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

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Email: Norbert.Wilson@tufts.edu

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Email: Richard.Black@tufts.edu

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Email: Eleanor.Shonkoff@tufts.edu

Teaching Asst.: Anna Derian

Graduate Credits: 1 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 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.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>GROUP PROJECT ASSESSING INDUSTRY QUESTION</td>
<td>400</td>
</tr>
<tr>
<td>CASE STUDY DISCUSSIONS (3)</td>
<td>210</td>
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<tr>
<td>SPEAKER REFLECTION PAPERS (3)</td>
<td>300</td>
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<tr>
<td>CLASS PARTICIPATION</td>
<td>90</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 Harvard Business Case Studies and supporting questions in advance of class. As an in-class assignment, the assessment of case studies will be based on your comments during the discussion. Each case is worth 70 points. We will score the activity as follows:
  - Present and attentive—75%
  - Productive comment—80%
  - Productive comment that is an opener, debate starter (or extender or resolver), outside information or “upshot” commentary—85%
  - Two productive comments—85%
o Three productive comments or two productive comments with at least one that is an opener, debate starter (or extender or resolver), outside information or upshot commentary—90%
o Three or more productive comments with at least one that is an opener, debate starter (or extender), outside information or upshot commentary—95%
o For truly exceptional comments, ones that fundamentally shift the discourse in new and interesting ways, extra credit is given up to 5 percentage points for each comment, up to full credit (100%).

Reflection Papers: You will develop three reflection papers based on the speakers and the assigned readings. Each paper is worth 100 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 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 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 90 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.
o Present for at least 75% of sessions—75%
o Present and attentive—85%
o Productive comments/questions—90%
o Productive comments/questions with extra course material—95%
o 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></td>
<td><strong>Government and Policies</strong></td>
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<tr>
<td>#1 Jan 22</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 29 | • Timothy Daniel—Health Claims in Advertising: What are the Standards  
• Essie Yamini—Health Claims from the Regulatory Perspective | Read 1-4 |
| #3 Feb 5 | • Alice Lichtenstein—Dietary Guidelines  
• Discussion of Government Policy with Relevant Readings | Read 5-6  
**Reflection Paper #1** |
|        | **Consumer Preferences** | |
| #4 Feb 12 | • Sylvia Rowe—The “Secret Sauce” of Success  
• Sylvia Rowe—Science to Communications to Policy | Read 7-11 |
| #5 Feb 19 | • Case Study Discussion  
• Eleanor Shonkoff—Consumer Understanding of Health Claims | Read 12-14  
**Case Study #1** Demarketing Soda in New York City |
<table>
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<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Reading Assignments</th>
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<tr>
<td>#6 Feb 26</td>
<td>Maureen Enright—Children’s Food and Beverage Advertising</td>
<td>Read 15-18</td>
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<td>Liz Sanders—Consumer Insights: Communicating the Health Benefits of Foods</td>
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<td>#7 Mar 5</td>
<td>Bill Layden—Marketing the Health Promise of Food</td>
<td>Read 19-21</td>
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<td>Discussion of Consumer Preferences and Relevant Readings</td>
<td>Reflection Paper #2</td>
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<td><strong>Industry Strategy and Opportunities</strong></td>
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<td>#8 Mar 12</td>
<td>Case Study Discussion</td>
<td>Case Study #2</td>
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<td>Class Project Check in</td>
<td>Disney Consumer Products:</td>
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<td>Marketing Nutrition to</td>
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<td>Children</td>
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<td><strong>Spring Break</strong></td>
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<td><strong>March 17-25</strong></td>
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<td>#9 Mar 26</td>
<td>Richard Black</td>
<td>Read 22-24</td>
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<td>Linda Harelick—Child Obesity 180</td>
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<td>#10 Apr 2</td>
<td>Jim McBride—Guiding Stars: Nutritious Choices made Simple and Julie Greene—</td>
<td>Read 25-29</td>
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<td>Ahold Delhaize</td>
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<td>Jonathan Mein—Monsanto</td>
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<tr>
<td>#11 Apr 9</td>
<td>Maha Tahiri—General Mills</td>
<td>Case Study #3</td>
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<td>Case Study Discussion</td>
<td>The Dannon Company:</td>
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<td>Marketing and Corporate</td>
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<td>Social Responsibility (A)</td>
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<td>#12 Apr 16</td>
<td><strong>Patriots’ Day</strong></td>
<td>No Class but project group</td>
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<td>April 16</td>
<td>meetings with faculty April</td>
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<td>17-20</td>
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<tr>
<td>#13 Apr 23</td>
<td>Discussion of Industry Strategy and Opportunities and Relevant Readings</td>
<td>Reflection Paper #3</td>
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<td>Course Wrap-up</td>
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<tr>
<td>#14 Apr 30</td>
<td>Group Presentations</td>
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*All assignments are due Thursdays by 5:00 Eastern*
Course Topics, Learning Objectives, and Assignments

