COURSE SYLLABUS
Determinants of U.S. Food Policy (NUTR 303)
Fall 2023

Synchronous: Tues/Thur 8:45am-10:15 am eastern, Jaharis 118.
Asynchronous: Lectures, videos, exercises, and discussion boards on Canvas.

Instructors:
Ian Moore (he/him/his)
ian.moore@tufts.edu | Phone 805.704.7663
Individual meetings as needed: email for availability

Leah Costlow (she/her/hers)
leah.costlow@tufts.edu
Individual meetings as needed: email for availability

Teaching Assistant:
Regina Brown
regina.brown@tufts.edu

Office Hours:
Leah and Ian: Tuesdays TBD (group office hours, no sign-up needed)
Regina: Thursdays (time TBD)

Tufts Graduate Credit: 3 credits (1 course)

Prerequisites for taking this course:
- NUTR 203 (Fundamentals of Public Policy) or equivalent.
- NUTR 207 (Statistics) / 307 (Regression Analysis for Nutrition Policy) or equivalent.
- NUTR 238 (Fundamentals of Economics for Food Policy) or equivalent.

Course Description:
This course offers a broad introduction to food policies in the United States. Food policy encompasses laws, regulations, decisions and actions by governments and other institutions that influence food production, distribution and consumption. Real-world controversies and debates motivate the course's attention to economic principles, research tools, policy analysis, and contemporary data sources. The course addresses both normative issues (how to evaluate policy options) and positive issues (how policy actually is made). The course assumes that you care not just about the economic interests of farmers, but also about nutrition, food security, the environment, and justice for all participants in the food system.

Course Objectives:

A. Understand contemporary U.S. food policy, focusing on 10 topics:
- Agriculture policy
- Food production and the environment
- International food and agricultural trade
- The food manufacturing industry
- The food retail and restaurant industries
- Food safety
- Dietary guidance
- Food labeling and advertising
- Food insecurity and the Supplemental Nutrition Assistance Program (SNAP)
- Child nutrition programs

B. Learn to apply four tools or "ways of knowing" for policy analysis:
- Institutional knowledge and history
- Economics
- Statistics and data sources
- Policy theory

C. Practice writing with a purpose: policy analysis and policy impact.

Description of assignments, tests, and other required activities: There are 4 homework assignments, 1 midterm, 1 final, and a term paper.

The homework assignments are made available through Canvas. They are submitted online with a due date one day before class so that the instructor can review the assignment in class.

The midterm and final also will be made available through Canvas. Students will have 90 minutes for the midterm and 120 minutes for the final, open-book but with no communication with other persons. Advance study and practice is recommended, much as if the midterm and final were in-class tests.

The term paper is described in the Assignments folder. Students submit a term paper topic memo in late September. There is an early term paper submission option in November and regular submission in December.

Summary of Assignments and Grading

Assignment(s)	Grading Weight
Homework (4 assignments)	40% (10% each)
Midterm	20%
Final	20%

Term paper	20%

Late or incomplete assignments: For homework and term paper: 10% penalty up to 7 days late, no grade beyond that. We cannot extend the December due date for the term paper, because of the Friedman School's final grade due date. Inform us of expected absences from tests as soon as you know of the conflict. For excused absences from the midterm, we may choose to schedule a makeup or omit the midterm and give double weight to the final. For excused absences from the final, we will provide a makeup date. **Please be in touch with the teaching team to ask for an extension on any assignments. We can usually accommodate scheduling needs, but you must ask for an extension at least three days before the assignment is due.**

Based on weighted assignment grades, on a 100-point scale, the semester grade uses the following thresholds: A (>94%), A- (90 - <94%), B+ (87 - <90%), B (84 - <87%), B- (80 - 84%), and so forth.

Course texts and materials: The course textbook is: *Food Policy in the United States: An Introduction*. The second edition is from Routledge/Earthscan (2018). Available free online at Tufts libraries. If you choose to purchase, it is available from reputable online booksellers.

The weekly reading list is divided into core reading and supplementary reading.
- Core reading should be completed in advance of each class, whether it is a light week or a busy week for you. The core readings provide the best study guide for the midterm and final.
- Supplementary reading is essential for getting your time's worth out of this course, and for preparing for future work in U.S. food policy, but you have more flexibility about the choice of readings and your schedule for completing them. Many references cited in the course textbook are excellent supplementary readings. Read deeply on the topics that inspire you most, but also select some readings that are outside of your usual comfort zone.

