

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: FOST A212 Foundations in Food Policy

Originating Faculty: Daniel Mintz

Department/College: Food Studies Chairperson: Daniel Mintz

Contact Phone/Email: Daniel Mintz, x2771, dmintz@loyno.edu

Type of Proposal (Check all that apply):

New Major<sup>1</sup>  New Minor  New Concentration  Revise Existing Program

New Course  Change to Existing Course  Discontinue Program

Undergraduate  Graduate  Online  Professional & Cont. Studies  Other

**1. Resources and Fees:**

If this is a proposed revision, are there existing fees? No  Yes  \$ \_\_\_\_\_

Will course or program fees be required for this course/program? No  Yes  \$ \_\_\_\_\_

Are new resources needed for implementing this proposal? No  Yes

*If yes, include complete description and dollar amount in proposal.*

**2. College Review and Approvals:**

a. Department/School \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Approved  Not Approved

b. College Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Approved  Not Approved

c. College Dean \_\_\_\_\_ Date: \_\_\_\_\_  
Supported  Not Supported

**3. Intercollegiate Review and Recommendations Required as applicable to proposal:**

a. Online Education Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Professional and Continuing Studies Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

c. Graduate Council \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

**4. University<sup>2</sup> Recommendations Required as applicable to proposal:**

a. University Courses & Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Standing Council for Academic Planning \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

<sup>1</sup> New Degree to be Offered---Requires SACs Notification 6 Months Prior to Start

<sup>2</sup> Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACs.

## COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Food Studies Interdisciplinary Program / College of Arts and Sciences

Chairperson: Daniel Mintz

Course Title: Foundations in Food Policy  
(Limit 28 Characters or Less)

Course Number: F O S T - A 2 1 2

Term:  Fall  Spring  Summer Credit Hours: 3 Major  Required  Elective

Effective Term 2017F Course I.D. (SUBJ-LEVL) FOST-A212 Contact Hours 3

Grade Type (**Normal** or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) Food Studies

Common Curriculum Classification (s) Social Science Core Requirement

Pre-requisites/Registration Controls:

None

New Resources and Fees

- c. If this is a revised course, was there a course fee? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No
- d. Will a course fee be required for this course? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No
- e. Are new resources needed for implementing this course? Yes \_\_\_\_\_ No   
*If yes, provide descriptions and dollar amounts in Section V.*

Course Description: (maximum 350 spaces)

Foundations in Food Policy addresses normative questions about food policy: how should we make decisions about our food system?; and descriptive questions about food policy: How do we make these decisions, in practice? The course looks at food policy through the perspectives of its stakeholders to investigate what food policy is and what it does.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

Foundations in Food Policy is one of three foundational courses in the Food Studies major. The course provides its students with overviews of major issues in food policy, and of the processes through which policy is made and stakeholders advocate their positions. The central curricular aim of this course is to provide students with an introductory understanding of the ways in which food policy is shaped, and shapes the environment that surrounds the food we eat. The major emphasis of the course is on the American context, though global food policy may also be covered. This course complements other foundational courses in Food Culture and Food Systems and Commerce, to present a rounded view of the cultural, political, and economic factors that shape those processes which bring food to its consumers.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

This course will provide Food Studies majors with a focused consideration of policy issues in food studies going beyond what is offered in the introductory course. Foundations in Food Policy will provide students interested in a food policy concentration with exposure to a variety of models for further study. The course will provide students interested in a culture or commerce and systems concentration with important context for understanding the policy environment in which political and commercial decisions about food are made, the policymaking process, and the perspectives of various stakeholders in food policy outcomes.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course is written into the program DPCL as a core course. Its approval will allow the proposed major distribution requirement to move forward as proposed.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

This course will increase the number of sections offered by the department during the year in which it is offered.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

N/A.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

As the course will be offered as a part of a new major, no current enrollments exist.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

No.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

This course may occasionally be taught by affiliated faculty from Political Science or the Law School, should staffing resources allow, which would remove the capacity of one faculty member to teach one course in that department for the semester in which this course is offered. Otherwise, this course should have no impact on other departments.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

Please see attached.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
- A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?
  - B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?
  - C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?
  - D. Frequency and schedule of assessment of student learning in this course.
  - E. Describe mechanisms that will be in place to ensure continuous improvement of course.
  - F. Structure and process for administrative and academic oversight of course.
  - G. Impact of course on accreditation or certification.

