</td>
<td>2</td>
<td>Webb</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>May 31 – June 7, 2015 (Residency)</td>
<td>US Food and Nutrition Policy Processes</td>
<td>3 Residency</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td></td>
<td>International Food and Nutrition Policy</td>
<td>4 Residency</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>June 8 – 14, 2015</td>
<td>Normative Guidance and Use in Policy Formulation</td>
<td>5</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
</tr>
<tr>
<td>June 22 – 28, 2015</td>
<td>Assuring an Adequate Food Supply</td>
<td>7</td>
<td>Rogers</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>June 29 – July 5, 2015</td>
<td>Nutrition Sensitive Development</td>
<td>8</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>July 6 – 12, 2015</td>
<td>Maternal and Child Nutrition</td>
<td>9</td>
<td>Ghosh and Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<td>July 13 – 19, 2015</td>
<td>Role of Nutrition in the Proposed Sustainable Development Goals</td>
<td>10</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>July 20 – 26, 2015</td>
<td>School Feeding Policies and Programs</td>
<td>11</td>
<td>Ghosh</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>July 27 – August 2, 2015</td>
<td>Overweight, Obesity and NCDs</td>
<td>12</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
</tr>
<tr>
<td>August 3 – 9, 2015</td>
<td>Current Controversies in Food and Nutrition</td>
<td>13</td>
<td>Kennedy</td>
<td>Online discussion completed before Sunday, 10PM</td>
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<tr>
<td>August 16, 2015</td>
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<td>Final paper due</td>
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Weekly Learning Objectives

Week 1: Addresses course objectives A, B, D, E, G, H and F
- Discuss and critique why government gets involved in problem solving for food and nutrition
- Discuss and critique concepts and principles guiding thinking on policy action
- Discuss and critique theories relating to agenda setting
- Discuss and critique how is supra-national policy decided and enacted
- Discuss and critique examples of uses of science in policy and practice:
  - Nutrition Title in the US Farm Bill Lancet Series
  - Maternal and child under nutrition
  - Micronutrient Interventions

Week 2: Addresses course objective F
- Identify uses for and interpretation of major indicators of food and nutrition including GNP, GNI, HDI, anthropometry, food sufficiency, diet quality and household food security
- Discuss and critique sources of data on indicators such as WDI, FAOStat, DHS, and National Surveys

Week 3 (Residency): Addresses course objectives A, B, D, E, G and H
- Discuss and analyze how a law becomes a rule in the US
- Discuss and analyze the budget process
- Discuss and analyze interactions between House and Senate on the new Farm Bill
- Identify and describe key stakeholders and their strategies to influence legislation on food and nutrition
- Discuss and analyze funding for the Human Nutrition Research Centers – science to policy, policy on science

Week 4 (Residency): Addresses course objectives A, C, D, E, G and H
- Discuss and critique the current international structure for nutrition policy
- Discuss and critique models of National Level Governance in Nutrition
- Discuss and critique new paradigms for enhancing nutrition including SUN, Feed the Future and multi-sector approaches
- Discuss and critique the role of organizations and actors influencing policies

Week 5: Addresses course objectives E, F and H
- Discuss and critique the formulation of international recommendations by governments (such as the US government) UN agencies such as the Food and Agriculture Organization and the World Health Organization (e.g. dietary reference standards, international growth standards) including role of committees, role of scientists within the committees in influencing agendas
- Describe how scientific research has an impact on development of guidance (e.g. multi-country growth assessment study in the development of current growth standards)
- Discuss and critique the issues and constraints around translation and adoption of international standards (e.g. the new WHO growth standards)

Week 6: Addresses course objectives A, B, C, E, F, G and H
- Discuss and critique US and global approaches to food security
- Discuss and critique the role of organizations and actors in shaping food security policies
- Discuss and critique implications of the Right to Food
- Identify and describe new paradigms for food and nutrition security