Most books mentioned in the reading list are on reserve at the Hirsch Health Sciences Library. Journal articles may be accessed by journal name through the Tufts online journals at library.tufts.edu. Other readings will be accessible on the Internet, through links from the course website.

The Canvas site has many resources. Generally, seven tabs are most important: (1) the "modules" tab contains links to all or nearly all readings, slides, and exercises, organized by week; (2) the "quizzes" tab contains homework and tests, (3) the Zoom tab contains links to synchronous classes, office hours, and recordings, (4) the "media" tab contains video lectures, (5) the "assignments" tab contains the drop box for the term paper assignment, (6) the "discussion" tab has threads for course content and course mechanics, and (7) the "announcements" tab has a saved

version of key announcements, which should also be received at your email that is on record for this course.

For some in-class interactive elements, we will use the PollEverywhere polling platform. PollEverywhere will not be graded. Two links are useful:
- For student sign-in: https://access.tufts.edu/poll-everywhere
- For in-class questions and responses: https://PollEv.com/parkewilde145

In the coming fall, there will be big developments on many food policy topics. Parke Wilde sometimes posts food policy news and commentary on a blog, *U.S. Food Policy*, at www.usfoodpolicy.com, but it has been less active in recent years. More frequently, updates are posted to Twitter @usfoodpolicy.

Diversity, Equity, and Inclusion
We want this class to promote justice, through how we cover issues in the U.S. and global food systems, and through how we manage this class. As Dr. Rona Ramos at Yale has written: "This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status."

Student Accessibility Services
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.

Academic Conduct
Academic integrity, including avoiding plagiarism, is critically important. Each student is responsible for being familiar with the standards and policies outlined in the Friedman School's *Policies and Procedures* manual (http://nutrition.tufts.edu/student/documents). It is the responsibility of the student to be aware of, and comply with, these policies and standards. In accordance with Tufts University's policy on academic misconduct, violations of standards of academic conduct will be sanctioned by penalties ranging from grade reduction or failure on an assignment; grade reduction or failure of a course; up to dismissal from the school, depending on the nature and context of any infraction.

Course & Assignment Schedule:

DATES	TOPIC #	TOPIC NAME	ASSIGNMENTS & ACTIVITIES
9/5 and 9/7	1	Introduction	On your own: start Homework #1.
9/12 and 9/14	2	Agricultural policy	**Homework #1 (due 9/18, Mon)**
9/19 and 9/21	3	Food production and the environment	**Term paper topic (due 9/25), Mon)**
9/26 and 9/28	4	International agricultural trade	**Homework #2 (due 10/2, Mon)**
10/3 and 10/5	5	Food manufacturing	
10/10 and 10/12	6	Food retailing and restaurants	On your own: study for midterm.
10/17 and 10/19		Midterm: choose 90min, 8am-noon.	**Midterm (10/19, Thurs)**
10/24 and 10/26	7	Food safety	On your own: begin drafting term paper and bring questions to instructor and TA office hours.
10/31 and 11/2*	8	Dietary guidance	**Homework #3 (due 11/8, Wed)**
11/9 and 11/14	9	Food labeling and advertising *No class Tuesday 11/7 (Friday schedule)*	**Term paper (early) (due 11/15, Wed)**
11/16 and 11/21	10	Food insecurity and SNAP *No class Thursday 11/23 (University Holiday)*	
11/28 and 11/30	11	Child nutrition programs	**Homework #4 (due 12/4, Mon)**
12/5 and 12/7	12	Conclusion	
12/12	Reading period. Study for final exam.		
12/14 (Thurs)	Final exam: you choose 2h period from 8am-noon.		**Final exam (12/14)**
12/21	Revised term paper		**Term paper (due 12/21)**

Note: Plan ahead for the dates of midterm and final (on Canvas). *11/2 class location to be announced.

This schedule is subject to modifications at the discretion of the instructors.