Please see attached assessment plan.

- V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

New part time faculty will be necessary to support this course.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

This course is likely to benefit from supplemental library instruction on research methods and practices. The library will also purchase books ordered for the course and not currently in the collection, and place those books on reserve. No additional materials, beyond those necessary to support the major as a whole, are likely to be needed for this course to run effectively. Laurie Philips and Daniel Mintz met on 1/24/17 to discuss library support for the course and how to incorporate best practices for structuring undergraduate research projects into the course and assignment design.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?  
No.
- E. Is a student fee requested? If yes, provide justification and basis for amount.  
No.
- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?  
No.
- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?  
No.

## Foundations in Food Policy Assessment Plan

**A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?**

By the end of this course, students will be able to . . .

1. **Scientific Reasoning:** . . . demonstrate a critical understanding of the empirical research that policymakers use in designing and defending policy interventions.
2. **Disciplinary or interdisciplinary theoretical or conceptual frameworks:** . . . define what is meant by "policy," and identify the roles of key actors in the policymaking process.
3. **Critical Thinking:** . . . analyze the effectiveness of particular policy interventions and their likely effects on various stakeholders.
4. **Logical, qualitative, and / or quantitative analytic literacy necessary to form evidence-based and logical conclusions about the social world:** . . . evaluate evidence offered for the existence of food related policy problems, and for proposed or enacted solutions
5. **Focus on economic, social, and political behavior:** . . . demonstrate an understanding of the political processes through which food-related public policy problems make it onto the political agenda, and through which solutions are proposed, negotiated, and implemented; . . . demonstrate an understanding of the roles that economic and social interests play in the policymaking process.
6. **Skill set to critique research and to foster an ability to make independent decisions when presented with scientific data and empirical results:** . . . evaluate the strengths and weaknesses of arguments about food policy on the basis of the evidence they present for their claims; develop an argument using empirical evidence to advocate a specific policy proposal.
7. **Effects of research results on definitions and applications of social justice to the social world:** . . . demonstrate an understanding of the effect of food policy on various populations, and of the capacities and limits of food policy interventions as solutions to injustices in the food system.
8. **Effects of social and political structures on diverse groups in society:** . . . articulate the significance of social and political structures to the distribution of agency in the food policymaking process, and to the effects of specific food policies on diverse social groups.

**B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?**

The instructor will use assessments tied to policy briefs, op-ed essays, iClicker quizzes, exams, and verbal participation in class discussion to measure success in the course. As this course is designed to be incorporated into the Loyola Core, we have prepared an assessment matrix aligned with LC Social Science outcomes. Please see that matrix, attached, for more detailed descriptions of instruments that will be used to assess course success.

Key indicators of learning and course effectiveness will be growth in individual students' understandings of issues in food policy and the policymaking process, and in their abilities to articulate critical understandings of these topics, as indicated in written and oral presentations of their ideas, as well as their demonstration of understanding the course material as measured through exams and quizzes.

**C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?**

A primary criterion for measuring this course's success will be growth in students' understandings of course content and in their abilities to argue effectively about food policy issues, demonstrating awareness of the competing and complementary interests of various stakeholders in specific food policies. As students progress through the program, we will also evaluate whether this course has given them an adequate understanding of policy issues and the practical realities of the policymaking process for the successful design and completion of a capstone activity responsibly accounting for policy-related factors in students' independent studies, research projects, or reflections upon their internships.

**D. Frequency and schedule of assessment of student learning in this course.**

Assessment of student learning will be ongoing through class discussion, and roughly weekly through written assignments and in-class debates. Instructor assessment of student comprehension of course texts will occur daily to weekly through quizzes and development of lesson plans to address areas of consistent weakness or misunderstanding. Formal written work and exams will be used in the assessment of student achievement of course SLOs at the end of the course. See sample syllabus for more precise schedule of formal graded assignments.

