

Tufts University, Friedman School of Nutrition Science and Policy

NUTR 234 – Basics of U.S. Public Policy

Spring 2018

Instructor(s): Professor Jerold Mande
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Office Hours: By appointment

Class Meetings: Wednesday, 9am-noon, Jaharis 156

Graduate Credits: 1 credit

Prerequisites: none

Course Description: This course introduces students to the U.S. policymaking process from our Constitution, through the three branches of government, to the press, with an emphasis on food and nutrition policies and programs. Much of the course focuses on the nuts and bolts of policymaking and will utilize examples from current policy debates. Case studies, developed for the diverse interests of Friedman School students, are used to underscore policy lessons, facilitate small group discussion, and introduce students to several policy initiatives (e.g. food labeling) with which all Friedman students need to be familiar.

Course Objectives: Upon completion of the course, students are expected to master a fundamental knowledge of U.S. public policymaking. Additionally, each student will become an expert on a current policy issue of their choosing (the subject of their three written exercises).

Texts or Materials:

Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, 3rd Edition (NY: W.W. Norton & Co.) 2011.

John Kingdon, *Agendas, Alternatives, and Public Policies, Update Edition, with an Epilogue on Health Care*, 2nd Edition (NY: HarperCollins) 2011.

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:

This class is meant to be participatory and crucial information is imparted during each class lecture, therefore class attendance is mandatory and students are expected to come to class having completed the readings and ready for lively, informed discussion.

Assessment and Grading:**Study Groups (10%)**

Students will divide up into “study groups” consisting of 2 or 3 students, depending on enrollment. Each study group will be assigned 2-3 classes during which they will be responsible for:

- (1) Presenting the case application including relevant history, key political players/stakeholders and outcomes;
- (2) Posing a set of 10 reading-related discussion questions to the class and moderating this discussion.

Policy Exercises (10% each)

Identify a pending legislative bill of interest to you (either from the U.S. Congress or the current Massachusetts legislature) and write three memoranda in relation to all or part of the bill. There are thousands of bills; the challenge is in choosing just one. Possible legislative topics span a wide range of issues such as: increasing R&D funding for nutrition and health issues, food labeling, government food and nutrition programs, dietary guidelines, climate change, sustainable farming. Choose an issue for which you want to become an expert. Consistent with real world practice, these memos must be succinct –one to two pages (single-spaced) are optimal with three pages being the absolute limit.

- Exercise #1 Assume the role of a senior staff member to the chairman of the committee in charge of the bill. Choice:
1. Write a memo to your boss proposing an oversight or investigative hearing related to the bill. Describe hearing goals and objectives. Propose witnesses and explain why. List key questions and expected follow-up questions for each witness. Discuss communications plan. Present next steps.
 2. Write a memo to your boss summarizing the main issues of concern and the pros and cons of passing the bill. Provide your recommendation for action, including an analysis of the politics. Propose a plan for your boss’s role during committee consideration of the bill, including a communications strategy.

DUE: Week 5, in class

- Exercise #2 Assume the role of a senior advisor to the head of the agency responsible for the subject of the hearing or bill. Choice:

1. Your boss has been invited to testify. Write a memo proposing testimony and hearing preparation. Include 3 hearing topics and 5 likely questions and answers.
2. Write a memo advising your boss on how to go about implementing the bill (if at all), including a description of the regulations that must be drafted, staffing needs, budget ramifications, and a timeline for action.

DUE: Week 9, in class

Exercise #3 Choose a nongovernmental organization (nonprofit or for profit, local, regional, or national) interested, or potentially interested, in your chosen bill. Assume the role of the executive director reporting to his/her board of directors. Describe your position on the bill and strategies to win on your issues. On a separate page, describe the organization, including its structure, budget, and a brief history of its role in relation to the government.

DUE: Week 12, in class

Letters to policy makers (10% each):

Letter #1 Write a 500-700 word op-ed on a current food and nutrition topic such as making SNAP diets healthier, the importance of school meal standards, or food labeling. Submit to a newspaper or journal of your choice and bring a copy to class. We will share the content of our op-eds. If and when you receive a response, bring it to class to share.