Course Topics
Readings and Learning Objectives

Overview of Readings Used in Multiple Weeks

<u>Core</u>:

- <u>Wilde, Parke (2018).</u> *Food Policy in the United States: An Introduction*. Routledge/Earthscan, 2nd edition. Available as an ebook through Hirsh Health Sciences Library.
- Congressional Research Service (2022). Preparing for the Next Farm Bill (Genevieve K. Croft, coordinator). Available online: https://crsreports.congress.gov/product/pdf/R/R47057 .

<u>Supplementary:</u>

- Pomeranz, Jennifer (2016). *Food Law for Public Health*. Oxford. Note: worthwhile for purchase for students interested in food law. Available as an ebook through Hirsh Health Sciences Library.
- National Sustainable Agriculture Coalition (2018). What is the Farm Bill? Available online: https://sustainableagriculture.net/our-work/campaigns/fbcampaign/what-is-the-farm-bill/.
- Alkon, Alison Hope and Julie Guthman (eds) (2017). *The New Food Activism: Opposition, Cooperation, and Collective Action*. University of California Press.

TOPIC 1: Introduction

Learning Objectives for Topic 1: Students will be able to:
- Describe key features of the major stages of the food marketing chain.
- Explain the role of market failures in motivating government interventions in U.S. food policy.
- Use basic supply and demand analysis to analyze factors that influence price and quantity of a food commodity or product.
- Apply the steps of the policy cycle to U.S. food policy examples.
- Identify the executive agencies and legislative committees with influence over U.S. food policy.
- For legal principles underlying U.S. food policy, explain the sources of law (what), causes of action (who), and federal or state jurisdiction (where).
- Summarize the budget and appropriations process for mandatory and discretionary food and agricultural programs.

Readings for Topic 1:
Core:
- *Food Policy in the United States* (Chapter 1).

- Browne J, Coffey B (2019). A guide to policy analysis as a research method. Health Promot Int.
- Congressional Research Service (2022). *Preparing for the Next Farm Bill* (pp. 1-10). Provides an overview of the Farm Bill and its budgetary setting.

Supplementary Course Reading:
- Pomeranz, Jennifer (2016). *Food Law for Public Health*. Oxford. Chapters 1 and 2.
- National Sustainable Agriculture Coalition (2018). "2018 Farm Bill By the Numbers." *NSAC's Blog* (December 21).

Other Readings and Links for Interest or for More Detail:

- ERS food marketing dollar

***

Topic 2: Agricultural Policy

Learning Objectives for Topic 2: Students will be able to:
- Describe the geography and composition of the agriculture sector in the United States.
- Apply the political science concepts of interest groups and advocacy coalitions to agricultural policy examples.
- With supply and demand analysis, explain the effects of broad classes of agricultural policy interventions on prices and quantities.
- Use the analysis of supply and demand in competitive markets to anticipate winners and losers from government agricultural policies.
- Interpret federal data sources on farm income and farm program spending.
- Explain factors that influence the labor conditions and economic security of farmworkers and farm operators.
- With supply and demand analysis, explain the effects of factors that could raise or lower farmworkers wages.
- Summarize the history of land loss and demographic transition for African American farmers in the U.S. South in the 20th Century.

Readings for class 2:
Core:
- *Food Policy in the United States* (Chapter 2).
- Congressional Research Service (2022). *Preparing for the Next Farm Bill* (pp. 10-17). Agriculture and crop insurance programs.

Supplementary Course Reading:

- Richards, T. J. (2018). "Immigration Reform and Farm Labor Markets." *American Journal of Agricultural Economics*, 100(4): 1050-1071.
- Escalante, C.L. and Luo, T. (2017) "Sustaining a healthy farm labor force: Issues for policy consideration," Choices Magazine, 32(1): pp. 1-9.
- Glauber, J.W., Sumner, D.A. and Wilde, P.E. Poverty, Hunger, and U.S. Agricultural Policy: Do Farm Programs Affect the Nutrition of Poor Americans? (2017), American Enterprise Institute, Washington, DC.
- Minkoff-Zern (2017). Farmworker-led food movements then and now. In Alkon and Guthman (2017).
- Waters, Carlos (2017). "Why African Americans left the South in droves – and what's bringing them back." *Vox* (Mar 1).
- Merrill and Leatherby (2018). Bloomberg. Maps of U.S. land use.
- Wright, Willie J., Tyler McCreary, Brian Williams, and Adam Bledsoe (2020). "Race, Land, and the Law: Black Farmers and the Limits of a Politics of Recognition," *Black Food Matters: Racial Justice in the Wake of Food Justice* (Hanna Garth and Ashanté Reese, eds.). University of Minnesota Press.

