Tufts University, Friedman School of Nutrition Science and Policy

Fall 2017

Instructors: Eileen Kennedy
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Office hours by appointment

Teaching Asst.: Katie Moses
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Office Hours: Thursday 12-1:30 pm in Jaharis Cafe

Jennifer Oslund
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Office Hours: Tuesday 12-1:30 pm at 75 Kneeland, Rm. 844

Time/Location: Thursdays, 1:30 to 4:30 pm; Jaharis, Behrakis Auditorium;
Exceptions: Oct 4th, Sackler DeBlois Auditorium & Oct 18th, Sackler 316

Graduate Credits: 3 credits
Prerequisites: Graduate standing

Course Description: Nutrition 203 is an introductory policy course that will allow students to become familiar with policy processes (domestic and international), typologies of policy initiatives (laws, global initiatives, interventions, legal restrictions, systems, and institutional mandates), and to be able to critically analyze and discuss how policy and science interact with regard to food and nutrition.

Course Objectives: Upon completion of this course, students will have gained an understanding of:

a) The difference between policies and programs
b) Legislative and policymaking processes and procedures in the United States
c) National and international governance structures and policy initiatives, institutions, and some key organizations involved in nutrition policy and programming
d) The role of qualitative and quantitative evidence in influencing the policy agenda
e) How policy debates influence the scientific agenda, and vice versa
f) A variety of policy-making tools and the situations in which they are most appropriate
g) Common challenges to policy-making and factors of progressing a policy agenda.

Texts or Materials:
There is no required textbook for this course. Weekly readings will be posted on the class website on Canvas. If you have any problems accessing the class website please inform one of the teaching assistants as soon as possible. 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/TuftsStudentHandbook.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 overall contribution to your grade are as follows:

a) 2 Case study analysis 40%
   (2 Written analysis 20%)
   (2 Oral presentation 20%)

b) Final exam 50%
c) Participation 10%

Summary description of assignments:

a) Case Study Analysis: There will be four case studies, the topic of which is a current debate in domestic or international nutrition programming and policy. For each case study, students in the class will be assigned to a group representing a different constituency. Each student will be assigned to participate in one case study, so by the end of the semester, everyone will have participated twice.

The topic of the four case studies are as follows:

1) National School Meals
2) Healthy Food Systems
3) Dietary Guidelines
4) Sustainable Diets

For each case study, each group will be responsible for preparing a 5-minute oral testimony before class, presenting their testimony on the day of assignment discussion, and submitting a written copy of the oral testimony. Following the presentation of all groups, the remaining group members who did not present a testimony should be prepared to discuss and defend the perspective of the constituent group they represent.

At 11:59 pm before the case study, students not participating in the case study the next day are required to submit a question to ask one of the case study groups which will count toward your participation grade.

b) Final Exam: The final exam with be cumulative and discussion questions.

c) Class attendance and participation: This class is meant to be participatory, and involve lively discussion during the lectures, case studies, and debate sessions. As such, it is expected that students will come to class having completed the readings and ready to participate in discussions, and in questioning after the case studies and debates. This grade includes responding to class surveys and submitting questions for the case studies.
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 Dr. Kennedy confidentially prior to the end of the second week of classes.

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Assignment</th>
<th>In Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/6</td>
<td>International Food and Nutrition Policy</td>
<td>Kennedy</td>
<td></td>
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<tr>
<td>2</td>
<td>9/13</td>
<td>US Food and Nutrition Policy</td>
<td>Kennedy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/20</td>
<td>Metrics</td>
<td>Kennedy</td>
<td>Written testimony from case study groups due on canvas by class time.</td>
<td>Case Study 1: School Meal Standards</td>
</tr>
<tr>
<td>4</td>
<td>9/27</td>
<td>Healthy Food Systems</td>
<td>Kennedy</td>
<td>Written testimony from case study groups due on canvas by class time.</td>
<td>Case Study 2: Food Systems</td>
</tr>
<tr>
<td>5</td>
<td>10/4</td>
<td>US and Global Food Security</td>
<td>Kennedy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/11</td>
<td>Micro-Nutrient Malnutrition</td>
<td>Ghosh</td>
<td></td>
<td></td>
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<td>7</td>
<td>10/18</td>
<td>40th Anniversary and Inaugural Jean Mayer Prize in Nutrition Science and Policy</td>
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<td>1:30 p.m. Program</td>
<td>3:30 p.m. Reception</td>
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<tr>
<td>8</td>
<td>10/25</td>
<td>Normative Guidance US Dietary Guidelines</td>
<td>Kennedy</td>
<td>Written testimony from case study groups due on canvas by class time.</td>
<td>Case Study 3: US Dietary Guidelines</td>
</tr>
<tr>
<td>9</td>
<td>11/1</td>
<td>Maternal and Child Nutrition</td>
<td>Kennedy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/8</td>
<td>Overweight, obesity, and non-communicable disease</td>
<td>Kennedy</td>
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<tr>
<td>11</td>
<td>11/13</td>
<td>Nutrition Sensitive Development</td>
<td>Kennedy</td>
<td>Written testimony from case study groups due on canvas by class time.</td>
<td>Case Study 4: Sustainable Diets</td>
</tr>
<tr>
<td>12</td>
<td>11/29</td>
<td>US Farm Bill</td>
<td>Griffin</td>
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11/24 – Thanksgiving. No class
Course Topics, Learning Objectives and Assignments:

***Note: all required readings for each week will be posted on Canvas***

**Week 1 (9/6): International Food and Nutrition Policy**

*Learning objectives*

Students should be able to discuss/critique the following:

- Understand the international architecture for nutrition and how various stakeholder groups are involved in food and nutrition policy design and implementation
- Analyze how research, design, and implementation of food and nutrition policy are linked, or not

*Required Readings:*


**Week 2 (9/13): U.S. Food and Nutrition Policy**

*Learning objectives*

Students should be able to discuss/critique the following:

- Describe the policy making process in the U.S.
- Understand the instruments for implementing policy
- Identify biases in policy making and effects on decision making

*Readings:*


**Week 3 (9/20): Metrics**

*Learning objectives*

Students should be able to discuss/critique the following:
- Analyze the range of metrics used to evaluate the effects of food security and nutrition
- Identify proxy measures for commonly used metrics
- Understand the effectiveness of alternative metrics for assessing the effectiveness of food and nutrition policies and programs

**Readings**

**Activity**
- *Case Study 1: School Meal Standards*

**Assignment**
- *Written testimony from case study groups presenting; due on canvas by class time*

**Week 4 (9/27): Healthy Food Systems**

**Learning objectives**
Students should be able to discuss/critique the following:
- Describe typologies of food systems
- Identify leverage points along the food value chain for enhancing food security, diet quality, and nutrition
- Evaluate national level policies aimed at enhancing the positive effects of food systems on diet quality and nutrition

**Readings**

**Activity**
- *Case Study 2: Sustainable Diets*

**Assignment**
- *Written testimony from case study groups presenting; due on canvas by class time*

**Week 5 (10/4): U.S. and Global Food Security**

**Learning objectives**
Students should be able to discuss/critique the following:
● Understand how the history of U.S. and Global Food Security policies and programs has influenced the emerging agenda on worldwide food security
● Analyze trends in food security globally
● Evaluate barriers and facilitators for improving food security globally

Readings

Week 6 (10/11): Micro-Nutrient Malnutrition (Ghosh)
Learning objectives
● TBD will be updated minimum 1 week in advance on Canvas

Readings
● TBD will be updated minimum 1 week in advance on Canvas

Learning objectives
 Students should be able to discuss/critique the following:
● Analyze US and global food based dietary guidelines and their scientific underpinnings
● Assess the impact of food based dietary guidelines in improving diet quality and nutritional status
● Identify current controversies surrounding diet guidelines

Readings
● IOM/FNB. Front-of-Package Nutrition Rating Systems and Symbols Phase I report (brief)
● IOM/FNB Front-of-Package Nutrition Rating Systems and Symbols Phase II report (brief)

Activity
● Case Study 3: Dietary Guidelines

Assignment
● Written testimony from case study groups presenting; due on canvas by class time

Week 9 (11/1): Maternal and Child Nutrition
Learning objectives
 Students should be able to discuss/critique the following:
● Evaluate the effects of policies and programs aimed at improving maternal and child health
● Assess the barriers and facilitators for enhancing the positive effects of maternal and child policies and programs
● Analyze potentialities for revamping current maternal and child policies and programs to decrease overweight, obesity, and non communicable diseases

Readings

**Week 10 (11/8): Overweight, Obesity, and Non Communicable Disease**

*Learning objectives*

Students should be able to discuss/critique the following:

- Understand the nutrition transition and its effects of diet quality, nutrition, overweight and obesity and non communicable diseases (NCDs)
- Analyze approaches implemented to decrease NCDs
- Identify alternative strategies for reducing the global burden of disease

*Readings*


**Week 11 (11/15): Nutrition Sensitive Development**

*Learning objectives*

Students should be able to discuss/critique the following:

- Understand the concept of nutrition sensitive development
- Analyze the impacts of nutrition sensitive approaches in improving food security, diet quality, and nutritional status
- Identify alternative strategies using nutrition sensitive focus in improving diet quality and nutrition

*Activity*

- Case Study 4: Sustainable Diets

*Assignment*

- Written testimony from case study groups presenting; due on canvas by class time

**Week 12 (11/29): U.S. Farm Bill (Griffin)**

*Learning objectives*

- TBD will be updated minimum 1 week in advance on Canvas

*Readings*

- TBD will be updated minimum 1 week in advance on Canvas

**Week 13 (12/6): Communications: What is effective to change? (Squires)**

*Learning objectives*
• TBD will be updated minimum 1 week in advance on Canvas

Readings
• TBD will be updated minimum 1 week in advance on Canvas

Week 14 (12/13): Final Exam