Week 7: Addresses course objective F
- Identify and describe the role of different agricultural strategies in meeting production and food supply including input subsidies, price supports, and agriculture research and extension
- Discuss and critique the driving forces of national supply and price including the affects of climate change, bio fuels and water security
- Identify and critique the challenges in meeting global needs for food supplies
### Weekly Learning Objectives

#### Course Objectives

A: Explain the difference between policy and programs

B: Describe policymaking in the United States, including how a bill becomes a law, how a law becomes a rule, and the budget process

C: Understand international governance structures and policy initiatives relevant to food and nutrition

D: Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US)

E: Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda

F: Identify a variety of policy-making tools and determine in which situations they are most appropriate

G: Explain common challenges to policy-making

H: Explain common factors that are needed to progress a policy agenda

#### Week 8: Addresses course objectives C, G and H
- Discuss and critique recent systematic reviews of impacts of agriculture programming on nutrition
- Analyze current thinking on complex, integrated programming aimed at nutrition impacts
- Identify knowledge gaps on the ways in which agriculture may or may not support enhanced nutrition
- Describe the Friedman School’s USAID-supported NIT research agenda
- Describe how issues raised connect/interact to frame the food and nutrition agenda

#### Week 9: Addresses course objectives A, B, E, F, G and H
- Identify evidence base for maternal and child nutrition interventions
- Discuss and critique costs, benefits, efficacy and effectiveness of maternal and child programs
- Describe scaling up nutrition intervention programs Identify major drivers of international policy and global campaigns
- Discuss and critique issues in translating global recommendations to country level activities
- Discuss and critique issues in translating country level policy at the district level
- Describe history of the Special Nutrition Program for Women, Infants and Children (WIC)
- Analyze the effect of research on the design and implementation of WIC
- Examine newer paradigms for WIC in addressing children overweight and obesity

#### Week 10: Addresses course objectives
- Describe and critique the proposed sustainable development goals (SDGs)
- Identify ways in which food security and nutrition are embedded in the SDGs
- Discuss and critique the controversies surrounding the SDGs

#### Week 11: Addresses course objectives A, E, G and H
- Assess the role of schools as instruments for improving nutrition
- Identify the nutrional threats to children aged 5 to 15
- Analyze the role of school gardens and nutrition education in a school program

#### Week 12: Addresses course objectives A, E, G and H
- Discuss and analyze the issue of double burden of disease
- Discuss and analyze the changing/transitional aspects of nutrition
- Demonstrate a clear idea of the actions to be taken within specific contexts

#### Week 13: Addresses course objectives D, E, G and H
- Identify issues that are controversial in nutrition including:
  - Nutrition Title of the 2014 Farm Bill
  - Technical Issues from the 2014 International Conference on Nutrition
  - Newer approaches for Moderate Acute Malnutrition (MAM)
  - US Dietary Guidelines 2015
Week 1: Food and Nutrition Policy – what is it and how is it done? (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:

• Discuss and critique why government gets involved in problem solving for food and nutrition
• Discuss and critique concepts and principles guiding thinking on policy action
• Discuss and critique theories relating to agenda setting
• Discuss and critique how is supra-national policy decided and enacted
• Discuss and critique examples of uses of science in policy and practice: Nutrition Title in the US Farm Bill Lancet Series Maternal and child under nutrition Micronutrient Interventions

Meets the following Course Objectives:

A. Explain the difference between policy and programs
B. Describe policymaking in the United States, including: how a bill becomes a law, how a law becomes a rule, and the budget process
D. Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US)
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda
G. Explain common challenges to policy-making
H. Explain common factors that are needed to progress a policy agenda

Required Readings

• FAO/WHO. Nov 2014. Second International Conference on Nutrition: World Declaration and Plan of Action for Nutrition. Rome (This reading provides an example of the issues and deliberations at a global level)
• US Government. White House Conference Food, Nutrition and Health. Washington D.C. 1969. (This conference influenced the nutrition agenda for the next several decades and will be analyzed to identify “how things get done"