Other Readings and Links for Interest or for More Detail:

- For agriculture policy news coverage, see Politico Weekly Agriculture briefing. Some links to full stories are paywalled. Subscription through Politico Pro may be arranged through Tufts University libraries.
- USDA Economic Research Service. Farm and Commodity Policy topic page. Follow link to "Background" and browse other links.

Books | Long-Form Journalism | Documentaries:
- Poppendieck, J. (2014). *Breadlines knee-deep in wheat: Food assistance in the Great Depression.* Berkeley, CA: University of California Press.
- White, Monica (2019). *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. University of North Carolina Press.

Topic 3: Food Production and the Environment

Learning Objectives for Topic 3: Students will be able to:
- List and discuss environmental constraints on food production, and evaluate their influence on global food security.
- Explain how food prices respond broadly to changes in scarcity and abundance.

- Explain the role of property rights assignment and negotiation in determining solutions to political conflicts over environmental consequences of food production.
- Using a simple model of the marginal cost of harvest in a fishery, compare and contrast the unregulated yield, optimal yield, and the maximum sustainable yield.
- Summarize the operations and politics of U.S. conservation programs.
- Analyze the policy implications of environmental food movements.

Readings for Topic 3:

Core:

- *Food Policy in the United States* (Chapter 3).
- Congressional Research Service (2022). *Preparing for the Next Farm Bill* (p. 18 on disasters and pp. 26-29 on conservation programs).

Supplementary Course Reading:

- World Resources Institute (2018). Creating a Sustainable Food Future: A Menu of Solutions to Feed Nearly 10 Billion People by 2050.
- Sala, E., Mayorga, J., Costello, C., Kroodsma, D., Palomares, M.L., Pauly, D., Sumaila, U.R. and Zeller, D. (2018). The economics of fishing the high seas. Science Advances, 4(6), p.eaat2504.
- National Academies of Science. (2018). Sustainable Diets, Food, and Nutrition: A Workshop. Agenda, videos, presentations available online.
- Willett, W., Rockström, J., Loken, B., Springmann, M., Lang, T., Vermeulen, S., Garnett, T., Tilman, D., DeClerck, F., Wood, A. and Jonell, M., 2019. Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems. The Lancet, 393(10170), pp.447-492.
- Reinhardt (2020). Union of Concerned Scientists. Sustainable Dietary Guidelines.

Other Readings and Links for Interest or for More Detail:

- Fall 2020 Friedman Wednesday Seminar: Jess Fanzo on sustainable dietary guidelines
- Fall 2020 Hoch Cunningham Environmental Lecture: Julian Agyeman on just sustainabilities
- Food & Environment Reporting Network (FERN).
- Norwood, F.B. and Mix, T.L., 2019. *Meet the Food Radicals*. Oxford University Press.

Topic 4: International Food and Agricultural Trade

Learning Objectives for Topic 4: Students will be able to:
- Explain economic and non-economic perspectives on gains from trade and food sovereignty.
- Analyze the consequences of several types of trade policy, using a 2-panel partial equilibrium trade model illustration.
- Describe the motivations for and limitations of six varieties of trade policies.
- Discuss trade negotiations and trade conflict for food and agricultural trade between nations.
- Summarize the views of multiple political constituencies regarding international food aid.
- Discuss the economics of immigration and farm labor.

Readings for Topic 4:
Core:
- *Food Policy in the United States* (Chapter 4)
- Congressional Research Service (2022). *Preparing for the Next Farm Bill* (pp. 36-40). Trade programs.

Supplementary Course Reading:
- Holt-Giménez, E., & Altieri, M.A. (2013). Agroecology, Food Sovereignty, and the New Green Revolution. *Agroecology and Sustainable Food Systems*, 37:1, 90-102.
- Martin, P. (2013) "Immigration and farm labor: Policy options and consequences," American Journal of Agricultural Economics, 95(2), 470-475.
- Martin, P. (2017) "Trump, immigration, and agriculture," Choices Magazine, 32(1). Pp. 1-5.
- Bampasidou, M. and M.E. Salassi (2019). "Trends in U.S. Farm Labor and H-2A Hired Labor: Policy and Related Issues." Choices. Quarter 1.
- Bown, C.P., & Kolb M. (2020). "Trump's Trade War Timeline: An Up-to-Date Guide." Peterson Institute for International Economics. Updated June 1, 2023.
- Schnepf, Randy. (2021). Agriculture in the WTO: Rules and Limits on U.S. Domestic Support. Congressional Research Service.

