

COURSE SYLLABUS

U.S. Food and Nutrition Policy (NUTRITION 412/512), Autumn 2017

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Course Location: HST T739

Time: Tuesdays and Thursdays 1:30 PM – 2:50PM

Credits: 3

Prerequisites for taking this course:

- NUTR 412: Prerequisite NUTR 200, Junior or Senior Standing
- NUTR 512: Graduate Students

Required textbook: *Food Policy in the United States: An Introduction* by Parke Wilde (Routledge/Earthscan, 2013). This book is required and is available at the bookstore.

Course Description: This course is an elective that offers a broad introduction to food system policies in the United States and their impacts on population health, especially diet-related health. Food system policies encompasses laws, regulations, decisions, and actions by governments and other institutions that influence food production, distribution, marketing, consumption, and post-consumption. Real-world controversies and debates will be used to illustrate policy principles, research tools, and policy analysis. Throughout the course, we will define policy problems with respect to “what, who, when, where, and why,” discuss stakeholders (for/against), expected impacts, and finally, how policy problems have been or could be evaluated in terms of both outcomes and implementation. The course includes topics ranging from public health nutrition to social policies that influence the food system and population health to food security to labor policies and trade. We will engage both mainstream and critical perspectives on policies.

Course Objectives: Through this course, students will be able to:

Describe contemporary U.S. food and nutrition policy as it relates to population health, across several topics:

1. Agricultural policy, possibly including trade policy
2. Food production and processing, possibly including labor related policies
3. The food industry
4. Food safety
5. Dietary guidance
6. Food assistance and social policy programs
7. Post-consumer waste

Demonstrate and interpret the various arguments for government intervention as they relate to population health nutrition and the political and practical challenges and tradeoffs posed by promoting nutritional health, especially as it relates to agriculture by discussing them via in-class discussions, deliberation theater, and in the policy portfolio.

Practice discussing policy, policy analysis, and policy impact.

Develop a new policy or policy modification to improve a policy area or existing policy by evaluating an issue or current policy or program and appraising its strengths, weaknesses, and needs.

Course texts and Materials: Reading should be completed in advance of each class. Readings are listed for each week in the Canvas Modules. Most can be accessed through the Internet or UW library links. Those that cannot be accessed are provided, except the required textbook: *Food Policy in the United States: An Introduction* by Parke Wilde (Routledge/Earthscan, 2013). This book is required and is available at the bookstore.

A note on class discussions: This course is committed to fostering an atmosphere in which we can engage in vigorous discussion while remaining professional, courteous, and respectful of all opinions. Therefore, you are expected to be tactful when exchanging your ideas with the class community. This means that you should listen carefully and non-defensively, and also take a minute or two to examine your intentions and think before speaking. If at any point during the quarter you feel that this atmosphere of civility and respect is being threatened, please let the instructor know immediately.

***Confidentiality:** It is important that students feel comfortable sharing their experiences as well as opinions about the readings. You should not discuss the personal experiences revealed by other class members to anyone outside of class.

Summary of Assignments and Grading for NUTR 412 (*NUTR 512ers – The assignments and grading will be the same for you except for the Deliberation Theater Participation in which you will instead moderate this activity as described below in the next section specific to you titled “Summary of Grading for NUTR 512 and Additional Assignment”*).

Assignment(s)	Grading Weight
Deliberation Theater Participation	20%
Deliberation Theater Summaries (5% per summary)	20%
Final policy portfolio	40%
Guest speaker feedback	10%
Minute Quizzes	10%
Total	100%

Details of Assignments:

Deliberation Theater, 40% of overall grade, broken into 20% for theater player and 20% for theater summaries (The theater (1, 2, 3, or 4) and stance (opposing or supporting) to which you have been assigned will be posted on Canvas.)

Deliberation Theaters will be held on **October 12, October 19, October 31, and November 16.**

Deliberation Theater Player, (20%):

Each student will be randomly assigned to be a deliberation theater player with a specific stance on the issue up for debate. During class, deliberators will sit in the front of class (instructor/TA will explain) and will come prepared to deliberate and debate the issue in the front of the class. Each deliberation will have an even number of students assigned to oppose or support the issue. Students are expected to choose a persona (persona appropriate for an opponent or supporter) to act out during the deliberation. For example, if the deliberation was on menu labeling in restaurants, a student on the opponent side, could take the persona of a member of the Washington Restaurant Association. Deliberators are expected to have read beyond the assigned sources (with particular emphasis on finding alternative/contradictory points of view to those included in the assigned sources).