DUE: Week 2, in class

Letter #2 Write a comment to a federal agency on a proposed rule currently pending of your choosing. During previous iterations of this course students submitted letters on rulemaking issues such as SNAP retailer stocking standards, restaurant food labeling, the GRAS status of salt. Submit your letter through the agency's Web portal. Bring a hard copy of your letter to class to discuss.

DUE: Week 7, in class

Midterm (15%):

Petition: In groups of three, students will compose and submit a petition to a federal agency, proposing a new regulation, deregulation, or modification to a regulation already in effect. The petition should follow agency guidelines, and include the following:

- a) An explanation of the proposed action and its purpose.
- b) The language you propose for a new or amended rule, or the language you would remove from a current rule.
- c) An explanation of why your proposed action would be in the public interest.
- d) Information and arguments that support your proposed action, including relevant technical and scientific data available to you.
- e) If pertinent, any specific laws relevant to your petition.

DUE: formal petition due Week 8, with an oral update on campaign progress due on the final day of class.

Final Exam (15%):

In-class written exam: date TBD

Exam Review Session: date TBD

Class Participation (10%): Students are expected to participate actively in class discussion. Lack of class participation will be factored into the final grade.

Assignments and Submission Instructions:

Assignments received after their deadline will not be accepted or graded unless extension is approved in advance. Students who are unable to complete an assignment or exam on time for any reason should notify the instructor by email prior to the deadline, with a brief explanation for why the extension is needed.

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:

Week	Date	Topic	Case Application	Lecturer	Assignments Due
1	1/24	Introduction		Mande	
2	1/31	The Constitution	Jacobson v Massachusetts	Mande	Letter #1
3	2/7	The Legislature	2018 Farm Bill	Mande	
4	2/14	Oversight & Investigations	Organ donation and transplantation	Mande	
5	2/21	Budget and Appropriations	Upcoming Budget	Mande	Policy Exercise #1
6	2/28	The Executive Branch	CDC, FDA, USDA, WH	Mande	
7	3/7	Rule Making	Nutrition Facts	Mande	Letter #2
8	3/14	Agenda Setting, Framing, and Issue Formation	Making SNAP Diets Healthier	Mande	Midterm Petition
9	3/28	NGOs & Lobbyists	Menu Labeling	Mande	Policy Exercise #2

10	4/4	Federalism	Dietary Guidelines	Mande	
11	4/11	The Judiciary	FDA v. Brown & Williamson Tobacco	Mande	
12	4/18	International Governance	Food Safety	Mande	Policy Exercise #3
13	4/25	The Media	Carbs vs Fats	Mande	Oral Petition Update

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

Week #1 (Jan 24): Introduction to the course

Learning Objectives:

Students will form study groups and sign up for a week during which the group will be responsible for presenting the case application and demonstrating an understanding of current political events as they relate to the class topic. Students will also develop preliminary answers to the following questions:

- Why is the study of public policy important to your education here at the Friedman School?
- The promotion of “active citizenship” is a top priority for Tufts University. What does being an active citizen mean?
- What are the “hot” public policy issues in the news? Which issues are of particular concern to the members of this class?
- Is the food and nutrition policy community tightly knit or fragmented as described by Kingdon?
- Does the U.S. have a national food policy?
- What does *State of Obesity* and the *Young* article tell us about U.S food policy?

Required Readings:

John Kingdon, “Policy Communities,” Chapter 6, *Agendas, Alternatives, and Public Policies*, 2011.

Bittman, Pollan, Salvador, De Schutter, “How a national food policy could save millions of American lives,” *The Washington Post*, November 7, 2014.

Recommended Readings:

Tim Lang, David Barling, Martin Caraher, “Defining Food Policy,” Chapter 2, *Food Policy: Integrating Health, Environment & Society*, 2009.

Trust for America's Health, *The State of Obesity 2016*, skim executive summary, <http://healthyamericans.org/reports/stateofobesity2016/>.