**E. Describe mechanisms that will be in place to ensure continuous improvement of course.**

As will be the case with all core courses for the Food Studies major, evaluation of the continued appropriateness of course SLOs, and the effectiveness of the course in producing those outcomes will be included in regular program evaluations. These evaluations will take into account student course evaluations, which will include specific added questions about their responses to the course's presentation of its core materials, as well as which activities they found most effective; conversations with stakeholders in the course (its regular instructor(s), instructors for the foundations courses into which it leads, etc.); and decisions from the major's affiliated faculty about the direction and priorities of the program as a whole. In addition, the program director will meet with the course instructor during and immediately after the first term the course is offered to discuss those aspects of the course that were most successful and most in need of improvement, and to generate a plan for any necessary course revisions. The director will conduct a follow-up interview after the second administration of the course. Both meetings will result in reports to be taken into consideration in the program's first review.

**F. Structure and process for administrative and academic oversight of course.**

The faculty affiliated with the food studies major will oversee any revisions to this course. Revisions will be brought for comment and a vote at a meeting of the program's affiliated faculty. Where adjunct hiring is necessary to staff this course, the program

director will conduct an appropriate search, and will submit the final candidate to the dean of the College of Arts and Sciences for hiring approval. This course is part of the interdisciplinary Food Studies program, which will reside within the College of Arts and Sciences and which will be subject to the administrative oversight of that college.

**G. Impact of course on accreditation or certification.**

This course should have no impact on accreditation or certification.



Course Proposal

**FOST A212: Foundations in Food Policy**

Satisfies Loyola Core Social Science Requirement

**1. Description:**

This course addresses normative questions about food policy: how *should we*, as a society, make decisions about our food system?; and descriptive questions about food policy: How *do we* make these decisions, in practice? To answer these questions, the course looks at food policy through the perspectives of its various stakeholders—farmers, food processors and distributors, good food advocates, entrepreneurs, and consumers, to name a few—to investigate what food policy is and what it does.

Students will consider the basis of food policy in empirical research into nutrition and health, agriculture, and economics, and will interrogate how the political process uses and diverges from those data to produce policies that affect diverse stakeholders in the social world.

**2. Format:**

This course combines lectures in key concepts in food policy, including farm and agriculture policy, food and nutrition policy, economic and trade policy, and social welfare policy, with seminar-style discussions of contemporary and historical case studies in these areas. The course will require students to produce written and oral arguments in favor of particular policy interventions, informed by the course material and by their research.

Foundations in Food Policy satisfies the social science section criteria of the Loyola Core and will provide students with an introduction to the social science perspective. It will also serve as one of the 200-level foundations courses for the Food Policy, Commerce, and Culture program, alongside foundations courses in commercial and cultural aspects of food, and may serve as a general elective for Political Science majors and minors. The course provides both a specific introduction to policy issues affecting food production, distribution, consumption, and disposal, and an overview of the policymaking process on local state and national levels.

**3. Goals: By the end of this course, students will be able to . . .**

1. **Scientific Reasoning:** . . . demonstrate a critical understanding of the empirical research that policymakers use in designing and defending policy interventions.
2. **Disciplinary or interdisciplinary theoretical or conceptual frameworks:** . . . define what is meant by "policy," and identify the roles of key actors in the policymaking process.
3. **Critical Thinking:** . . . analyze the effectiveness of particular policy interventions and their likely effects on various stakeholders.
4. **Logical, qualitative, and / or quantitative analytic literacy necessary to form evidence-based and logical conclusions about the social world:** . . . evaluate evidence offered for the existence of food related policy problems, and for proposed or enacted solutions

5. **Focus on economic, social, and political behavior:** . . . demonstrate an understanding of the political processes through which food-related public policy problems make it onto the political agenda, and through which solutions are proposed, negotiated, and implemented; . . . demonstrate an understanding of the roles that economic and social interests play in the policymaking process.
6. **Skill set to critique research and to foster an ability to make independent decisions when presented with scientific data and empirical results:** . . . evaluate the strengths and weaknesses of arguments about food policy on the basis of the evidence they present for their claims; develop an argument using empirical evidence to advocate a specific policy proposal.
7. **Effects of research results on definitions and applications of social justice to the social world:** . . . demonstrate an understanding of the effect of food policy on various populations, and of the capacities and limits of food policy interventions as solutions to injustices in the food system.
8. **Effects of social and political structures on diverse groups in society:** . . . articulate the significance of social and political structures to the distribution of agency in the food policymaking process, and to the effects of specific food policies on diverse social groups.

