Tufts University, Friedman School of Nutrition Science and Policy

NUTR 226 – Food from Production to the Marketplace
Spring 2018

Class Meetings: Monday, 3:15-6:15 PM J118

Instructor: Norbert Wilson
Office hours: by appointment, 150 Harrison Avenue, Room 264
Phone: 617-636-0900
Email: Norbert.Wilson@tufts.edu

Instructor: Richard Black
Office hours: by appointment
Phone: 
Email: Richard.Black@tufts.edu

Graduate Credits: 3 credit

Prerequisites: none

Course Description: The intent of this course is to develop an understanding of the factors that shape the selling of food in the United States. Drawing from business, psychology, economics, and law, we will explore the methods and efforts to sell food. This course is not a marketing course as seen in business schools; rather, we explore the market context of food from multiple lenses to understand how this context influences food choice. We will consider how government shapes the efforts of the private sector to connect with consumers. We will use case studies and projects with firms to ground our learning in the actual experiences of firms, government actors, and non-governmental organizations. We will also use reflective essays based on peer-reviewed literature to assess critically presentations from representatives of the involved sectors. Our assessment of the food system will benefit from speakers from industry, non-profits, and the government.

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

1. Assess critically the selling of food in the U.S.
2. Develop evidence-based strategies to sell nutritious food with consideration of the perspectives of consumers, producers, and government actors.
3. Communicate the above strategies effectively to a range of audiences.
4. Collaborate successfully within groups.

Texts or Materials: We will use cases for purchase and readings posted in Canvas.

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://students.tufts.edu/student-affairs/student-life-
policies/academic-integrity-policy). 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.

Classroom Conduct: You are responsible to come to class prepared with questions for speakers to engage speakers. Do not use cell phones or recording devices during class.

Assessment and Grading: In the course, we will have four types of graded activities. You will develop a group project evaluating the strategy around a consumer-facing, nutrition issue for one of the firms. You will analyze three case studies. You will have a series of reflection pieces based on the presentations and your own research. You will attend class regularly and engage the speakers and lecturers actively.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tr>
<td>GROUP PROJECT</td>
<td>400</td>
</tr>
<tr>
<td>CASE STUDY ESSAYS (2)</td>
<td>200</td>
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<tr>
<td>SPEAKER REFLECTION PAPERS (2)</td>
<td>300</td>
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<tr>
<td>CLASS PARTICIPATION</td>
<td>100</td>
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<td>TOTAL</td>
<td>1000</td>
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Assignments and Submission Instructions:

Group Project: A major undertaking of the course is the development of a group project written report and presentation. The project will center on one of the companies featured this semester. Your job is to work with the company over the semester to develop a strategy to address a consumer-facing, nutrition-based problem and how the company engages consumers on the problem. The company will define the problem, and you will develop and propose an evidence-based strategy. All presentations will be the final week of class. The written report is due on our last class meeting. You can earn a total of 400 points, 200 points on the written document and 200 points on the presentation.

Case Study Analysis: You are to read the cases studies and supporting questions in advance of class. We will have an in-class discussion, which is part of your class participation grade; however, the main grade is based on the essay addressing the case questions provided for each case. The case essay will be a group assignment.

Reflection Papers: You will develop two reflection papers based on the speakers and the assigned readings. Each paper is worth 150 points. The reflection papers are used to evaluate your attainment of the learning objectives of the weeks leading to the paper. You will write these on your own and will focus on a topic or theme of your own choice that you found important from the speakers and that is reflected in the learning objectives. The papers should link the presentations of at least two speakers from the previous sessions. You must reference at least three of the assigned readings (or related readings) of the previous weeks in the paper. The reflection paper will be graded on clarity of thought, critical assessment of issues presented by the speakers, development of ideas based on the literature used, and demonstration of attainment of learning objectives. The expected
length of the reflection papers should be between 750 to 1000 words (2-3 single space pages). The reflection papers are due by 5:00 pm on the Thursdays of the assignments. (See rubric on Canvas for grading.)

**Class Participation:** You will receive up to 100 points for active engagement during the presentation of the speakers and class discussions (Case study discussions are graded separately). Active participation includes: attendance with active listening, asking questions, making comments on the readings, etc.
- Present for at least 75% of sessions—75%
- Present and attentive—85%
- Productive comments/questions—90%
- Productive comments/questions with extra course material—95%
- Extra credit is given up to 5 percentage points for exceptional comments, up to full credit (100%).