Young, DeVoe, “Who Will have Health Insurance,” AFM v 10 no 2 156-162 03 2012, review Fig. 2, <http://www.annfammed.org/content/10/2/156.long>.

Week #2 (Jan 31): The Constitution as a guide for policy making

CASE APPLICATION: Jacobson vs. Massachusetts

Learning Objectives:

Students will explore the following seminal features of American government:

- The extraordinary events of 1789 that have provided an enduring framework for American democracy.
- The written and unwritten Constitution.
- The Constitution as a guide to transforming citizen ideas to public health impact.
- The various structural features of American democracy that promote or prevent government intervention to improve national nutrition.

Required Readings:

The Constitution of the United States, 1789.

Wendy K. Mariner, George J. Annas, Leonard H. Glantz, "Jacobson v Massachusetts: It's Not Your Great-Great-Grandfather's Public Health Law," *American Journal of Public Health*, April 2005, Vol 95, No. 4.

Recommended Readings:

Akhil Reed Amar, "The Year that Changed Everything," "Two and a Quarter," "We the Women," "The Real Great Charter," Chapter 7, *The Constitution Today*, 2016.

Week #3 (Feb 7): The Legislature

CASE APPLICATION: 2018 Farm Bill

Learning Objectives:

- Students will use the Library of Congress's search engine to track food and nutrition legislation, examine food and agriculture committee composition, and explore the *Congressional Record*.
- Massachusetts allows all citizens the right to file bills in the state legislature –is there a pressing food/nutrition issue that students want to draft legislation on and bring it to the State House? How would such a bill come to pass?
- Students will achieve a basic understanding of the 2018 Farm Bill, specifically the Nutrition Title.

Required Readings:

The Politico Pro Essential Guide to Legislation, 2017.

Renée Johnson, Jim Monke, *What is the Farm Bill?*, Congressional Research Service Report for Congress, February 8, 2017, <https://fas.org/sgp/crs/misc/RS22131.pdf>.

Recommended Readings:

Alan Bjerga, Cindy Hoffman, "Finding Fault with the Farm Bill." Bloomberg, November 2, 2017. <https://www.bloomberg.com/graphics/2017-finding-fault-with-the-farm-bill/>

Marion Nestle, "Utopian Dream: A New Farm Bill," *Dissent Magazine*, 2016, <https://www.dissentmagazine.org/article/utopian-dream-a-new-farm-bill> .

Rep. Earl Blumenbauer, "Growing Opportunities," 2017.

<https://blumenauer.house.gov/growing-opportunities>

Wendell Berry, "The 50-Year-Farm Bill," *The Atlantic*,
<http://www.theatlantic.com/national/archive/2012/11/the-50-year-farm-bill/265099/>.
Congressional Research Service (CRS), "The 2014 Farm Bill" (pgs. 6-8 and pgs. 17-18), <http://nationalaglawcenter.org/wp-content/uploads/2014/02/R43076.pdf> .

Week #4 (Feb 14): Oversight and Investigation

CASE APPLICATION: Organ Donation and Transplantation

Learning Objectives:

Students will learn that Congress, in addition to writing our laws and funding government, has another critical role. Students will examine:

- Oversight and investigation as a legislative policymaking tool.
- The importance of Congressional oversight and investigation in protecting public health.
- The structure of health and nutrition oversight and investigation hearings, specifically how food and nutrition experts are chosen to testify and what makes for effective testimony and questioning.

Required Readings:

History, Art & Archives, U.S. House of Representatives, "Investigations & Oversight," August 25, 2017, <http://history.house.gov/Institution/Origins-Development/Investigations-Oversight/>.

Fact Sheet: Obama Administration Announces Key Actions to Reduce the Organ Waiting List
<https://obamawhitehouse.archives.gov/the-press-office/2016/06/13/fact-sheet-obama-administration-announces-key-actions-reduce-organ>.