#### 4. Grades & Assessments:

Instructors have wide leeway in determining graded assignments and assessment activities in class. The Food Policy, Commerce, and Culture program (FPCC) will work with participating instructors on developing and facilitating the most appropriate three or four assessment activities per semester to ensure students are achieving FPCC learning goals.

The chart below offers examples of the types of graded assignments and assessments that the instructors are likely to use to evaluate and assess student achievement of the course goals. The type of assignment is indicated in bold, with unbolded text indicating a possible inflection of or within the assignment to align with the specific goal indicated.

Course Goal	Example Graded Assignment	Example Course Assessment
1. Critical understanding of empirical research underlying food policies	<b>Policy brief</b> requiring discussion of empirical findings on food policy issue.	<b>iClicker quiz</b> on scientific basis of USDA nutritional recommendations; short homework response asking students to identify and describe methods of two sources of data underlying a particular food policy, graded with a <b>simple successful / not successful rubric</b> .
2. Define what is meant by policy; identify role of key	<b>Exam</b> on content from core course texts; <b>op-ed and/or</b>	Professor asks students for <b>"minute paper"</b> defining

<p>actors in policymaking process</p>	<p><b>policy brief</b> requiring students to identify and address meaningful audience for policy advocacy.</p>	<p>policy, collects at end of class and assesses accuracy of student definitions, going over material in class again, as necessary; while grading essay assignments, professor uses <b>rubric</b> to verify that students address arguments to appropriate actors in policymaking process; professor uses <b>iClicker poll</b> to assess student understanding of who does what in policy process.</p>
<p>3. Analyze effectiveness of particular policy interventions and likely effects on stakeholders</p>	<p><b>Policy brief; op-ed essay; in-class policy debate.</b></p>	<p>During in-class debate and in grading debate preparation assignments, professor uses <b>rubric</b> to assess how well and thoroughly students have accounted for likely effects of policy on at least two diverse stakeholders.</p>
<p>4. Logical qualitative and / or quantitative analytical literacy</p>	<p><b>Policy brief</b> evaluating evidentiary basis of particular food policy and / or proposing basis for new food policy.</p>	<p><b>iClicker quiz</b> verifying correct interpretation of data presented in support of food policy argument; while grading exams, professor uses <b>simple successful / not successful checklist</b> to track student success in interpreting quantitative data; brief <b>in-class writing</b> prompting students to identify warrant for policy claim.</p>
<p>5. Focus on economic, social, and / or political behavior: understanding of political processes of policymaking, role of interest groups in policy process.</p>	<p><b>Homework assignment</b> to use opensecrets.org lobbying database to discover five companies or organizations that lobbied on behalf of particular food policy outcomes and speculate on their reasons for doing so; <b>exam questions</b> on sections of core course texts explaining role of interest groups in political and policymaking processes.</p>	<p>While reviewing debate prep. submissions, professor uses <b>rubric</b> to track student success in accounting for influence of interest groups; professor uses <b>simple successful / not successful checklist</b> while grading exam questions to assess student understanding of roles relevant interest groups play in crafting food policy.</p>