Other Readings and Links for Interest or for More Detail:

- Oxfam America (2017) "Trade".
- Gálvez, A. (2018). Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico. Oakland, California: University of California Press.

- Mihesuah and Hoover (2019). *Indigenous Food Soverignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*. University of Oklahoma Press.

Topic 5: Food Manufacturing

Learning Objectives for Topic 5: Students will be able to:
- Use the concepts of value added to compare sectors of U.S. food and beverage manufacturing.
- Analyze the behavior of markets with several varieties of imperfect competition, including monopoly, monopsony, oligopoly, and oligopsony.
- Summarize highlights in the history of anti-trust regulation in U.S. meat production.
- Explain the tension economic goals and nutrition goals in assessing food processing and distribution.
- Describe how the competitiveness of U.S. food and agricultural markets in measured and regulated.

Readings for Topic 5:
Core:
- *Food Policy in the United States* (Chapter 5).
- MacDonald, J., Dong, X., and Fuglie, K.O. Concentration and Competition in U.S. Agribusiness. Economic Research Service. Bulletin Number 256. Read introduction (pp. 1-6) and sections on meatpacking and retail (pp. 25-44)

Supplementary Course Reading:
- Chenarides, L., Manfredo, M. and Richards, T.J., 2021. Covid-19 and food supply chains. Applied Economic Perspectives and Policy, 43(1), pp.270-279.
- Saitone, T.L. & Sexton, R.J. (2012). "Market Structure and Competition in the US Food Industries," American Enterprise Institute, Washington, DC.
- Monteiro, C. A., Cannon, G., Moubarac, J. C., Levy, R. B., Louzada, M. L. C., & Jaime, P. C. (2018). The UN Decade of Nutrition, the NOVA food classification and the trouble with ultra-processing. *Public Health Nutrition*, 21(1), 5-17.
- Sheldon, I. M. (2017) The competitiveness of agricultural product and input markets: a review and synthesis of recent research. Journal of Agricultural and Applied Economics, 49(1), 1-44.
- Fu, Jessica (2022). "Can $1 billion really fix a meat industry dominated by just four companies?," *The Counter* (Jan 5, 2022). Available online: https://thecounter.org/big-four-meatpackers-antitrust-consolidation/.

Books | Long-Form Journalism | Documentaries:

- Leonard, C., 2014. [The meat racket: The secret takeover of America's food business](). Simon and Schuster.

Other Readings and Links for Interest or for More Detail:

- [A video from Parke discussing the meatpacking industry in Chicago.]()

Topic 6: Food Retailing and Restaurants

Learning Objectives for Topic 6: Students will be able to:
- Describe the structure of the U.S. food retail and restaurant industries.
- Analyze the behavior of markets with monopolistic competition for branded products.
- Explain the diagnosis of problems with supermarket deserts and inadequate access to food retail.
- Employ both microeconomic analysis and principles of justice in discussing labor markets for unskilled workers in the retail and restaurant sectors.
- Using price indices, describe nutritionally relevant trends in food price inflation.

Readings for Topic 6:
Core:
- *Food Policy in the United States* (Chapter 6).

Supplementary Course Reading:

- Wilde, P., Ismail, M. and Ver Ploeg, M., 2021. [The Quality of the Food Retail Environment When Consumers May Be Mobile.]() *Applied Economic Perspectives and Policy*, 43(2), pp.701-715.
- George and Tomer (2021). [Beyond 'food deserts': America needs a new approach to mapping food insecurity.]()
- Dubowitz, T., Ghosh-Dastidar, M., Cohen, D.A., et al. (2015). [Diet and perceptions change with supermarket introduction in a food desert, but not because of supermarket use.]() *Health Affairs, 34*(11): 1858-1868.
- Jardim, E., Long, M. C., Plotnick, R., van Inwegen, E., Vigdor, J., & Wething, H. (2017). [Minimum Wage Increases, Wages, and Low-Wage Employment: Evidence from Seattle (No. w23532).]() National Bureau of Economic Research.
- [Food Mktg. Inst. V. Argus Leader Media](). Supreme Court of the United States, April 22, 2019, Argued June 24, 2019, Decided. No. 18-481.