Recommended Readings:

Victor Cohn, "Baby Girl Gets Chance to Live (Jamie Fiske)" *The Washington Post*, November 6, 1982. https://www.washingtonpost.com/archive/politics/1982/11/06/baby-girl-gets-chance-to-live/dea49db4-e8a4-4a1d-805a-079d1062674b/?utm_term=.40160927df71.

U.S. Department of Health and Human Services, *Organ Procurement and Transplantation Network History & NOTA* <https://optn.transplant.hrsa.gov/governance/about-the-optn/history-nota/>.

Week #5 (Feb 21): Budget and appropriations process

CASE APPLICATION: Upcoming Budget

Learning Objectives:

The food and nutrition programs in this country would not exist without the budget and appropriations process. In this class students will:

- Examine portions of the current federal budgets for NIH, USDA, and FDA.
- Determine what these budgets reveal about institutional design, government priorities, and organizational flexibility.
- Differentiate between the budget and appropriations process, between mandatory and discretionary spending, and between debt and deficit.
- Discover how changes in the budget affect the implementation and effectiveness of federal and state nutrition programs.

Required Readings:

****Portions of FY2018/19 budgets as appropriate/as they become available****

Bill Heniff, “Basic Federal Budgeting Terminology” (11/22/04), “Overview of the Congressional Budget Process” (7/23/03), “Overview of the Authorization-Appropriations Process” (7/23/03), Congressional Research Service Reports for Congress.

Week #6 (Feb 28): The Executive Branch

CASE APPLICATION: CDC, FDA, USDA, the White House

Learning Objectives:

Students will learn the structure and function of key food and nutrition executive agencies –the CDC, FDA, and USDA. Students will develop answers to the following questions:

- To what extent can an administration shape policy in a four or eight year term?
- How do the CDC, FDA, and USDA share duties and responsibilities?
- Specifically, how successful was Obama White House’s nutrition campaign (Healthy Hunger Free Kids Act, MyPlate, Let’s Move!, etc)?
- How is the current administration effecting food and nutrition policy?

Required Readings:

David Kessler, Ch. 1-2, *A Question of Intent*, 2002.

Michael Lewis, “Inside Trump’s Cruel Campaign Against the U.S.D.A’s Scientists,” *Vanity Fair*, November 2017, <https://www.vanityfair.com/news/2017/11/usda-food-stamps-school-lunch-trump-administration>.

Recommended Readings:

Atul Gawande, “Testing, Testing,” *The New Yorker*, December 14, 2009,

<http://www.newyorker.com/magazine/2009/12/14/testing-testing-2>.

Policy and Supporting Positions, U.S. Senate, 2016 <https://www.govinfo.gov/content/pkg/GPO-PLUMBOOK-2016/pdf/GPO-PLUMBOOK-2016.pdf>.

Week #7 (Mar 7): How does a law become a rule?

CASE APPLICATION: Nutrition Facts

Learning Objectives:

In this class we discuss issues of bureaucracy and implementation, and students will accomplish the following:

- Review the desire for consistent standards and the need for flexibility in rules.
- Examine the different kinds of bureaucrats and their various motivations and constraints.
- Examine the bureaucracy of the FDA and USDA and the roles of civil servants and appointees.
- Gain an inside perspective on the development and implementation of the Nutrition Facts Label.

Required Readings:

Carey, "The Federal Rule Making Process: An Overview," Congressional Research Service Reports for Congress, 2013.

David Kessler, Jerold Mande, "Developing the 'Nutrition Facts' Food Label," *Harvard Health Policy Review*,

http://www.hcs.harvard.edu/~epihc/currentissue/fall2003/kessler_et_al.pdf.

Recommended Readings:

David Kessler, Ch. 8 and Ch. 10, *Question of Intent*, 2002.

Cindy Skrzyzcki, Chap. 5 (pp.179-210), *The Regulators*.