<p>6. Skill set to critique research and foster independent decisionmaking ability; develop argument using empirical evidence to advocate specific policy proposal</p>	<p><b>Annotated bibliography for policy brief</b> requiring comment on the data and rationale offered for particular policy positions; analysis of defined data set for <b>policy brief and / or op-ed</b>; research assignment preparing students for <b>in-class debate</b>; <b>exam questions</b> prompting students to interpret and analyze data provided by professor; <b>op-ed essay</b>; <b>policy brief</b>.</p>	<p>Professor uses <b>rubric</b> when grading op-ed essays to track critical student engagement with arguments of sources.</p>
<p>7. Understanding how research results affect definitions and applications of social justice to the social world</p>	<p>Analysis of likely outcomes and effects on diverse stakeholders in <b>policy brief</b>; discussion of social justice outcomes of food policy research in <b>op-ed</b>.</p>	<p>Professor assigns <b>brief in-class writing assignment</b>, prompting students to explain social justice implications of research into industry influence on USDA myplate recommendations, then <b>assesses a sample</b> for soundness and clarity of logical claims about this topic.</p>
<p>8. Understanding effects of social and political structures on diverse groups in society.</p>	<p>Section of <b>op-ed assignment, debate preparation</b>, and / or <b>policy brief</b>, requiring discussion of structural conditions affecting policy landscape for diverse stakeholders.</p>	<p>Professor uses <b>rubric</b> to track student success in accounting for social and political structures in analysis of likely effects of a particular food policy.</p>

**5. Competencies:**

This course will address LC Core Competencies in critical thinking, information literacy, and quantitative reasoning.

**6. Features:**

This course serves as one of three foundations courses for the Food Policy, Commerce, and Culture major and minor.

## Sample Syllabus

### FOST A212: Foundations in Food Policy

#### **Course Description:**

As a society, we tend to want a food system that produces food that is safe, abundant, healthy, and affordable. As simple as that might seem, however, it is difficult to meet all of these goals at once. Moreover, not everyone agrees about which of these goals is most important. Food policy—from farm subsidies to school lunch programs to health codes—is one way that we attempt to balance the needs and preferences of different stakeholders in our food system.

This class asks two key questions about food policy: How *should* we, as a society, make decisions about our food system? How *do* we make these decisions, in practice? To answer these questions, we will look at food policy through the perspectives of its various stakeholders—farmers, food processors and distributors, good food advocates, entrepreneurs, and consumers, to name a few—to investigate what food policy is and what it does. Our case studies will often, though not always, be drawn from southern Louisiana, rooting our study of various levels of policymaking to our local context.

This course fulfills a core requirement of the Food Studies major, and fulfills the Loyola Core Social Science Requirement.

#### **Student Learning Outcomes:**

At the end of this course, students will be able to craft policy arguments that account for stakeholders affected by both general food policy and by specific policy issues. Students will demonstrate an understanding of what food policy does and who makes food policy, along with an awareness of the competing and complementary needs of various stakeholders. By the end of the course, students will be able to make a critical argument about what food policy should be, informed by an understanding of what our food policy currently is.

#### **Goals:**

The purpose of this course is to expose students to major issues in food policy and the history of policies relating to food and agricultural management, and to prepare them to contribute to ongoing discussion about the food system, from a standpoint that is informed about what food policy does, who it affects, and how it affects them.

#### **Assignments:**

Op-ed 1: 500-750 words advocating a position on a contemporary food policy issue

Op-ed 2 (Counterpoint): 500-750 words arguing against the position taken in your first op-ed  
In-class debate on two policy case studies

Policy Brief - 5-7 page (1500-2300 word) brief to a "legislator" explaining a proposed or existing policy related to food or agriculture (contemporary or historical), including an overview of the policy itself, its supporters and opponents, its costs, funding sources, impacts, and consequences.

Two exams

**Grading:**

- Op-eds: 5% x 4 (2 op-eds and 2 counterpoints) = 20%
- Policy Brief: 20%
- Midterm Exam: 20%
- In-class debate: 10%
  - Research and debate preparation: 7%
  - Debate performance and participation: 3%
- Final Exam: 20%
- Participation: 10% (Participation will be assessed using the rubric below)
- Total: 100%**

Students will be informed of their grades, evaluations, participation, and course progress through the timely return of graded materials, and regular posting of participation assessment to blackboard.

**Participation Rubric:**

Participation grades will be posted to your Blackboard gradebook five times per term, at regular intervals, beginning in week two. Students receiving a participation grade of one or below are required to schedule a conference with the professor to discuss ways of improving their participation.