Week 1:
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:
Timothy Daniel—Health Claims in Advertising: What are the Standards
Essie Yamini—Health Claims from the Regulatory Perspective

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

Preparation for class:
Readings
Week 3:
Alice Lichtenstein—Dietary Guidelines and Industry Response
Discussion of Government Policy

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:
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:
None
Week 5:  
Eleanor Shonkoff—Consumer Understanding of Health Claims

Learning objectives:  
Upon completion of this week, students will be able to:  
1. Evaluate consumer understanding of health and nutrition information and potential effects on purchase and consumption behavior  
2. Explore how regulation can or should influence consumer choice and assess the efficacy of regulatory prohibition versus other public policy measures to achieve behavioral change.

Preparation for class:  
Readings  


Case study  
Assignments for this week:  
Harvard Case Study Analysis Demarketing Soda in New York City evaluated by Learning Objective 2 from Week 5
Week 6:
Maureen Enright—Children's Food and Beverage Advertising
Liz Sanders—Consumer Insights: Communicating the Health Benefits of Foods

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 7:
Bill Layden—Marketing the Health Promise of Food
Discussion of Reflection paper

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


Assignments for this week:
Reflection paper evaluated on Learning Objectives from Weeks 4 to 7
Week 8:
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:
Case study.

Assignments for this week:
Disney Consumer Products: Marketing Nutrition to Children evaluated by Learning
Objective 2 from Week 8
Week 9:
Richard Black
Linda Harelick—ChildObesity180 and food marketing
Team project time

Learning objectives:
Upon completion of this week, students will be able to:
1. Interpret the motivations and challenges firms face when making health claims
2. Assess interventions to moderate behavior through marketing.
3. Determine the role of marketing in quick service restaurants.

Preparation for class:
Readings

Assignments for this week:
**Week 10:**
Jim McBride—Guiding Stars: Nutritious Choices made Simple
Julie Greene—Ahold Delhaize
Jonathan Mein—Monsanto

**Learning objectives:**
Upon completion of this week, students will be able to:
1. Assess role of retailers in health and nutrition
2. Evaluate nutrition messaging from retailers
3. Explain the role of agribusiness in supporting the food industry

**Preparation for class:**
Readings

Week 11:
Maha Tahiri—General Mills

Learning objectives:
Upon completion of this week, students will be able to:
1. Assess the methods to communicate science to the public
2. Describe the constraints food companies manage to communicate health
3. Discuss how a company develops, implements and communicates a strategic corporate social responsibility program that is aligned with the organization's business operations and commitment to social values.

Preparation for class:
Readings
Case study

Assignments for this week:
The Dannon Company: Marketing and Corporate Social Responsibility (A) evaluated by the Learning Objective from Week 13
Week 12:
*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 team work

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

**Assignments for this week:**
None.
Week 13:
Discussion of Industry Strategy and Opportunities and Relevant Readings
Course Reflection

Learning objectives:
Upon completion of this week, students will be able to:
1. Articulate the role of retailers in shaping food choice.
2. Discuss labeling and food choice.
3. Identify influence of food marketing on food choice.

Preparation for class:

Assignments for this week:
Reflection paper evaluated on Learning Objectives from Weeks 8 to 11
Week 14:
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
Reflection paper evaluated on Learning Objectives from Weeks 8 to 11

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