Nutrition, Food Security and Development
Nutrition 304
Fall 2016, Tuesdays 2-5 PM
Jaharis Room 118

Instructor: Jennifer Coates, Ph.D.
617-636-3677
jennifer.coates@tufts.edu Office hours by appointment

Teaching Assistant: Brooke Colaiezzi, M.S.
brookecola@gmail.com
skype: brooketufts
Office hours by appointment

Teaching Assistant: Kristine Caiafa, M.S.
Kristine.Caiafa@tufts.edu
Office hours by appointment

Please let us know if you would like to meet and we will find a mutually convenient time.

Goals of the Course:

1. Know the rationale and objectives of national and international food policy, and how it relates to nutrition and agricultural policy.

2. Understand the evidence supporting the relationships between key development inputs (e.g., conditional cash transfers, seed technology, education) and food security, nutrition, and poverty reduction outcomes in developing countries.

3. Understand the range of policy levers that are used to enact food policy and how these policies and programs directly or indirectly affect food security, poverty, and nutrition.

4. Learn the pre-conditions for successful use of these policy levers and the contextual elements that must be considered in tailoring policy interventions for target populations.

5. Know key data sources and measurement issues relevant to food policy and programming choices.

Students will also develop competency in the following skill areas:

1. Measurement and construction of key indicators for use in policy analysis (eg. FAO measure of undernourishment, HDI)

2. Methods for using data for policy decision-making

3. Reasoned and critical writing for influencing key policy debates
Expectations:

1. Participation
This course is designed to be one part lecture and one part lively discussion in a seminar style setting. As such, students are expected to complete the readings for each class beforehand and to participate extensively in class discussions.

2. Case Studies and Policy Memo
Each class session will focus on a particular case study based on relevant readings listed in the syllabus. Each week, one to two students will be in charge of facilitating the discussion or group work on the case study, which will typically occupy approximately one hour of the class each week. The facilitators should plan to generate a question, or series of questions, designed to promote the analysis and synthesis of that week’s topic. The draft case study facilitation plan and reading questions should be emailed to the instructor and TA on the Thursday before the session that they will be facilitating. Those students who are not facilitators that week should use these questions to guide their preparation for the in-class discussions around the case study issues. The actual facilitation should be creative, and can take on forms such as group debates, small group activities, and role-play. The facilitators will be required to write a synthetic ‘policy memo’ informed by the class discussions and their own opinions on the topic at hand, due two weeks after the class that they facilitated. Case study facilitation and the memo will count as one assignment and will be graded.

3. Data Analyses
One of the skills that the class aims to develop is the students’ ability to understand the measurement, construction and use of key indicators and to apply them in policy analysis. The process of construction will also facilitate understanding of the strengths and weaknesses of these measures. Students will undertake two homework assignments requiring them to 1) construct and analyze a country’s food balance sheet and 2) analyze food price trends and associations with measures of health and well-being. These assignments are tied to the content of the course lectures.

5. Country Strategy Term Paper
Students will work individually to identify one developing/transition country that was affected by the food price crisis in 2008 and continuing food price shocks, in order to analyze and critique the policy response related to food security and nutrition. The assignment should include four major components: 1) Situation analysis describing the magnitude, causes, and effects of the price crisis globally and in that country context, 2) an analysis and critique of the policy and programmatic response (both the national government’s response as well as that of key international actors), 3) a discussion of how the crisis and policy response has potentially affected current indicators and trends, with commentary on the country’s degree of resilience to withstand current trends in food price volatility and 4) recommendations for increasing the national food system’s resilience to this type of shock in future.

The term paper is due no later than midnight on December 16. Extensions will not be given except in extraordinary circumstances. (Having a lot of other work is not extraordinary!).

Evaluation:
Participation in in-class exercises and discussions and timely submission of assignments (10%)
Case study facilitation and associated policy memo (20%) Data analyses (2) (20% each=40%)
Term paper (30%)

Total: 100 points

Accommodations 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.

**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 Summary

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics/Assignments</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 6</td>
<td>Food and Nutrition Policy: Objectives, Concepts, and Frameworks for Action</td>
<td>Coates</td>
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<tr>
<td>2</td>
<td>Sept 13</td>
<td>Food Security, Hunger, and Nutrition Assessment: How Do We Know If We’re Succeeding?</td>
<td>Coates</td>
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<tr>
<td>3</td>
<td>Sept 20</td>
<td>Poverty Definitions and Measurement: Not Just About Income Anymore</td>
<td>Coates</td>
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| 4       | Sept 27| Improving Food Utilization through Health and Human Capital: School Feeding; HIV and Food Security Programs  
Assignment 1 Due: Food Security and Hunger Indicators | Ghosh          |
Due: Submit country for your term paper focus | Webb           |
| 6       | Oct 11 | Securing Food Access From Shocks: Social Protection and Disaster Risk Reduction    | Coates         |
| 7       | Oct 18 | Social Protection Simulation Exercise: Republic of La Libertad                    | Coates/Colaiezzi|
| 8       | Oct 25 | Getting Food Prices Right? Or Stable? Domestic Markets  
Market Reform, Food Price Stabilization Policies | Rogers         |
| 9       | Nov 1  | Developing Markets: International Trade                                            | Rogers         |
| 10      | Nov 8  | NO CLASS: Substitute Wednesday’s class schedule to account for Veteran’s Day holiday | Rogers         |
| 11      | Nov 15 | Investing in Food Production Part I: Issues and Trends  
Assignment 2 Due: Data Analysis Assignment II | Masters        |
| 12      | Nov 22 | Pro-poor Macro-economic Growth                                                    | Rogers         |
| 13      | Nov 29 | Investing in Food Production Part II: Key Policy Responses                         | Masters        |
|         | Dec 6  | Putting it All Together: Integrated National Food and Nutrition Strategies        | Coates         |