Books | Long-Form Journalism | Documentaries:

> - Reese, Ashanté M (2019). *Black Food Geographies: Race, Self-Reliance and Food Access in Washington, D.C.* University of North Carolina Press.

<center>***</center>

Topic 7: Food Safety

Learning Objectives for Topic 7: Students will be able to:
- Diagnose food safety problems as problems of imperfect information.
- Distinguish efficient from inefficient food safety strategies, and analyze choices among the efficient strategies.
- Define risk assessment and discuss its stages.
- Summarize safety rules for food additives, pesticide and ingredients that are Generally Recognized as Safe (GRAS).
- Explain the jurisdiction of federal food safety agencies.

Readings for Topic 7:

Core:
- *Food Policy in the United States* (Chapter 7).
- Congressional Research Service (2016). The Federal Food Safety System: A Primer. Congressional Research Service. *(pp. 1-14)*

Supplementary Course Reading:

- Bovay, J. and Sumner, D. A. (2018). Economic effects of the U.S. Food Safety Modernization Act. *Applied Economic Perspectives and Policy, 40*(30): 402-420.
- Hoffmann, S., Maculoch, , B. and Batz, M. (2015) Economic Burden of Major Foodborne Illnesses Acquired in the United States, Economic Information Bulletin No. 140, USDA Economic Research Service, Washington, DC.
- Evich, Helena Bottemiller. "The FDA's Food Failure," *Politico* (April 8). Available online: https://www.politico.com/interactives/2022/fda-fails-regulate-food-health-safety-hazards/.

Books | Long-Form Journalism | Documentaries:

- Lytton, T. D. (2019). Outbreak: Foodborne Illness and the Struggle for Food Safety. University of Chicago Press.

<center>***</center>

Topic 8: Dietary Guidance

Learning Objectives for Topic 8: Students will be able to:
- Review historical trends in chronic disease and nutrition.
- Understand the market failures that motivate the government's role in dietary guidance.
- Describe the process of creating the Dietary Guidelines for Americans.
- Measure how much U.S. consumption patterns differ from Dietary Guidelines.
- Use own-price and cross-price elasticities to anticipate the potential nutrition consequences of price changes.
- Analyze the incentive-compatibility of proposed strategies for voluntary industry measures to improve the healthfulness of their product offerings.
- Review and analyze policy instruments used to guide Americans toward healthier food choices, ranging from regulation to nudges and behavioral economics.

Readings for Topic 8:
Core:
- *Food Policy in the United States* (Chapter 8).
- U.S. Department of Agriculture and Department of Health and Human Services (2020). Dietary Guidelines for Americans 2020-2025. *Read Executive Summary and Introduction (pp. vii-14). Refer to full document as needed.*

Supplementary Course Reading
- Dietary Guidelines Advisory Committee. 2020. *Scientific Report of the 2020 Dietary Guidelines Advisory Committee: Advisory Report to the Secretary of Agriculture and the Secretary of Health and Human Services.* U.S. Department of Agriculture, Agricultural Research Service, Washington, DC.
- General Accounting Office (2021). Chronic Health Conditions: Federal Strategy Needed to Coordinate Diet-related Efforts. August.
- Shangguan, Mozaffarian, Lee, Liu, Wilde, Sharkey, Dowling, Marklund, Abrahams-Gessel, Gaziano, and Micha (2021). Health Impact and Cost-Effectiveness of Achieving the National Salt and Sugar Reduction Initiative Voluntary Sugar Reduction Targets in the United States: A Micro-Simulation Study. *Circulation*.
- Jamie F. Chriqui, Christina N. Sansone, Lisa M. Powell, "The Sweetened Beverage Tax in Cook County, Illinois: Lessons From a Failed Effort", American Journal of Public Health 110, no. 7 (July 1, 2020): pp. 1009-1016.
- Melina, V., Craig, W. and Levin, S. (2016). Position of the Academy of Nutrition and Dietetics: vegetarian diets. Journal of the Academy of Nutrition and Dietetics, 116(12), 1970-1980.