"Tips for Submitting Effective Comments,"

https://www.regulations.gov/docs/Tips_For_Submitting_Effective_Comments.pdf

Federal Register, "A Guide to the Rulemaking Process,"

https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf

Week #8 (Mar 14): Agenda Setting, Framing, Issue Formation

CASE APPLICATION: Making SNAP diets healthier

Learning Objectives:

Students will develop answers to the following questions:

- How do ideas develop and make their way into the policy debate?
- To what extent is policy analysis dependent on how issues are framed and evaluated?
- Is the President the most powerful agenda setter?
- What is the necessary incubation time for an idea to become policy reality?
- Policy windows open but they also close. How do you know when timing is right to bring an issue to the table?
- How did the problem of obesity evolve from a private issue of individual overeating to a public issue that accounts for complex and interrelated causes?
- How has the framing of SNAP contributed to the program's evolution/lack thereof?

Required Readings:

Deborah, Stone, Ch. 13-14, *Policy Paradox*.

Andrew Fisher, Ch. 4, *Big Hunger*.

Recommended Readings:

John Kingdon, Ch. 4-8, *Agendas, Alternatives, and Public Policies*.

National Commission on Hunger, "Ensure that SNAP Promotes Improved Nutrition" p.44-45, *Freedom from Hunger*, 2015.

https://cybercemetery.unt.edu/archive/hungercommission/20151216222324/https://hungercommission.rti.org/Portals/0/SiteHtml/Activities/FinalReport/Hunger_Commission_Final_Report.pdf

Week #9 (Mar 28): What role do NGOs and lobbyists play in policymaking?

CASE APPLICATION: Menu Labeling

Learning Objectives:

Students will develop answers to the following questions:

- To what extent should government harness the power of interest/civil society groups and reflect their wants and needs?
- How do we explain the explosion in NGOs here in the US and around the world?
- How clear is the line between what NGOs and governments do?
- What's the difference between a 501(c)3 and a 501(c)4?
- Are lobbyists and strategic advisers replacing the institutional memory and policy expertise of Hill staff?
- To what extent can and do groups like FRAC, Center for Science in the Public Interest, American Heart Association and the Bipartisan Policy Center influence nutrition policy?

Required Readings:

Deborah Stone, "Interests," Chap. 9, *Policy Paradox*.

Jeffrey Berry, "The Advocacy Explosion" Ch. 2, "Lobbyists" Ch. 6, *The Interest Group Society*, 4th ed, Longman, 2007.

Recommended Readings:

Kummer, Corby. "Yes, Calorie Labeling Works." *The Atlantic*, Atlantic Media Company, 8 Oct. 2009, www.theatlantic.com/health/archive/2009/10/yes-calorie-labeling-works/28073/

Marion Nestle, Ch.4-5, "Influencing Government," "Co-opting Nutrition Professionals," *Food Politics*.

Nicholas Confessore, "How to Get Rich in Trump's Washington," *The New York Times*, August 30, 2017, <https://www.nytimes.com/2017/08/30/magazine/how-to-get-rich-in-trumps-washington.html?r=0>.

Robert Huber, "Michael Dukakis's Last Stand." *Boston Magazine*, 5 December 2017. <http://www.bostonmagazine.com/news/2017/12/05/michael-dukakis-last-stand/>.

Week #10 (Apr 4): Federalism –can states be controlled through various policy instruments?

CLASS APPLICATION: Dietary Guidelines

Learning Objectives:

"Federalism" has not had one stable definition throughout history, because the idea of the appropriate balance of authority among the local, state, and federal government has changed over time. Although states have jurisdiction over their own citizenry, the federal government has jurisdiction over how federal dollars are spent to promote national well-being. In this class students will develop answers to the following questions related to shared power between the state and federal government:

- Guidelines, regulations, and incentives are among examples of policy instruments used by the federal government to influence state action. What other policy instruments are available to federal policymakers and to what extent do they work?
- The Dietary Guidelines were developed by federal policymakers to improve health nationwide. How well do they work to educate individuals and encourage healthy behaviors? Are there other policy instruments that may be employed in the obesity crisis?

Required Readings:

Deborah Stone, "Inducements and Rules," Chaps. 12 and 13, pp. 261-304, *Policy Paradox*.
Marion Nestle, Ch.3 "Deconstructing Dietary Advice," *Food Politics*.

