

**NUTC 205
NUTRITION-RELATED CONSUMER MARKETING**

Tufts University
Friedman School of Nutrition Science and Policy

SUMMER 2018
(May 23, 2018 – August 26, 2018)

Co-Instructors

Rachel Cheatham, PhD
rachel.cheatham@tufts.edu
Cell –312-970-0312
Skype - rachelcheatham

Ashley Reynolds Desrosiers, MS, RD
ashley.reynolds@tufts.edu
Cell – 302-632-0782
Skype – ashleyreynolds328

*Office hours by appointment

Required Reading

The course readings include various books, book chapters as well as reports and scientific papers. There are multiple possible readings each week – in the course overview provided in the syllabus, readings for each week are listed and the suggested books below are meant to fortify the weekly readings provided on the course website. Please spend your time wisely and only read what you feel is necessary and worthwhile to meet learning objectives. It is assumed and anticipated that you will not read every page of every reading every week. Use your best judgment.

The following list includes various books for consideration. **It is highly recommended that you begin reading the two required books early in the course to ensure they are completed before the end of Module 3. They are important for developing the Module 3 assignment.**

- [The Blue Zones Solution](#), Dan Buettner (required)
- [Content Inc.](#), Joe Pulizzi (required)
- [Different: Escaping the Competitive Herd](#), Youngme Moon (optional, but highly recommended)
- [Killing It](#), Sheryl O'Loughlin (optional)
- [Do the KIND Thing](#), Daniel Lubetzky (optional)

Semester Hour Units (SHUs): 3.0

Description and Goals

Understanding the dynamic interplay between nutrition and marketing from both the consumer and marketer perspective is key to determining how to successfully market foods and beverages aligned with today's wellness-focused consumer. In this course, students will examine the historical effectiveness of efforts by food companies, health advocacy organizations, and governments aimed at improving nutritional habits. Students will develop real-world skills used by marketing professionals which integrate an understanding of eating psychology, food purchasing decision-making behaviors and prevailing dietary guidance with marketing tactics including message development, influencer mapping and social media. By the end of the course, students will be able to leverage the power of food marketing to promote positive nutrition.

Course Objectives

By the end of the course, students will be able to do the following within the context of marketing and communications work:

- Design and articulate evidence-based communication strategies which appropriately incorporate nutrition science
- Understand and know when to use different types of research to include formative, evaluative and mixed model approaches
- Integrate concepts of consumer behavior and nutrition science into marketing and communications strategy and execution elements
- Understand and know how to credibly balance the dynamic between science and marketing
- Proactively identify vulnerabilities and provide counsel in issues management areas
- Create POVs ("points of view") on topics relevant to consumer-related nutrition marketing that are concise, persuasive, and credible

Participation Policy

Time extensions, make-up work, and a grade of "Incomplete" will only be given under the most extreme circumstances. Requests for these items must be made in advance, in writing, to the Dean for Academic Affairs and must have prior approval, in writing, of the course co-instructors.

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 (<https://nutrition.tufts.edu/sites/default/files/documents-forms/Policies%20and%20Procedures%20Handbook%2C%202017-2018.pdf>). 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 (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>).

Communication Policy

Students should try to seek out information on their own before contacting the instructor. The answers to your questions may have already been posted by your peers or the instructors on the course website. If you cannot find your answer, contact the faculty via email or Skype as soon as possible. Please do not wait until the last minute. Since students and instructors may not all be in the same time zone, you must allow for a response time to your question. Faculty or the TA will respond within 48 hours.

Weekly Lectures, Readings, Assignments & Discussions

The following guidelines are used in evaluating course performance:

1. Assignments will be evaluated on the basis of completeness, originality, scientific soundness and relevance to the assigned topic. There is an emphasis on strategic thinking and persuasive writing, and a demonstrated ability to communicate clear concepts and ideas effectively.
2. Adherence to provided instructions and guidelines for the assignments is important.
3. Online forum discussions will be evaluated per the same criteria as assignments and succinct communication is encouraged.

Typical Weekly Format

Each week students will have a presentation/lecture, video or other online content sources along with required and optional readings and the group discussion board.