Students should be prepared to discuss any piece of the following information as if being asked to help a group of policy makers make a decision:

- The issue and debate
- The goals and anticipated impacts on population health of the policy
- Known pros/cons and evaluative work
- Preceding evidence

- Evidence/research gaps
- Other known policy options
- Potential costs
- Allies and opponents

Grading criteria will include:

- Ability to contribute to the deliberation but not dominate it.
- Thoroughness of knowledge from the perspective of your persona (that is, how well you are prepared to respond to some of the questions that might come up in the deliberation from the perspective of your persona).
- Context (that is, how well you can reflect on this policy in the current political and societal context).
- An “extra credit” point will be added to the final grade for really playing out and dressing the part of your “persona”.

Deliberation Theater Summary, 20% (broken down as 5% for each summary):

Students will submit an individual summary for each of the deliberation theaters. After the deliberation theater is conducted, summaries are **due the next Tuesday class date (by midnight) for those deliberation theaters that occur on Thursdays; for the deliberation theater that occurs on Tuesday (#3, Tuesday, Oct. 31)** the summary will be due on Sunday, Nov 5 at midnight.

Summaries should briefly re-state the issue (very very briefly!), reflect on the discussion and key topics covered, as well as discuss personal experience in the audience or as a deliberator. The summary should reflect on the following: what was the issue? How well was it covered in the deliberation theater? For example, were major points missed or points incorrectly covered? Did the deliberation theater help you understand the “sides” of an issue better? Did it alter how you felt about the issue? What stood out to you in terms of how evidence or stories were presented? What was it like either being in the deliberation “hot seat” or in the audience? Minimum: 500 words, Maximum 1000 words.

Grading: Summaries will be graded on how well they cover the criteria described above as well as form (presentation, grammar, mechanics) and organization of the content (organization, logic and coherence). See grading rubric in Canvas (in the Course Orientation module) for more detail.

Policy Portfolio, 40% of overall grade, TOPICS DUE by midnight, November 16; DRAFTS DUE Thursday November 30 by the beginning of class, Final DUE by midnight on Friday, December 8. On November 30 we will peer review each other’s work on the policy portfolio. What I suggest you bring to class is a draft of your 2-page summary from Part 1 and a paragraph or brief explanation of what you are proposing in Part 2, although you are welcome to bring any and all parts that would benefit from peer review. During class on **November 30**, students will bring 6 copies of their work and peer review in small groups with classmates to review each group member’s draft and to gain feedback. The instructor and TA will circulate amongst the groups. Thoughtful participation in this activity will be worth 5% of your overall assignment grade. One copy of your rough draft is due to be turned in at the end of class on **November 30** for full participation credit.

Instructions: Pick a policy, program, or issue related to food and nutrition (instructor will provide an initial list of issues but groups are encourage to deviate if there is an issue or topic they are passionate about) around which there is debate that a policy should be developed or changed (this

is practically all of them!). The goal of this assignment is two-fold: (1) first understand how or why a policy, program, or issue has emerged or evolved and the politics surrounding its emergence or evolution and, then, (2) suggest a new or modified policy solution.

For part 1:

For this portion of the assignment, consider the following:

- When and why did the issue/policy/program emerge?
- How and why has it evolved?
- Think about the rationale for changes in it over time.
- What stakes are at play that may have impacted its evolution?
- Frame its evolution by presenting the various “sides” at play.
- Where do you see the policy headed in the future based on evidence or data that may be evolving and what you can find in the popular press. (NOTE: It is VERY important that you spend one paragraph talking about this. In YOUR opinion and based on the research you have just done on the issue and accounting for where the various “sides” see this issue headed, what do YOU think about the future directions of this policy or program? Where do you think it is headed and why? What is its potential?)

Summarize these issues in a paper to be no longer than two pages, single-spaced, no smaller than 11pt font with one-inch margins. Add page numbers and cite your references with superscript and a references list appended to the paper; either APA or Chicago style are fine, just be consistent. The reference list does not count as part of your page limit.

PLEASE use paragraphs to organize your content—this should not be one monster paragraph. Think about it in terms of writing a few big sections: an introductory section describing the policy/program/issue (e.g., What is it and what is its purpose—at a micro- and macro-level? When and why did it emerge [i.e., its origins]?); then another section on its evolution, broadly explaining the rationale for these changes and various sides/stakes at play; and then, finally, a paragraph reflecting on the future of the policy or program (e.g., Has it achieved what it was intended to achieve? Does it currently have funding or support to continue? How do its key stakeholders see it morphing in the future? And, finally, based on your research on this issue, what do you see as the future of this policy? Where is it headed in your opinion?).

Tables, figures, and any other supporting materials that are NOT created by you but that you feel illustrate a point particularly well and better than you can in text can be attached as additional pages (But be judicious about this! Don’t go attaching things to attach things—it is distracting unless it’s meaningful!). These will not count as part of the 2 pages of content. If you make a table or figure yourself to compress what would have otherwise been a large amount of text (e.g. a timeline), that CAN count as part of the 2 pages. Again though, do NOT make a full page table just to get out of writing a full page—you will still need room to provide your summary.