Recommended Readings:

Marion Nestle, "Dietary guidelines shouldn't be this controversial," *Food Politics*, February 23, 2015 <http://www.foodpolitics.com/2015/02/dietary-guidelines-shouldnt-be-this-controversial/>.

Marion Nestle, "The bizarre saga of the 2015 Dietary Guidelines: Continued," *Food Politics*, October 7, 2015, <http://www.foodpolitics.com/2015/10/the-bizarre-saga-of-the-2015-dietary-guidelines-continued/>.

U.S. Department of Health and Human Services and U.S. Department of Agriculture. 2015 – 2020 *Dietary Guidelines for Americans*. 8th Edition. December 201, <http://health.gov/dietaryguidelines/2015/guidelines/>.

Week #11 (April 11): The judiciary's role in policymaking

CASE APPLICATION: FDA v. Brown & Williamson Tobacco Corp.

Learning Objectives:

This class will use FDA v. Brown & Williamson Tobacco Corp as a window into how the courts settle public policy disputes. This case describes how the FDA, under the leadership of Commissioner David Kessler, raced to build a case that would allow the government to assert jurisdiction over cigarettes, while the tobacco companies and their lawyers fought back fiercely. Students will develop answers to the following questions:

- How do the courts go about determining legislative intent?
- What is the appropriate role for the courts in policymaking?
- How do interest groups calculate potential court actions into their agendas?
- What does POM Wonderful LLC v. Coca-Cola Co. tell us about the Supreme Court and nutrition policymaking?
- Do we need a special court for resolution of highly complex scientific disputes related to food, agriculture, and nutrition?

Required Readings:

Shelia Jasanoff and Dorothy Nelkin, "Science, Technology, and the Limits of Judicial Competence," *Science*, Vol. 214 (Dec. 1981), pp. 1211-1215.

"Taking on Big Tobacco: David Kessler and the Food and Drug Administration," Harvard Kennedy School Case Program, Esther Scott, 1996.

Recommended Readings:

David Kessler, Ch. 49, *Question of Intent*, 2002.

Marion Nestle, "Using the Courts to Sue Critics," Ch. 7 excerpt (pp.159-166), *Food Politics*.

Robert Barnes, "Supreme Court says Coca-Cola can be sued over juice drink label." Washington Post, June 12, 2014. https://www.washingtonpost.com/politics/supreme-court-says-coca-cola-can-be-sued-over-juice-drink-label/2014/06/12/20e42536-f240-11e3-914c-1fbd0614e2d4_story.html?utm_term=.0b2fdeef8b99.

Robert Barnes, "Court to Determine what Constitutes Pomegranete Juice." Washington Post, April 21, 2014. <https://www.washingtonpost.com/politics/court-to-determine-what->

constitutes-pomegranate-juice/2014/04/21/e4abc87a-c996-11e3-93eb-6c0037dde2ad_story.html?utm_term=.57a038efe743

Week #12 (April 18): International Governance

CASE APPLICATION: Food Safety

Learning Objectives:

In this class students will explore how nutrition, food, and agriculture are handled at the international level. The basic structures and workings of the World Bank, International Monetary Fund, United Nations and the World Trade Organization will be reviewed in the context of nutrition, food and agricultural policies. Students will develop answers to the following questions:

- What is meant by international governance and non-legislated policies?
- What are the challenges and opportunities of governing across nation states?
- How well does our global food regulatory framework work?
- Students will recount the history of international food safety regulation and the distinct FDA and USDA frameworks.

Required Readings:

Renee Johnson, "The Federal Food Safety System: A Primer," CRS, December 2016.

T. Josling, D. Roberts, D. Orden, "Food Safety and Control of Human Health Hazards" Ch. 5, "Regulating Quality Through Labeling and Standards" Ch. 6, *Food Regulations and Trade*, Institute for International Economics, March 2004.

Recommended Readings:

"Agricultural Biotechnology Meets International Trade: The US-EU GMO Dispute," Harvard Kennedy School Case Program, Charan Devereaux, 2006.