Discussion Board

At the beginning of the course, each student will sign up to take a week (or weeks) when s/he is the discussion board leader. Recognizing each new week begins on a Monday, the weekly discussion leader is expected to initiate that week's discussion no later than 10 pm Eastern Time on the Monday of their assigned week. The discussion leader is responsible for identifying a timely nutrition news article from the media that is related to the course content for that week and share it with the class. When sharing, the discussion leader should describe the article and provide 2 – 3 insights on the content and its relevance to the course. For example, if the discussion leader identifies coverage of a new nutrition study, s/he could summarize the findings and offer a POV on the accuracy of how it was positioned by the media as well as how a food company could strategically leverage the findings in their marketing efforts.

During the week, as part of this forum, students are expected to both question and answer in a dialogue fashion. This dialoguing learning style requires students to pose probing questions and to provide thoughtful replies that draw upon the course readings and content to date. The discussion board leader is expected to advance the forum dialogue throughout the week with ongoing participation. A discussion leader should not simply post a kickoff entry, then cease participating. Posts from class members should contribute new ideas and POVs to the weekly discussion. Redundant content is not acceptable.

The quality of the interaction, including the relevance to the week's material as well as the field of marketing communications, will be monitored and will be factored into the overall course grade.

Assignments

Course content is divided into four modules – Understanding Today's Consumer, Reaching Today's Consumer, Strategy & Planning and The Evolving Landscape – with a culminating assignment at the conclusion of each module. These assignments are intended to bring together the material covered during the module. Students are expected to apply what they learned with assignments mimicking 'real world' marketing and communications deliverables. These can be carried out in a variety of formats, such as a narrative Word document, PowerPoint (typically referred to as a "deck"), video or infographic. Creativity is encouraged. For some assignments, format directions are provided, but in other cases, selected format will be dependent on the student's judgment of what is best for the assignment at hand. A concise, persuasive and credible

writing style is encouraged as this information must be considered “client-ready” for our hypothetical purposes in this course. Given multiple weeks are provided to complete each assignment, it is expected that students will work on them throughout each module rather than waiting until the final week of the module to begin. All assignments are due by 10 pm of students’ local time zone the Sunday of the last week of each module.

Assignments and Grade Evaluation

Module 1 Assignment	20%
Module 2 Assignment	20%
Module 3 Assignment	20%
Module 4 Assignment	20%
Weekly Discussion, Reflections and Replies	20%

Course & Assignment Schedule

Weekly Topic	Questions to Ponder as You Approach the Week's Material	Learning Objectives <i>By the end of the class the students should be able to...</i>	Input Content	Output Content/Assignments Due
Module 1: Understanding Today's Consumer				
Week 1 Today's Consumer & Behavior Change	<ul style="list-style-type: none"> Are individuals responsible for their own health? Does this require behavior change? How can we go about changing consumer behavior when it comes to food choice? 	<ul style="list-style-type: none"> Explain various models of behavior change Debate how theoretical models of behavior change do or do not apply to “real world” applications 	<ul style="list-style-type: none"> State of the Evidence Regarding Behavior Change Theories and Strategies in Nutrition Counseling to Facilitate Health and Food Behavior Change, Spahn et al, JADA, 2010 Integrating the Theory of Planned Behaviour and Self-Determination 	<ul style="list-style-type: none"> Introduce yourself on the forum and tell the class a little bit about your background as well as what you hope to learn in this course Review syllabus, assignments and course materials on the course website

			<p>Theory in Health Behavior: A Meta-Analysis, Haggar et al, British Journal of Health Psychology, 2009.</p> <ul style="list-style-type: none">• Do the Transtheoretical Processes of Change Predict Transitions in Stages of Change for Fruit Intake? De Vet, Health Education and Behavior, 2008.• Review of Self-Efficacy and Locus of Control for Nutrition- and Health-Related Behavior, AbuSabha and Achterberg, JADA, 1997.• The Basics of Micro-moments by think with Google	
Week 2 Top Metatrends 2018	<ul style="list-style-type: none">• What is a metatrend?• What are the biggest food metatrends in today's market?• Do the 2018 metatrends align with healthier eating?	<ul style="list-style-type: none">• Understand what a metatrend is and how it applies to consumer food consumption behavior• Demonstrate an awareness of how current food metatrends do (or do not) align with healthier eating choices	<ul style="list-style-type: none">• Foodscape Metatrends (see - https://www.foodscapegroup.com/metatrends)• Dietary Guidelines for Americans, 2015 - 2020	