Additional Reading (not required):

• Project Vote Smart. How a bill becomes a law
  http://www.votesmart.org/resource_govt101_02.php

Discussion
Explain the difference between information and evidence; also explain the difference between bias and propaganda. Give examples, of information, evidence, bias and propaganda that you can identify currently either in the popular press or in coverage of research findings. Name one bias you have in the area of food and nutrition. This information will be used as part of our discussion in Class three. (The content of this exercise will allow a discussion of how the human element has a major influence on policy formulation).
Week 2: Key Measures of the Food and Nutrition Situation (Patrick Webb)

Weekly Learning Objectives
Upon completion of this week, students will be able to:

- Identify uses for and interpretation of major indicators of food and nutrition including GNP, GNI, HDI, anthropometry, food sufficiency, diet quality and household food security
- Discuss and critique sources of data on indicators such as WDI, FAOStat, DHS, and National Surveys will be analyzed and critiqued.

Meets the following Course Objective:
F. Identify a variety of policy-making tools and determine in which situations they are most appropriate

Required Readings

Discussion
Income does not track one on one with improvements in nutritional status. Explain why household income and income per caput is used so widely to target policies and interventions? (The discussion item relates to goals one and two).

Week 3: US Food and Nutrition Policy Processes (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:

- Discuss and analyze how a law becomes a rule in the US
- Discuss and analyze the budget process
- Discuss and analyze interactions between House and Senate on the new Farm Bill (2014)
- Identify and describe key stakeholders and their strategies to influence legislation on food and nutrition
- Discuss and analyze funding for the Human Nutrition Research Centers – science to policy, policy on science

Meets the following Course Objectives:
A. Explain the difference between policy and programs
B. Describe policymaking in the United States, including: how a bill becomes a law, how a law becomes a rule, and the budget process
D. Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US)
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda

G. Explain common challenges to policy-making

H. Explain common factors that are needed to progress a policy agenda

Required Readings

- Copeland, C. 2005. The Federal Rulemaking Process: An Overview, Congressional Research Service Reports for Congress. (Provides a good summary of rulemaking and we will refer back to this throughout the course)

Discussion

The class will use the assignment from Class one to provide a context for the range of issues that emerge from stakeholders in providing alternative points of view for legislation and regulations. (Relates to objective 3 on stakeholders and influence).

In class Activity: Case Study 1

Week 4: International Food and Nutrition Policy Processes (Eileen Kennedy)

Weekly Learning Objectives

Upon completion of this week, students will be able to:

- Discuss and critique the current international structure for nutrition policy
- Discuss and critique models of National Level Governance in Nutrition
- Discuss and critique new paradigms for enhancing nutrition including SUN, Feed the Future and multi sector approaches
- Discuss and critique the role of organizations and actors influencing policies

Meets the following Course Objectives:

A. Explain the difference between policy and programs
C. Understand international governance structures and evaluate policy initiatives relevant to food and nutrition
D. Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US)
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda
G. Explain common challenges to policy-making
H. Explain common factors that are needed to progress a policy agenda

Required Readings

• Scaling Up Nutrition Roadmap. Sept 2011
• Morris, S., B. Cogill, R. Uauy. 2008. Effective international action against under nutrition: why has it proven so difficult and what can be done to accelerate progress? Lancet 371(9612): 608-21. (Focused on the inadequacies of the nutrition architecture and was instrumental in some of the changes that came later).

Discussion
The outcome from the 2014 FAO/WHO Second International Conference on Nutrition will be critiqued and guide the discussion for the changing international nutrition agenda, including the relationship to the 2015 Sustainable Development Goals (relates to objective five).