You will upload for part 1: A PDF of your two-pager

Grading: Summaries will be graded on context, thoroughness, quality of the information, and finally the form (presentation, grammar, and mechanics) and organization of content (organization, logic and coherence). See grading rubric in Canvas (in the Course Orientation module) for more detail.

For Part 2:

Once you have a good grasp on the policy, program, or issue, compose a policy portfolio to suggest a new policy or program or a modification to the existing policy or program that you think is feasible and will improve the policy, program, or issue in part 1. You may advocate for any change or position, including strengthening or eliminating a program or provision. Students are encouraged to take a stance and support their ideas with strong evidence. *Part 2 of the policy portfolio will contain three brief documents.*

You will upload for part 2: A PDF of these three documents as one file or three files.

- A brief document that summarizes your proposed policy or policy change, the rationale for the change, and the expected effects of the change, including cost considerations (1-2 pages, single-spaced, no smaller than 11pt font with one-inch margins). Include superscript references and reference list, either APA or Chicago style are fine, just be consistent.
- An op-ed prepared for a local newspaper (identify the newspaper) aimed at convincing readers to support the proposal (per newspaper specifications) **OR** A letter to the editor of a local newspaper (identify the newspaper) to inform readers of the importance of the proposal and to encourage action (per newspaper specifications: typically 400-1000 words, depending on the newspaper). Within the text, be sure to reference your evidence-based sources to increase your credibility (e.g., within-text you might say something like, “the University of Berkeley Center for Food Inequities study on xyz showed that....”).
- A tweet designed to reflect your position and to act as your elevator speech (max 140 characters).

Grading criteria will include:

- Adherence to requirements
- Depth of thought and research
- Clarity of your portfolio goal (including but not limited to: what you proposed was obvious to the reader and supported by strong evidence, the op-ed was tailored and personalized to the audience to which it were addressed)
- Consistency across pieces (the pieces should “hang together” like a campaign would)
- Form and organization of content: Quality of writing, presentation, grammar, mechanics, organization, logic and coherence

See grading rubric in Canvas (in the Course Orientation module) for more detail.

Minute Quizzes (10% of overall grade), Unannounced

Minute papers or quizzes will be distributed in class 5 times throughout the course (2 points each) at the beginning of class. The dates these will be distributed will not be announced. The minute papers/quizzes will ask students a few questions regarding assigned CORE readings (not the supplemental readings). Students will be given five to ten minutes to answer the question. These will be open-note but not open-material (you can use notes that you took but not the textbook or articles themselves). Students will receive 0 points for an incomplete answer or response and full points for a complete answer (NOTE: a complete answer means not only that your thought is complete but it is clear you did the assigned reading and are reflecting on that). If a class is missed without proper notification or allowable absence (e.g., illness with a doctor’s note, pre---excused absence for athletic or other event—with note), students will not have the opportunity to make up these points.

Guest Speaker Feedback (10% of overall grade), See Dates with Guest Lecturers

We will ask for feedback for our guest speakers. We will provide feedback sheets in-class and ask that you fill these out and turn them in at the end of class. Full credit (2 points) will be given for thoughtfully completed feedback sheets. We will “drop one” (in other words, if you miss a guest lecture, it will not lower your grade in this category). If more than one guest lecture is missed with proper notification or allowable absence (e.g., illness with a doctor’s note, pre---excused absence for athletic or other event—with note), students will have the opportunity to make up these points. Please contact the TA for additional information.

Summary of Grading for NUTR 512 and Additional Assignment:

Assignment(s)	Grading Weight
Deliberation Theater Moderator*	20%
Deliberation Theater Summaries (5% per summary)	20%
Final policy portfolio	40%
Guest speaker feedback	10%
Minute Quizzes	10%
Total	100%

**See Details of assignments below regarding one altered assignment*

Details of Additional Assignment for NUTR 512ers:

Deliberation Theater Moderator, 20%:

Each graduate student will moderate one of the four deliberation theaters. On the first day/week of the course, the instructor and TA will work with the graduate students to match them to assigned dates.

Deliberation Theater moderators: During class, moderators will present *briefly* on the topic to set up the discussion and then guide the discussion to ensure that key points are covered during the class session. The expectation is that each graduate student will read beyond the core assigned readings for their deliberation topic to help inform how they will lead and structure the discussion. My main concern with setting up the discussion is that you quickly set the stage (e.g., what is the issue, what is the debate) so that the audience is prepared to understand the discussion and NOT for you to demonstrate your mastery of the topic per se (we want the debaters and not you to be the ones that talk about pros/cons, anticipated impacts, known evidence, costs etc...). More weight will be put on your ability to keep the discussion going and help drive the discussers in hitting all the major areas/points (so your mastery of the topic will emerge in a sense in this way in terms of you knowing they have hit all the points that need to be covered). Your role is really to get everyone to think about the issue as holistically as possible and to help them come to decision as a group of opposing/supporting stakeholders (and to experience some of the challenges of differing opinions and having to think on your feet!).