Week 3 Consumption Behavior & Obesity	<ul style="list-style-type: none"> • What is the relationship between marketing and obesity in the U.S.? Globally? • What can be done from an industry perspective to help reverse the obesity epidemic? • Are the most effective marketing tactics being used to market “better for you” foods? • How can snacking habits be used to promote healthier eating? • Is the consumer “in charge” of what they eat and drink? If not, then who is? 	<ul style="list-style-type: none"> • Interpret the mix of environmental and biological factors that can contribute to food choice and how much food a consumer chooses to eat • Understand the importance of snacking relative to “meals” 	<ul style="list-style-type: none"> • Trends in adult body-mass index in 200 countries from 1975 to 2014: a pooled analysis of 1698 population-based measurement studies with 19·2 million participants. <i>The Lancet</i>, 2016. • Larger Bowl Size Increases the Amount of Cereal Children Request, Consume and Waste. Wansink, <i>Journal of Pediatrics</i>, 2014. • Long Term Effects of Provided Low and High Glycemic Load Low Energy Diets on Mood and Cognition, Cheatham et al, <i>Physiology and Behavior</i> 2009 • 7 Graces of Marketing 	<p>Module 1 Assignment: Metatrend Mapping</p> <ul style="list-style-type: none"> • Review the Top 10 Foodscape Metatrends 2018 infographic and then identify an existing food or beverage product/service in the global marketplace which aligns with each metatrend. • For each pairing (metatrend + product/service), describe how and why the product/service is on trend and who you believe the target consumer is for each. • Explain how the product/service may help promote positive health and consumption behaviors.
Module 2: Reaching Today's Consumer				
Week 4 Storytelling & Stakeholders	<ul style="list-style-type: none"> • What is the business function of marketing communications? 	<ul style="list-style-type: none"> • Identify the distinct roles marketing communications can play 	<ul style="list-style-type: none"> • Stakeholder Influencer Mapping – Power Tools 	

	<ul style="list-style-type: none"> • What is the role of storytelling? • What is the level of evidence required for the story being told? • Who are nutrition stakeholders? 	<ul style="list-style-type: none"> in meeting business objectives • Explain the tenets of storytelling within the context of brand positioning to include level of evidence • Create a nutrition/food-specific stakeholder map including level of influence 		
Week 5 Making Your Message Relevant	<ul style="list-style-type: none"> • How do you tailor your message to make it relevant across audiences? • What communication tools can help you connect more strongly with health care professionals vs. media vs. consumers? 	<ul style="list-style-type: none"> • Translate marketing messages across target audiences • Identify communication tools, channels and strategies for delivering a tailored marketing campaign 	<ul style="list-style-type: none"> • Improving Public Understanding: Guidelines for Communicating Emerging Science on Nutrition, Food Safety and Health, IFIC and Harvard School of Public Health • Hartman Group Hartbeat Newsletter • Welch's Health and Nutrition website • Cherry Marketing Institute website • Almond Board of California website • If Our Bodies Could Talk video series, The Atlantic 	