In class Activity: Case Study 2

Week 5: Normative Guidance and Use in Policy Formulation (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:
• Discuss and critique the formulation of international recommendations by governments (such as the US government) UN agencies such as the Food and Agriculture Organization and the World Health Organization (e.g. dietary reference standards, international growth standards) including role of committees, role of scientists within the committees in influencing agendas
• Describe how scientific research has an impact on development of guidance (e.g. multi country growth assessment study in the development of current growth standards)
• Discuss and critique the issues and constraints around translation and adoption of international standards (e.g. the new WHO growth standards)

Meets the following Course Objectives:
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda
F. Identify a variety of policy-making tools and determine in which situations they are most appropriate
H. Explain common factors that are needed to progress a policy agenda

Required Readings
Discussion
The class will analyze the deliberations of the 2015 Dietary Guidelines Advisory Committee, including the report to the Secretaries of HHS and USDA and identify key controversies. (Relates to objective three).

Week 6: Food Security Policies: US and Global (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:

- Discuss and critique US and global approaches to food security
- Discuss and critique the role of organizations and actors in shaping food security policies
- Discuss and critique implications of the Right to Food
- Identify and describe new paradigms for food and nutrition security

Meets the following Course Objectives:

A. Explain the difference between policy and programs
B. Describe policymaking in the United States, including: how a bill becomes a law, how a law becomes a rule, and the budget process
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Required Readings:
- FAOProceedings World Food Summit, 1996 (Summary of key issues).
- FAO State of Food Insecurity 2013 (Provides newer approaches for monitoring and evaluating food security)

Discussion
Discuss and advise on how the US SNAP provide can have more of a focus on health and wellness. (Addresses objective one and four)

Assignment 1: US Federal Policy, due Sunday before midnight

Week 7: Agricultural production and food supply (Beatrice Rogers)

Weekly Learning Objectives
Upon completion of this week, students will be able to:
Identify and describe the role of different agricultural strategies in meeting production and food supply including input subsidies, price supports, and agriculture research and extension.

Discuss and critique the driving forces of national supply and price including the effects of climate change, bio fuels and water security.

Identify and critique the challenges in meeting global needs for food supplies.

Meets the following Course Objective:

F. Identify a variety of policy-making tools and determine in which situations they are most appropriate.

Required Readings

- Polaski, Sandra. Rising Food Prices, Poverty and the Doha Round. Carnegie Endowment Policy Outlook Paper May 2008 (Background to the trade agreement, food prices and poverty alleviation)
- Elfland, A; MA Normile; E Young, Commodity Policies of the US, EU, and Japan—How Similar? ERS/USDA Agricultural Outlook, December 2002 (Provides overview of commodity policies in selected countries, can skim).

Discussion

Small farmers are both agricultural producers and consumers. Explain what agricultural policy is likely to have more pronounced impact on improving food security and nutrition. (Addresses objective one).

Week 8: Nutrition Sensitive Development (Eileen Kennedy)

Weekly Learning Objectives

Upon completion of this week, students will be able to:

- Discuss and critique recent systematic reviews of impacts of agriculture programming on nutrition
- Analyze current thinking on complex, integrated programming aimed at nutrition impacts
- Identify knowledge gaps on the ways in which agriculture may or may not support enhanced nutrition
- Describe the Friedman School’s USAID-supported NIL research agenda
- Describe how issues raised connect/interact to frame the food and nutrition agenda

Meets the following Course Objectives:

C. Understand international governance structures and evaluate policy initiatives relevant to food and nutrition
G. Explain common challenges to policy-making
H. Explain common factors that are needed to progress a policy agenda

Required Readings

(The First Three Readings are current Meta analyses on agriculture-nutrition linkages)

Discussion
How would a greener, Green Revolution be structured? (addresses each of the objectives for this class)


Weekly Learning Objectives
Upon completion of this week, students will be able to:

• Identify evidence base for maternal and child nutrition interventions
• Discuss and critique costs, benefits, efficacy and effectiveness of maternal and child programs
• Describe scaling up nutrition intervention programs
• Identify major drivers of international policy and global campaigns
• Discuss and critique issues in translating global recommendations to country level activities
• Discuss and critique issues in translating country level policy at the district level
• Describe history of the Special Nutrition Program for Women, Infants and Children (WIC)
• Analyze the effect of research on the design and implementation of WIC
• Examine newer paradigms for WIC in addressing children overweight and obesity