Written assignments received after the deadline will not be accepted or graded unless an extension is approved in advance. Students who are unable to complete an assignment on time for any reason should notify Norbert Wilson by email, text message or phone call prior to the deadline, with a brief explanation for the requested extension.

For case studies, students who miss class with either a preapproved excuse or legitimate emergency (health event or family emergency) may turn in a case study review based on questions assigned to the case. For participation points, no make-up is offered, but excused absences will not affect your grade.

**Diversity Statement:** We believe that the diversity of experiences and perspectives of students is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language or national origin among other personal characteristics.

Assignments are due as assigned. If this will present a conflict with your religious observances at any point, please let us know as soon as possible so that we can work together to make appropriate arrangements.

**Accommodation of Disabilities:** Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

**Course Schedule:**
* This schedule is subject to modification at the instructor’s discretion and the availability of the speakers.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic &amp; Lecturer</th>
<th>Assignments Due*</th>
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<tbody>
<tr>
<td>Government and Policies</td>
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<tr>
<td>#1 Jan 23</td>
<td>Norbert Wilson—Introduction and Overview of Selling Food: Retailer to the Consumer in the Context of Regulation</td>
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| #2 Jan 28 | Timothy Daniel—Health Claims in Advertising: What are the Standards  
Norbert Wilson and Richard Black | Read 1-4 |
| #3 Feb 4 | Sarah Gebauer—Health Claims from the Regulatory Perspective  
Alice Lichtenstein—Dietary Guidelines | Read 5-7  
Reflection Paper #1 |
| Consumer Preferences |
| #4 Feb 11 | Bob Jones—Food Entrepreneurship  
Project Discussions | Read 8-10 |
| #5 Feb 21 | THURSDAY CLASS  
Bill Layden—Marketing the Health Promise of Food  
Case Discussion | Read 11-12  
Read Case Study #1 |
| #6 Feb 25 | Sylvia Rowe—The "Secret Sauce" of Success  
Sylvia Rowe—Science to Communications to Policy | Read 13-14  
Submit Case #1 |
| #7 Mar 4 | Kris Sollid—IFIC  
Maureen Enright—Children’s Food and Beverage Advertising | Read 15-16 |
| Industry Strategy and Opportunities |
| #8 Mar 11 | Richard Black  
Class Project Check in | Read Case Study #2  
Read 17-18 |
| Spring Break  
March 16-23 |
| #9 Mar 25 | Julie Greene—Ahold Delhaize  
Linda Harelick—Food Market, CO180 Alum | Read 19-20  
Submit Case # 2 |
| #10 Apr 1 | Kellie James—Mercaris  
Jonathan Mein—Monsanto | Read 21-25 |
| #11 Apr 8 | Doug Rauch—Daily Table  
Angela Ichwan—Ardent Mills | Read 26 |
| #12 | Patriots’ Day  
April 16 | No Class but project group |
| #13 Apr 22 | • Laurent Marcel—Danone Venture  
• Britt Lundgren—Stonyfield | Reflection Paper #2  
Read 27-29 |
| #14 Apr 29 | • Group Presentations | Final Report May 2  
5:00 PM |

*All assignments are due Thursdays by 5:00 Eastern
Course Topics, Learning Objectives, and Assignments

Week 1 (Jan. 23):
Norbert Wilson—Introduction and Overview of Selling Food: Retailer to the Consumer in the Context of Regulation

Learning objectives:
Upon completion of this week, students will be able to:
1. Understand the format and structure of the course, learning objectives and methods of instruction.
2. Understand the parameters of selling food: marketing, economics, law, and psychology.

Preparation for class:
None

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1 This schedule is subject to modification at the instructor’s discretion.
Week 2 (Jan. 28):
Timothy Daniel—Health Claims in Advertising: What are the Standards
Norbert Wilson and Richard Black

Learning objectives:
Upon completion of this week, students will be able to:
1. Articulate guidelines of health claims as regulated by the FTC
2. Assess how firms navigate this regulatory framework

Preparation for class:
Readings

Assignments for this week:
None
Week 3 (Feb. 4):
Sarah Gebauer—FDA
Alice Lichtenstein—Dietary Guidelines and Industry Response

Learning objectives:
Upon completion of this week, students will be able to:
1. Understand the structure and development of the dietary guidelines
2. Describe industry response to changes in guidelines

Preparation for class:
Readings

Assignments for this week:
Reflection paper evaluated on Learning Objectives from Weeks 1 to 3
Week 4 (Feb. 11):
Bob Jones—Food Entrepreneurship

Learning objectives:
Upon completion of this week, students will be able to:
1. Assess the unique challenges and opportunities of a food startup.
2. Identify critical decision points in a food startup.