Week 6 Social Media	<ul style="list-style-type: none"> • What are the current trends in social media? • How can emerging technologies be leveraged by the food industry and also help support healthier consumer behaviors? 	<ul style="list-style-type: none"> • Have a working understanding of social media platforms commonly used by food and beverage companies • Articulate the role of social media within the communication ecosystem • Create content tailored to the variety of social media platforms available 	<ul style="list-style-type: none"> • Are health behavior change interventions that use online social networks effective? A systematic review. Maher CA, et al. <i>Journal of Medical Internet Research</i>, 2014. • Weight loss social support in 140 characters or less: use of an online social network in a remotely delivered weight loss intervention. Turner-McGrievy GM, Tate DF. <i>Translational Behavioral Medicine</i>, 2013. • The “Food Babe” Blogger is Full of Shit, Gawker • The Proven Ideal Length of Every Tweet, Facebook Post, and Headline Online, Fast Company • Instagram Powers Taco Bell’s Innovation Machine, Business Insider 	<p>Module 2 Assignment: Bringing Research Findings to Life</p> <ul style="list-style-type: none"> • Select an industry-funded study published in the last 12 – 24 months. Assume the role of the funding food/beverage company and create a toolkit of messaging/resources to promote the study’s findings. • Toolkit should include: <ul style="list-style-type: none"> ○ Key messages about the findings ○ Press release ○ Creative resource that graphically/visually brings the findings to life (could be an infographic, short video, etc.) ○ Social media messages for the company’s social channels as well as promotional messages that can be shared by friends of the brand
------------------------	---	---	--	--

			<ul style="list-style-type: none"> The FTC's Endorsement Guides: What People are Asking There's drama on dietitian Twitter, and it's exposing deep rifts in nutrition doctrine, The Washington Post 	
Module 3: Strategy & Planning				
Week 7 Formative Research	<ul style="list-style-type: none"> What are the different types of research relevant to food marketing? What are some examples of companies using research/data for communication purposes? 	<ul style="list-style-type: none"> Identify the purpose and understand the role of formative research in development of marketing strategy Demonstrate the ability to design a mixed model research plan 	<ul style="list-style-type: none"> Pillsbury Cookie Challenge – mixed model research example The Blue Zones Solution, Dan Buettner (required) 	
Week 8 Strategy Development	<ul style="list-style-type: none"> What is the biggest corporate food rivalry? Who is winning and why? What examples of successful communications around “better for you foods” can you think of? What is driving their success? 	<ul style="list-style-type: none"> Understand how communications objectives align with and support overarching business objectives Develop an awareness of the intensely competitive landscape among food and beverage manufacturers Conduct a SWOT analysis 	<ul style="list-style-type: none"> Kellogg’s marketing strategy – a cereal example Different: Escaping the Competitive Herd, Youngme Moon (optional, but highly recommended) 	

		<ul style="list-style-type: none"> • Think critically about the role of differentiation in competitive food product categories 		
Week 9 Content Marketing	<ul style="list-style-type: none"> • What is content marketing from both a philosophical and tactical perspective? • How does content marketing blur the lines between editorial and advertising content? • How can content marketing be used to promote healthier lifestyle behaviors? 	<ul style="list-style-type: none"> • Understand what content marketing is and how it can be effectively applied in food-specific marketing • Develop an appreciation for the potential pitfalls of content marketing in terms of consumer understanding and credibility of information 	<ul style="list-style-type: none"> • Content, Inc., Joe Pulizzi (required) 	
Week 10 Evaluative Research	<ul style="list-style-type: none"> • Is evaluative research necessary in food marketing campaigns? Why or why not? • How does evaluative research relate to strategic planning? 	<ul style="list-style-type: none"> • Recognize the importance of evaluative research as the complement to formative research • Identify the purpose and understand the role of measurement, evaluation and metrics 	<ul style="list-style-type: none"> • No new readings this week 	<p>Module 3 Assignment: Blue Zone Marketing Activation</p> <ul style="list-style-type: none"> • From the 5 zones identified in the book The Blue Zones Solution, pick one zone and develop a new food or beverage product/service which aligns with the dietary tenets and is inspired by the foods and eating behaviors of

				<p>your chosen zone. Importantly, your product/service is intended to be for consumers in any global market of your choosing (i.e., mainstream American consumers, health-focused Australian consumers, Japanese Millennials, etc.). Be sure to define who your target audience is in your consumer campaign.</p> <ul style="list-style-type: none"> • Next, create a consumer campaign utilizing content marketing approaches to launch your new product/service.
Module 4: The Evolving Landscape				
Week 11 Food Policy & Labeling	<ul style="list-style-type: none"> • How does food labeling (including front-of-package) positively or negatively affect behavior change? • Are health claims helpful or confusing for consumers? • Is population-wide dietary advice, like the Dietary 	<ul style="list-style-type: none"> • Demonstrate an understanding of timely food policy initiatives, including the Dietary Guidelines for Americans • Articulate the basics of health claims including the different types and level of evidence required • Compare and contrast the various food guidance systems 	<ul style="list-style-type: none"> • The growing role of front-of-pack nutrition profile labeling: A consumer perspective on key issues and controversies, Van Kleef, Critical Reviews in Food Science and Nutrition, 2015. • Examination of Front-of-Package Nutrition Rating Systems and 	