Points that should be considered for inclusion as you guide the discussion include the following (i.e.,

has the group covered these areas?): anticipated impacts on population health of the policy, known pros/cons and evaluative work, preceding evidence, evidence/research gaps, other policy options known, potential costs, and allies and opponents. Not all of these points need to be specifically covered as they may come up as unstructured parts of the conversation. Toward the end of the discussion, try to bring the group of supporting/opposing members to a decision. You will then wrap---up the debate by reflecting briefly on the decision and trying to summarize what you heard generally; you can also at this point talk about how well what this group came up with aligns with current policy decisions/debates.

Grading criteria will include: ability to moderate the discussion and not dominate it, succinctness of the content of your initial briefing and your ability to keep it brief (that is, getting to the point without skipping critical bits of information), thoroughness of your knowledge (that is, how well you are able to guide the discussion to ensure key points are brought up), and context (that is, how well you can reflect on the group's decision based on the current political and societal climate).

Penalties for late or incomplete assignments: For homework, there is a 15% penalty by day for late submission for up to 3 days late and no grade for later submission.

A note on contacting instructor and TA for assistance: The instructor expects that students begin assignments in a timely manner. Please review criteria for and begin working on assignments in advance. The TA and instructor cannot guarantee a response to student emails within 24hr of assignment deadline.

Academic Integrity

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

Access and Accommodations

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS):

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention---related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206---543---8924 or uwdrs@uw.edu or disability.uw.edu

Course & Assignment Schedule, by date:

WEEK	DATES	TOPIC OR CLASS TITLE	ASSIGNMENTS & ACTIVITIES
1	Thurs, Sept 28	Introduction	Lecture
Interfacing with policy: national education, at the point of purchase, population-scale policy interventions			
2	Tues, Oct 3	Dietary guidance	Lecture TA announces Deliberation Theater groups on Oct. 4
	Thurs, Oct 5	Food labeling and advertising	Lecture
3	Tues, Oct 10	Food safety	Lecture
	Thurs, Oct 12	Deliberation Theater #1: School Nutrition	Deliberation Theater Presenters
4	Tues, Oct 17	School Nutrition	GUEST Lecture: Mary Podrabsky (confirmed) GUEST SPEAKER SHEET (in-class) Deliberation Theater summary DUE by midnight Tuesday, Oct 17
	Thurs, Oct 19	Deliberation Theater #2: Soda Tax	Deliberation Theater Presenters
“Behind the scenes”: processing food, food/agricultural labor, food waste, other system factors			
5	Tues, Oct 24	The Merits and Science Behind Sugary Drink Taxes	GUEST Lecture: Jim Krieger (confirmed) GUEST SPEAKER SHEET (in-class) Deliberation Theater summary DUE by midnight Tuesday, 10/24
	Thurs, Oct 26	Food manufacturing	Lecture

6	Tues, Oct 31	Deliberation Theater #3: Minimum Wage (as it relates to public health)	Deliberation Theater Presenters
	Thurs, Nov 2	Social and wage policies	GUEST lecture: James Buszkiewicz (confirmed) GUEST SPEAKER SHEET (in-class) Deliberation Theater summary DUE by midnight Sunday, Nov 5
7	Tues, Nov 7	Immigration/Labor Issues	GUEST lecture: Paul Apostolidis (confirmed) GUEST SPEAKER SHEET (in-class)
	Thurs, Nov 9	Food waste, Introduce final assignment and have brief in-class discussion about it	Lecture In-class discussion
Farm Bill: Understanding the major components			
8	Tues, Nov 14	Agricultural Policy (crop insurance, commodity programs, how these relate to PH)	Lecture
	Thurs, Nov 16	Deliberation Theater #4: SNAP	Deliberation Theater Presenters Policy Portfolio <u>Topic</u> DUE by midnight
9	Tues, Nov 21	Hunger and food insecurity (SNAP and other anti-hunger programs)	GUEST Lecture: Claire Lane (confirmed) GUEST SPEAKER SHEET (in-class) Deliberation Theater summary DUE by midnight, Tuesday Nov 21
	Thurs, Nov 23	Thanksgiving	Holiday
10	Tues, Nov 28	Food Production (conservation)	Lecture
	Thurs, Nov 30	Policy Portfolio In-Class Peer Review	Policy Portfolio: <u>Draft or outline</u> DUE by class (bring Copies to class!) Policy Portfolio In-Class Peer Review
11	Tues, Dec 5	TBA	TBA

	Thurs, Dec 7	Wrap---up	Lecture Policy Portfolio: Final DUE Friday, Dec 8 by midnight
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This schedule is subject to modifications at the discretion of the instructor.