Preparation for class:
Readings

Assignments for this week:
None
Week 5 (Feb. 21): THURSDAY CLASS
Bill Layden—Marketing the Health Promise of Food

Learning objectives:
Upon completion of this week, students will be able to:
1. Explain strategies to influence consumer perception of food’s health effects
2. Describe how food companies use consumer perceptions in product marketing

Preparation for class:
Readings

Case Study # 1

Assignments for this week:
None
Week 6 (Feb. 25):

Sylvia Row—Science to Communications to Policy
Sylvia Row—The “Secret Sauce” of Success

Learning objectives:
Upon completion of this week, students will be able to:
1. Articulate challenges and opportunities of industry and scientific collaborations
2. Evaluate the quality of health and science communications

Preparation for class:
Readings

Assignments for this week:
Case Study #1
Week 7 (March 4):

Maureen Enright—Children’s Food and Beverage Advertising
Kris Sollid—International Food and Information Center (IFIC)

Learning objectives:
Upon completion of this week, students will be able to:
1. Articulate the challenges of selling foods to children
2. Evaluate consumer responses to nutrition information provided by industry

Preparation for class:
Readings

Assignments for this week:
None
Week 8 (March 11):
Richard Black
Case Study Discussion
Project Discussion

Learning objectives:
Upon completion of this week, students will be able to:
1. Assess critically progress on group project
2. Determine the role and responsibility of a for-profit company in addressing a significant social issue, namely, obesity.

Preparation for class:
Readings

Case #2

Assignments for this week:
Week 9 (March 25):
Julie Greene—Ahold Delhaize
Linda Harelick—Food Marketer and ChildObesity180 Alum

Learning objectives:
Upon completion of this week, students will be able to:
1. Interpret the motivations and challenges firms face when marking food products (health, sustainability, etc.)
2. Evaluate messaging from retailers (health, sustainability, etc.).

Preparation for class:
Readings

Assignments for this week:
Case Study #2
Week 10 (April 1):
Kelle James—Mercaris
Jonathan Mein—Monsanto

Learning objectives:
Upon completion of this week, students will be able to:
1. Discuss markets for segregated organic products.
2. Explain the role of agribusiness in supporting the food industry.
3. Identify actors and communication linkages along agribusiness supply chains.

Preparation for class:
Readings

Assignments for this week:
None.
Week 11 (April 8):
Doug Rauch—Daily Table
Angela Ichwan—The Annex by Ardent Mills

Learning objectives:
Upon completion of this week, students will be able to:
4. Discuss the non-profit activities in the food space to meet local needs.
5. Identify new innovations in food processing.
6. Explain how supply chain actors integrate along the supply chain.

Preparation for class:
Readings

Assignments for this week:
Case Study #2
Week 12 (April 16):
Patriots’ Day—workshop with faculty on group project through extended office hours

Learning objectives:
Upon completion of this week, students will be able to:
1. Identify gaps in group project’s plan
2. Discover solutions to challenges in teamwork

Preparation for class:
Schedule meeting with instructor to review project progress

Assignments for this week:
None.
Week 13 (April 22):
Laurent Marcel—Danone Venture
Britt Lundgren—Stonyfield

Learning objectives:
Upon completion of this week, students will be able to:
1. Give process of startup investment in food and agribusiness
2. Explain how to achieve profitable sustainability practices from the farm to the processor.
3. Identify paths to encourage the practice of “doing well by doing good”

Preparation for class:

Assignments for this week:
Reflection paper evaluated on Learning Objectives from Weeks 4-13
Week 14 (April 29):
Group Presentations

Learning objectives:
Upon completion of this week, students will be able to:
1. Communicate health and nutrition issues acknowledging industry, consumer, and regulator concerns.
2. Write cogently across multiple authors
3. Work in teams

Preparation for class:
None.

Assignments for this week:
Submit Group Project Report evaluated by Learning Objectives from Weeks 12 and 14
Final Report May 3, 2019 at 5:00 PM

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