Term paper is due by December 16, to be submitted electronically via Trunk.
Expanded Syllabus and Reading List


Key Principles:
- Course overview
- Objectives of a food policy
- Mainstreaming nutrition and food security in development
- Nutrition, food security and the MDGs
- In-class conceptual framework exercise

No Readings for Week 1

2. Sept 13: Food Security, Hunger, and Nutrition Assessment: How Do We Know If We’re Succeeding?

Key Principles:
- What is food insecurity and hunger?: The importance of definitions for determining public action
- What is the relationship between food insecurity, hunger, and malnutrition?
- Chronic, transitory, acute, mild: the multi-dimensional insecurity spectrum
- Measurement debates: the uses, pro’s and con’s of standard measures

Case Study:
- Choose one of the methods for measuring hunger and/or food insecurity listed under “Case study readings” below. Come to class prepared to discuss the method, its function and purpose, and benefits and limitations of the approach.

Background Readings:


Case Study Readings: Choose one of the following. See Trunk for related resources and case study instructions.

1. Household Food Insecurity Access Scale (HFIAS)
2. Coping Strategies Index
3. Dietary Diversity Index
4. Global Hunger Index
5. Global Food Security Index


Key Principles:
- Who is poor and who gets to decide?
- Why do the poor stay poor?: poverty dynamics and traps
- How do poverty, hunger, and food insecurity relate? Are they the same thing?
- Monetary and non money-metric poverty measures

Case Study:
- India’s great poverty measurement debate

Background Readings:


Case Study Readings:


Assignment 1 Due September 27 by 11.59 PM
4. Sept 27: Improving Food Utilization through Health and Human Capital

Key Principles and Policy Instruments:
- Human capital, food security, nutrition, and economic development
- Food (or cash) for schooling and other conditional cash transfers
- Preventing and managing the effects of HIV on food security and nutrition
- Intra-household allocation issues

Case Study:
- Considering a food for education program in Bangladesh

Background readings:


Case Study reading:

URL: http://cip.cornell.edu/dns.gfs/1200428158

Due Oct 4: Identify a country for your term paper focus


Key Principles and Policy Instruments:
- Micro-finance: the promise and the myth
- Income generation and livelihood diversification
- Asset-based development

Case Study:
- Challenging the Frontiers of Poverty Reduction: Targeting the Ultra-Poor (CFPR/TUP) Bangladesh: A model for national poverty and food insecurity reduction?

Background Readings:


Case Study Readings:


Key Principles and policy instruments:

- Understanding risk, vulnerability, and resilience
- The social protection and disaster risk reduction approaches to risk management
- Overview of key social protection policy instruments
- Employment guarantee and other conditional transfers

Case Study:

- How can Ethiopia’s Productive Safety Nets Programme better reduce food insecurity and prevent the need for emergency assistance in Ethiopia?

Background Readings:


Case Study Readings:


Key Principles:
- Tailoring policy to context
- Using data for decision-making
- Food based/consumption safety nets

Case Study:
- Designing a Safety Net Program for La Libertad

Background Readings:

1. Rogers BL and Coates J. 2002. “Food-Based Safety Nets and Related Programs”. Washington, D.C.: World Bank Institute, September 2002. *This is a bit dated but formed the basis for the design of the La Libertad exercise. It is useful in that it offers a lot of detail about the effects of variations in safety net design (i.e., the devil is in the details!)*


Case Study Reading:

4. La Libertad Briefing Document

Key principles and policy instruments:
- Market reform
- Food price stabilization policies
- Information & Communication Technology

Case Study: Food Price Stabilization Policies in a Globalizing World

Background Readings:


Case Study Reading:

4. Rashid, S. Food Price Stabilization Policies in a Globalizing World. Case Study #6.8 Of The Program: “Food Policy For Developing Countries: The Role Of Government In The Global Food System”

9. **Nov 1: Globalization and Trade**

Background Reading:


Due Nov 15: Data Analysis Assignment II

Nov. 8: NO CLASS. Substitute Wednesday’s class schedule to account for Veteran’s Day Holiday.


Key Principles and Policy Tools:

- Global trends
- Factors affecting availability and price
- Impact of agriculture policies on food security and nutrition

Case Study: Smallholder Farmers in Tanzania

Background Readings:


Case Study Reading:


Key Principles:
• What are the measures of growth, poverty and inequality?
• What are the most appropriate drivers of pro-poor economic growth in developing countries?
• Does inequality matter?
• What types of economic growth improve food security and nutrition, and for whom?

Case Study:
• Pro-poor growth in China and India: Which is on the better track and how should they get there?

Background Readings:


Case Study Readings:

12. Nov 29: Improving Food Availability Part II: Key Policy Responses

Principles and Policy Instruments:
• Institutions, technology (e.g. GM, biofortification, HYV), extension, rural credit, land reform, irrigation
• Policy tradeoffs: implications for sustainability, rural urban terms of trade, poverty, growth

Case Study: Contract farming in developing countries
Background Readings:


Case Study Reading:


Key Principles:
- Key drivers of success
- Tailoring response to context

Case study:
- Qatar’s National Food Security Policy: Fair or Folly?

Background Reading:


3. Skim one national food policy from those posted on Trunk

Case Study Reading:

4. Qatar National Food Security briefing documents

Term paper due December 16, before Midnight