- Canada's Food Guide (2019).

Other Readings and Links for Interest or for More Detail:

- Fall 2021 Friedman Wednesday Seminar: Dietary Guidelines Process (begins at minute 42), Claire Brown (recent Friedman alum) and Julie Obbagy at USDA's Food and Nutrition Service
- Fall 2020 Friedman Wednesday Seminars: Systemic racism and physical activity in black communities, Francesca Weaks; Obesity disparities, Loneke T. Blackman Carr
- Spring 2020 Friedman Wednesday Seminar: Disparities in adolescent diet and health, Tashara Leak

***

Topic 9: Food Labeling and Advertising

Learning Objectives for Topic 9: Students will be able to:
- Apply principles of information economics to decisions about regulating food labeling and advertising.
- Understand legal principles that regulate commercial speech.
- Describe the Nutrition Facts Panel and merits of mandatory food labeling.
- Review the policy dilemma surrounding food and beverage advertising targeting children.
- Review U.S. rules covering health claims in food labeling and advertising.
- Describe checkoff programs in light of relevant concepts of both economics and constitutional law.

Readings for Topic 9:
Core:
- *Food Policy in the United States* (Chapter 9).
- Task Force on Hunger Nutrition, and Health (2022). Informing the White House Conference: Ambitious, Actionable Recommendations to End Hunger, Advance Nutrition, and Improve Health in the United States. Read section on policy recommendations for Public Health and Nutrition Education (pp. 28-38).
- Pomeranz JL, Wilde P, Mozaffarian D, Micha R. Mandating Front-of-Package Food Labels in the U.S. – What are the First Amendment Obstacles? Food Policy 2019.

Supplementary Course Reading:
- Pomeranz (2016). *Food Law for Public Health*, Chapter 6 on food labeling and chapter 7 on food marketing (available as ebook through Hirsh Library).

- Kuchler, F., Greene, C., Bowman, M., Marshall, K.K., Bovay, J. and Lynch, L. (2017). Beyond Nutrition and Organic Labels — 30 Years of Experience With Intervening in Food Labels. Economic Research Report Number 239. Washington, D.C.: U.S. Department of Agriculture Economic Research Service.
- Fox, T.F. and Corbett, A. (2018). Better for You Foods: A Guide to Evaluating the Quality of Nutrition Standards. Durham, NC: Health Eating Research.

Other Readings and Links for Interest or for More Detail:
- Food and Drug Administration (2017) "Changes to the Nutrition Facts Label"
- Wilde P, Pomeranz JL, Lizewski LJ, Zhang FF. Consumer confusion about wholegrain content and healthfulness in product labels: a discrete choice experiment and comprehension assessment. Public Health Nutr. 2020.
- Pomeranz JL, Harris JL. Children's fruit "juice" drinks and FDA regulations: Opportunities to increase transparency and support public health. Am J Public Health. 2020 Apr 16:e1-e10.

***

Topic 10: Hunger and Food Insecurity

Learning Objectives for Topic 10: Students will be able to:
- Diagnose the problem of hunger within the context of persistent poverty in the United States.
- Examine the history and methodology of food insecurity and hunger measurement.
- Use the federal government's Thrifty Food Plan to analyze nutritional and budgetary tradeoffs in food choices.
- Use economic principles to evaluate the design of federal food assistance programs.
- Describe the history, structure, and effectiveness of the Supplemental Nutrition Assistance Program (SNAP).
- Explain the challenges of measuring program impact when participation is voluntary (endogenous).
- Summarize the organization of the charitable emergency food system and its role in U.S. anti-hunger efforts.

Readings for Topic 10:
Core:
- *Introduction to U.S. Food Policy* (Chapter 10).
- Congressional Research Service (2022). *Preparing for the Next Farm Bill* (pp. 30-36). Nutrition assistance programs.

- Task Force on Hunger Nutrition, and Health (2022). *Informing the White House Conference: Ambitious, Actionable Recommendations to End Hunger, Advance Nutrition, and Improve Health in the United States.* Read section on policy recommendations for Federal Nutrition Programs (pp. 15-27).