	Guidelines for Americans, useful and relevant for the average consumer?	<ul style="list-style-type: none"> Explore non-governmental food labeling systems 	<p>Symbols: Phase 1 & Phase 2 Reports</p> <ul style="list-style-type: none"> FDA food labeling guide for industry Dietary Guidelines for Americans, 2015 – 2020 Scientific Report of the 2015 Dietary Guidelines Advisory Committee The National Academies Health and Medicine Division Review of the Process to Update the Dietary Guidelines for Americans 	
Week 12 Trust & Marketing	<ul style="list-style-type: none"> What strength of evidence should be required for marketing claims? Which food and beverage company do you find most trustworthy? Why? Which food and beverage company do you most distrust? Why? 	<ul style="list-style-type: none"> Explore the complex interplay between marketing and science through case studies of today's food landscape Understand the role of trust and ethics in nutrition marketing 	<ul style="list-style-type: none"> And Now a Word from Our Sponsors, Eat Drink Politics Funding Source and Research Report Quality in Nutrition Practice-Related Research, EF Myers, et al. PLoS One, 2011. Sugar Industry and Coronary Heart Disease Research, CE Kearns, et al. JAMA Internal Medicine, 2016. Standing on the Sidelines: Why Food 	

			<p>and Beverage Companies Must Do More to Tackle Climate Change, Oxfam Briefing Paper, 2014</p> <p><i>Recommended supplemental readings to advance your knowledge beyond this course on hot trust/marketing topics include:</i></p> <ul style="list-style-type: none">• Salt, Sugar Fat: How the Food Giants Hooked Us, Michael Moss• Food Politics: What everyone needs to know, Robert Paarlberg• Vitamania – Our obsessive quest for nutritional perfection, Catherine Price• The Tastemakers; Why We're Crazy for Cupcakes But Fed Up With Fondue, David Sax• The Dorito Effect – The surprising new truth about Food and Flavor, Mark Schatzker• The Big Fat Surprise: Why Butter, Meat &	
--	--	--	--	--

			Cheese Belong in a Healthy Diet, Nina Teicholz	
Week 13 The Entrepreneur	<ul style="list-style-type: none"> • How is the traditional “big food” landscape changing with respect to new food entrepreneurs entering the competitive set? • Can entrepreneurship help develop a healthier food landscape? • What makes a successful food entrepreneur? 	<ul style="list-style-type: none"> • Appreciate the increasingly impactful roles of food entrepreneurs in terms of creating healthier food/beverage products/services • Recognize the role of social entrepreneurship 	<ul style="list-style-type: none"> • Killing It, Sheryl O’Loughlin (optional) • Do the KIND Thing, Daniel Lubetzky (optional) • The Bootstrapper’s Bible, Seth Godin • How I Built This podcasts (2): <ul style="list-style-type: none"> ○ Clif Bar ○ Honest Tea 	<p>Module 4 Assignment: Policy Planning</p> <ul style="list-style-type: none"> • Assume the role of one of the following trade associations: National Cattlemen’s Beef Association, The Sugar Association, Organic Trade Association or SNAC International • Review the Dietary Guidelines for Americans (DGA), 2015 – 2020 through the lens of your selected trade association and identify 3 – 5 of the top vulnerabilities and opportunities for your category • For each of these vulnerabilities and opportunities, provide key messaging for your organization to communicate to its members on these topics as well as a plan for addressing them over the next five years. For example, if there is data lacking on a specific topic covered by the DGA that

				affects your category, your plans could include a research strategy for producing new academic papers that could help inform the recommendations coming out of the next DGA cycle (2020-2025)
Finals Week				<ul style="list-style-type: none">• Final grading will be completed this week; no assignments due