Meets the following Course Objectives:
A. Explain the difference between policy and programs
B. Describe policymaking in the United States, including: how a bill becomes a law, how a law becomes a rule, and the budget process
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F. Identify a variety of policy-making tools and determine in which situations they are most appropriate
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H. Explain common factors that are needed to progress a policy agenda

Required Readings

Discussions
1. The 2013 Lancet Series on Maternal and Child Nutrition did not list school feeding as a high priority nutrition intervention? Please explain why you agree or disagree with this decision? (Addresses objective one).

Week 10: Role of Nutrition in the Proposed Sustainable Development Goals (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:
• Describe and critique the proposed sustainable development goals (SDGs)
• Identify ways in which food security and nutrition are embedded in the SDGs
• Discuss and critique the controversies surrounding the SDGs

Meets the following course objectives:

E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda

Required Readings

Week 11: School Feeding Policies and Programs (Shibani Ghosh)

Weekly Learning Objectives
Upon completion of this week, students will be able to:
• Assess the role of schools as instruments for improving nutrition
• Identify the nutritional threats to children aged 5 to 15
• Analyze the role of school gardens and nutrition education in a school program
• Assess the role of elderly nutrition programs for improving nutrition.

Meets the following Course Objectives:

A. Explain the difference between policy and programs
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda
G. Explain common challenges to policy-making
H. Explain common factors that are needed to progress a policy agenda

Required Readings
- Economos C, et al. 2007. A Community-Based Environmental Change Intervention Reduces BMI Z score in Children: Shape up Somerville First Year Results. Obesity 15, 1325–1336. (One of the few examples of a successful community based obesity prevention strategy)

Discussion
Read: Ahmed A., Babu S. The Impact of Food for Education Programs in Bangladesh. Cornell Cases in Food and Nutrition Policy No 3.8. (Good summary of one program’s evaluation).

There is limited evidence that school-feeding programs improved the nutritional status of children. Do you agree or disagree with this statement? How would you change these programs to ensure more of a nutritional impact? (Relates to each of the objectives of this class).

Week 12: Overweight, Obesity and Non-Communicable Diseases (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:
- Discuss and analyze the issue of double burden of disease
- Discuss and analyze the changing/transitional aspects of nutrition
- Demonstrate a clear idea of the actions to be taken within specific contexts

Meets the following Course Objectives:
A. Explain the difference between policy and programs
E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda
G. Explain common challenges to policy-making
H. Explain common factors that are needed to progress a policy agenda

Required Readings:
Discussion
Explain what you believe is the most effective obesity prevention program either for adults or children, and why? (Addresses objectives two and three)

Week 13: Current Controversies in Food and Nutrition (Eileen Kennedy)

Weekly Learning Objectives
Upon completion of this week, students will be able to:

- Identify issues that are controversial in nutrition including
  - Nutrition Title of the 2014 Farm Bill
  - Technical Issues from the 2014 International Conference on Nutrition
  - Newer approaches for Moderate Acute Malnutrition (MAM)
  - US Dietary Guidelines 2015

Meets the following Course Objectives:

D. Identify the roles of key institutions and organizations involved in nutrition policy and programming around the globe and at country level (US and non-US)

E. Analyze how science influences the policy agenda, and how policy debates influence the scientific agenda

G. Explain common challenges to policy-making

H. Explain common factors that are needed to progress a policy agenda

Required Readings:

- International Atomic Energy Agency. May 2014. Executive Summary, Moderate, Acute Malnutrition Conference. IAEA. Vienna. (Summarizes issues and consensus from a global conference on MAM). This reading may be updated if the Special Issue of Food and Nutrition Bulletin is published by May 2015.