Thomas Zweifel, "Transnational Democracy," excerpt from Chap. 1 (pp.18-27); "The United Nations" (Chap. 3, pp.59-84) "The World Bank" (Chap. 4, pp.85-100); "The International Monetary Fund" (Chap. 5, pp.101-114), "The World Trade Organization" (Chap. 6, pp.115-130) *International Organizations and Democracy*, Lynn Reinner Publishers, 2006.

Michael Taylor, "Will the Food Safety Modernization Act Help Prevent Outbreaks of Foodborne Illness" (2011), <http://www.nejm.org/doi/pdf/10.1056/NEJMp1109388> .

Week #13 (April 25): The media: the fourth branch of government?

CASE APPLICATION: Carbs vs Fats

Learning Objectives:

Sometimes referred to as the fourth estate, the press plays a huge role in determining policy. In this class we will examine the impact of the media in placing issues on the policy agenda, and clarifying or obscuring food and nutrition science. Students will develop answers to the following questions:

- How have major trends in media, including a declining audience for traditional media and proliferation of web-based materials, influenced policymaking?
- To what extent do policymakers orchestrate their actions to maximize media coverage?
- Did Gary Taubes and Nina Teicholz highjack nutrition policy?

- Students will recount the highly publicized carbs vs. fats debate, as covered by the media and reflected on nutrition policy.

Required Readings:

Shanto Iyengar, Richard Reeves, Ch. 29, "Media Attention and Congressional Agendas," *Do the Media Govern? Politicians, Voters and Reporters in America*, 1997.

Gary Taubes, "What if It's All Been a Big Fat Lie?", *The New York Times Magazine*, July 7, 2002.

Nina Teicholz, "The scientific report guiding the US dietary guidelines: is it scientific?," *The BMJ* 2015; 351, <https://doi.org/10.1136/bmj.h4962>.

Recommended Readings:

Marion Nestle, "Never a dull moment: the BMJ's attack on the Dietary Guidelines Advisory Committee report," *Food Politics*, September 28, 2015

<https://www.foodpolitics.com/2015/09/never-a-dull-moment-the-bmjs-attack-on-the-dietary-guidelines-advisory-committee-report/> .

Chase Purdy, Helena Bottemiller Evich, "The money behind the fight over healthy eating," *Politico*, October 7, 2015.

Michael Moss, Prologue and pp. 60-67, *Salt Sugar Fat: How the Food Giants Hooked Us*, 2013.

Further Reading/Course Bibliography:

Akhil Reed Amar, *The Constitution Today*, 2016.

Bittman, Pollan, Salvador, De Schutter, "A National Food Policy for the 21st Century," Medium, October 2015. <https://medium.com/food-is-the-new-internet/a-national-food-policy-for-the-21st-century-7d323ee7c65f>

Corby Kummer, "Less Green at the Farmers' Market." *The New York Times*, The New York Times, 9 May 2007, www.nytimes.com/2007/05/10/opinion/10kummer.html?mcubz=0

Kelly Brownell, *Food Fight*, 2003.

David Kessler, *End of Overeating*, 2009.

David Kessler, "Toward More Comprehensive Food Labeling," *The New England Journal of Medicine*, July 2014.

Jennifer Pomeranz, *Food Law for Public Health*, 2015.

Marion Nestle, *Food Politics*, anniversary edition, 2013.

Marion Nestle, *Safe Food: The Politics of Food Safety*, revised 2010.

National Academies of Sciences, Engineering, and Medicine, *Optimizing the process for establishing the Dietary Guidelines for Americans: The selection process*, Washington, DC: The National Academies Press 2017.

Parke Wilde, *Food Policy in the United States: An Introduction*. 2013.

Tonya Riley, "Startups Are Finally Taking On Food Stamps." *Wired*, Conde Nast, 6 Sept. 2017, www.wired.com/story/startups-are-finally-taking-on-food-stamps/ .

“The Big Fat Surprise: A Critical Review,” 2014,

<https://thescienceofnutrition.wordpress.com/2014/08/10/the-big-fat-surprise-a-critical-review-part-1/> .