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

**Course Schedule
(Weekly Learning Objectives and Readings)**

Week 1: Today's Consumer & Behavior Change

Dates: Week of May 23

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Explain various models of behavior change
- Debate how theoretical models of behavior change do or do not apply to “real world” applications

Readings:

1. State of the Evidence Regarding Behavior Change Theories and Strategies in Nutrition Counseling to Facilitate Health and Food Behavior Change, Spahn et al, JADA, 2010
2. Integrating the Theory of Planned Behaviour and Self-Determination Theory in Health Behavior: A Meta Analysis, Haggar et al, British Journal of Health Psychology, 2009.
3. Do the Transtheoretical Processes of Change Predict Transitions in Stages of Change for Fruit Intake? De Vet, Health Education and Behavior, 2008.
4. Review of Self-Efficacy and Locus of Control for Nutrition- and Health-Related Behavior, AbuSabha and Achterberg, JADA, 1997.
5. The Basics of Micro-moments by think with Google

Week 2: Top Metatrends 2018

Dates: Week of May 28

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Understand what a metatrend is and how it applies to consumer food consumption behavior
- Demonstrate an awareness of how current food metatrends do (or do not) align with healthier eating choices

Readings:

1. Foodscape Metatrends
2. Dietary Guidelines for Americans, 2015 – 2020

Week 3: Consumption Behavior & Obesity

Dates: Week of June 4

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Interpret the mix of environmental and biological factors that can contribute to food choice and how much food a consumer chooses to eat
- Understand the importance of snacking relative to “meals”

Readings:

1. Trends in adult body-mass index in 200 countries from 1975 to 2014: a pooled analysis of 1698 population-based measurement studies with 19·2 million participants. *The Lancet*, 2016.
2. Larger Bowl Size Increases the Amount of Cereal Children Request, Consume and Waste, Wansink, *Journal of Pediatrics*, 2014.
3. Long-term Effects of Provided Low and High Glycemic Load Low Energy Diets on Mood and Cognition, Cheatham et al, *Physiology and Behavior*, 2009.
4. 7 Graces of Marketing

Week 4: Storytelling & Stakeholders

Dates: Week of June 11

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Identify the distinct roles marketing communications can play in meeting business objectives
- Explain the tenets of storytelling within the context of brand positioning to include level of evidence
- Create a nutrition/food-specific stakeholder map including level of influence

Readings:

1. Stakeholder Influencer Mapping – Power Tools

Week 5: Making Your Message Relevant

Dates: Week of June 18

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Translate marketing messages across target audiences
- Identify communication tools, channels and strategies for delivering a tailored marketing campaign

Readings:

1. Improving Public Understanding: Guidelines for Communicating Emerging Science on Nutrition, Food Safety and Health, IFIC and Harvard School of Public Health
2. Hartman Group Hartbeat Newsletter
3. Welch's Health and Nutrition website
4. Cherry Marketing Institute website
5. Almond Board of California website
6. If Our Bodies Could Talk video series, The Atlantic

Week 6: Social Media

Dates: Week of June 25

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Have a working understanding of social media platforms commonly used by food and beverage companies
- Articulate the role of social media within the communication ecosystem
- Create content tailored to the variety of social media platforms available

Readings:

1. Are health behavior change interventions that use online social networks effective? A systematic review. Maher CA, et al. Journal of Medical Internet Research, 2014.
2. Weight loss social support in 140 characters or less: use of an online social network in a remotely delivered weight loss intervention. Turner-McGrievy GM, Tate DF. Translational Behavioral Medicine, 2013.
3. The "Food Babe" Blogger is Full of Shit, Gawker
4. The Proven Ideal Length of Every Tweet, Facebook Post, and Headline Online, Fast Company
5. Instagram Powers Taco Bell's Innovation Machine, Business Insider
6. The FTC's Endorsement Guides: What People are Asking
7. There's drama on dietitian Twitter, and it's exposing deep rifts in nutrition doctrine, The Washington Post