Supplementary Course Reading:

- Berg, Joel (2022). To End U.S. Hunger, We Must Cut Poverty, Boost Economic Opportunity, Reduce Inflation, and Bolster the Middle Class. Available online.
- Bleich SN, Sullivan K, Broad Leib E, Dunn CG, Woteki C, Yaroch AL, Fleischhacker S (2021). Strengthening the Public Health Impacts of SNAP: Key Opportunities for the Next Farm Bill. Robert Wood Johnson Foundation, Healthy Eating Research.
- Ismail, M. and Wilde, P. (2018). Beyond the Farm in the Farm Bill: What Nutrition Professionals Need to Know About the Nutrition Title. *Nutrition Today*, 52(6), pp.273-280.
- Coleman-Jensen, A., Rabbitt, M., Gregory, C., & Singh, A. (2022). *Household Food Security in the United States in 2022.* Washington, D.C.: USDA Economic Research Service. Expected publication in Sep 2023 (link will be made available through Canvas then).
- Wilde, P.E. and Llobrera, J. (2009). Using the thrifty food plan to assess the cost of a nutritious diet. *Journal of Consumer Affairs*, *43*(2), pp.274-304.
- Toossi, Jones, and Hodges. (2022) The Food Assistance Landscape: Fiscal Year 2022 Annual Report, USDA Economic Research Service, Washington, DC.
- Wilde P. America's hunger problem: What's really going on. 2015.
- Arteaga I and Wilde P. (2022) "Measuring food security in the U.S. for 25 years: History, methods, findings, and opportunities." Unpublished manuscript.

Books | Long-Form Journalism | Documentaries:
- Fisher, A. and Jayaraman, S. (2017). *Big Hunger: The Unholy Alliance Between Corporate America and Anti-hunger Groups.* MIT Press*.*
- Martin, K.S. (2021). Reinventing Food Banks and Pantries: New Tools to End Hunger. Island Press.

Other Readings and Links for Interest or for More Detail:
- Food Sec 25 (2022). The final conference from a small grants program directed by Parke Wilde and Irma Arteaga. Available online: https://sites.tufts.edu/foodsec25/.

***

Topic 11: Nutrition Assistance Programs for Children

Learning Objectives for Topic 11: Students will be able to:

- Recognize principles and tradeoffs in the design of nutrition assistance programs for children.
- Distinguish the main features of the National School Lunch Program (NSLP), School Breakfast Program (SBP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
- Explain how competing policy viewpoints regarding child nutrition programs may have roots in alternative specifications for evaluation research.
- Conduct a policy analysis of legislation proposals in the next child nutrition reauthorization.
- Analyze the substance and politics of efforts to improve child nutrition.

Readings for Topic 11

Core:
- *Food Policy in the United States* (Chapter 11).
- Congressional Research Service (2022). *Child Nutrition Reauthorization (CNR): An Overview*.

Supplementary Course Reading:
- Volpe, R. (2021). "Cost Containment and Participant Access in USDA's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC): Evidence from the Greater Los Angeles, CA, Area." USDA Economic Research Service.
- Fox, M.K., Gearan, E., Cabili, C., Dotter, D., Niland, K., Washburn, L., Paxton, N., Olsho, L., LeClair, L. and Tran, V. 2019. School Nutrition and Meal Cost Study Final Report. Mathematica Policy Research and Abt Associates.
- Schwartz, C. and Wootan, M.G., 2019. How a Public Health Goal Became a National Law: The Healthy, Hunger-Free Kids Act of 2010. Nutrition Today, 54(2), pp.67-77.
- Ralston, K., Newman, C., Clauson, A., Guthrie, J., & Buzby, J.C. (2008). *The National School Lunch Program: Background, Trends, and Issues*. Washington, DC: USDA Economic Research Service.
- Oliveira, V. and E. Frazao (2015). The WIC Program: Background, Trends, and Economic Issues.
- CRS (2019). An Introduction to Child Nutrition Reauthorization.
- Lyerly, Reece and Parke Wilde (2022). *Economics of School Food Procurement*. Unpublished report for the Urban School Food Alliance.

Books | Long-Form Journalism | Documentaries:
- Gaddis, J.E., 2019. *The Labor of Lunch: Why We Need Real Food and Real Jobs in American Public Schools* (Vol. 70). Univ of California Press.
- Poppendieck, J. (2010). Free for All: Fixing School Food in America. University of California Press.

This schedule is subject to modifications at the discretion of the instructors.