Week 7: Formative Research

Dates: Week of July 2

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Identify the purpose and understand the role of formative research in development of marketing strategy
- Demonstrate the ability to design a mixed model research plan

Readings:

1. Pillsbury Cookie Challenge – mixed model research example
2. The Blue Zones Solution, Dan Buettner (required)

Week 8: Strategy Development

Dates: Week of July 9

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Understand how communications objectives align with and support overarching business objectives
- Develop an awareness of the intensely competitive landscape among food and beverage manufacturers
- Conduct a SWOT analysis
- Think critically about the role of differentiation in competitive food product categories

Readings:

1. Kellogg's marketing strategy – a cereal example
2. Different: Escaping the Competitive Herd, Youngme Moon (optional, but highly recommended)

Week 9: Content Marketing

Dates: Week of July 16

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Understand what content marketing is and how it can be effectively applied in food-specific marketing
- Develop an appreciation for the potential pitfalls of content marketing in terms of consumer understanding and credibility of information

Readings:

1. Content, Inc., Joe Pulizzi (required)

Week 10: Evaluative Research

Dates: Week of July 23

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Recognize the importance of evaluative research as the complement to formative research
- Identify the purpose and understand the role of measurement, evaluation and metrics

Readings:

1. No new readings this week

Week 11: Food Policy & Labeling

Dates: Week of July 30

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Demonstrate an understanding of timely food policy initiatives, including the Dietary Guidelines for Americans
- Articulate the basics of health claims including the different types and level of evidence required
- Compare and contrast the various food guidance systems
- Explore non-governmental food labeling systems

Readings:

1. The growing role of front-of-pack nutrition profile labeling: A consumer perspective on key issues and controversies, Van Kleef, Critical Reviews in Food Science and Nutrition, 2015.
2. Examination of Front-of-Package Nutrition Rating Systems and Symbols: Phase 1 & Phase 2 Reports
3. FDA food labeling guide for industry
4. Dietary Guidelines for Americans, 2015 – 2020
5. Scientific Report of the 2015 Dietary Guidelines Advisory Committee
6. The National Academies Health and Medicine Division Review of the Process to Update the Dietary Guidelines for Americans

Week 12: Trust & Marketing

Dates: Week of August 6

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Explore the complex interplay between marketing and science through case studies of today's food landscape
- Understand the role of trust and ethics in nutrition marketing

Readings:

1. And Now a Word from Our Sponsors, Eat Drink Politics
2. Funding Source and Research Report Quality in Nutrition Practice-Related Research, EF Myers, et al. PLoS One, 2011.
3. Sugar Industry and Coronary Heart Disease Research, CE Kearns, et al. JAMA Internal Medicine, 2016.
4. Standing on the Sidelines: Why Food and Beverage Companies Must Do More to Tackle Climate Change, Oxfam Briefing Paper, 2014

Recommended supplemental readings to advance your knowledge beyond this course on hot trust/marketing topics include:

- Salt, Sugar Fat: How the Food Giants Hooked Us, Michael Moss
- Food Politics: What everyone needs to know, Robert Paarlberg
- Vitamania – Our obsessive quest for nutritional perfection, Catherine Price
- The Tastemakers; Why We're Crazy for Cupcakes But Fed Up With Fondue, David Sax
- The Dorito Effect – The surprising new truth about Food and Flavor, Mark Schatzker
- The Big Fat Surprise: Why Butter, Meat & Cheese Belong in a Healthy Diet, Nina Teicholz

Week 13: The Entrepreneur

Dates: Week of August 13

Instructor(s): Rachel Cheatham, Ashley Desrosiers

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

- Appreciate the increasingly impactful roles of food entrepreneurs in terms of creating healthier food/beverage products/services
- Recognize the role of social entrepreneurship

Readings:

1. Killing It, Sheryl O'Loughlin (optional)
2. Do the KIND Thing, Daniel Lubetzky (optional)
3. The Bootstrapper's Bible, Seth Godin
4. How I Built This podcasts (2):
 - a. Clif Bar
 - b. Honest Tea

FINALS WEEK (week of August 20)