<b>Grade</b>	<b>Criteria</b>
0	<ul style="list-style-type: none"><li>• Absent.</li></ul>
1	<ul style="list-style-type: none"><li>• Present, not disruptive.</li><li>• Tries to respond when called on but does not offer much.</li><li>• Demonstrates very infrequent involvement in discussion.</li><li>• Demonstrates distraction by phone, laptop, or other device.</li></ul>
2	<ul style="list-style-type: none"><li>• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li><li>• Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</li><li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li><li>• Demonstrates sporadic involvement.</li></ul>
3	<ul style="list-style-type: none"><li>• Demonstrates good preparation: knows facts of case or reading well, has thought through implications of them.</li><li>• Offers interpretations and analysis of reading material (more than just facts) to class.</li><li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>• Demonstrates consistent ongoing involvement.</li></ul>
4	<ul style="list-style-type: none"><li>• Demonstrates excellent preparation: has analyzed case or reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li></ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li> <li>• Demonstrates ongoing very active involvement.</li> </ul> |
|--|--|

*Adapted from Martha L. Maznevski, "Grading Class Participation," UVA Center for Teaching Excellence, 1996*

## **Course Texts + Notes**

### **Required:**

Kingdon, John W. Agendas, Alternatives, and Public Policies, 2nd Edition. New York: Pearson, 2002.

*Kingdon, professor emeritus of political science at the University of Michigan, offers a theoretical framework for understanding the politics of public policy: how agendas are set, alternatives are deliberated, choices are made, and policies are implemented.*

Nestle, Marion. Food Politics: How the Food Industry Influences Nutrition and Health. Berkeley: University of California Press, 2013. ISBN: 978-0520275966

*Nestle, professor of nutrition, food studies, and public health at NYU, presents an opinionated overview of the food industry's influence on nutrition and health: a sustained, expert consideration of a key policy area.*

Paarlberg, Robert. Food Politics: What Everyone Needs to Know, 2nd Edition. Oxford: Oxford University Press, 2013. ISBN: 978-0199322381 (Whole book is recommended, required selections will be posted to Blackboard.)

*Paarlberg, professor emeritus of political science at Wellesley College and Associate at Harvard's Weatherhead Center for International Affairs, provides an introduction to the politics and science of food in a question-and-extended-answer format, offering challenging and thought provoking presentations of pressing issues in food policy.*

Wilde, Parke. Food Policy In the United States. New York: Routledge. 2013. ISBN: 978-1849714297

*Wilde, a food and agricultural economist and professor of food policy at the Tufts University Friedman School of Nutrition Science and Food Policy presents a nuts and bolts guide to food policy in the United States: Key background information for our discussions and the basis for most of our exam content.*

Additional readings posted to Blackboard

*Contemporary opinion pieces, news articles, and case studies: the meat of our in-class discussions, and examples for your op-eds.*

### **Recommended:**

Fan S, Pandya-Lorch R, eds. Reshaping Agriculture for Nutrition and Health. International Food Policy Research Institute, Washington D.C., 2012. 978-0896296732

**Policy Topics:**

- I. **What is policy and how is it made? Perspectives from Political Science**
- II. **From Seed to Market: Agriculture, Environment, and Trade**
- III. **Making Foods and Selling Meals: Manufacturing, Retailing, and Restaurants**
- IV. **What are you putting in your body?: Food Safety, Dietary Guidance, Nutrition, and Food Labeling and Advertising**
- V. **Equity and Justice: Hunger, Food Insecurity, Nutrition Assistance Programs**

**Class schedule**

<b>Week</b>	<b>Reading</b>	<b>Assignment</b>
<b>What is policy and how is it made? / Intro to Food Policy</b>		
1:	Kingdon: Chs. 1–3: Ideas and Stakeholders Marion Nestle's "P"s for Policy Analysis	
2:	Kingdon: Chs. 4–7: Processes, Problems, Politics	
3:	Kingdon: Chs. 8–9: Policy Windows and Agenda Setting Nestle, Part 2: Working the System	Opensecrets.org assignment
<b>From Seed to Market: Agriculture, Environment, and Trade</b>		
4:	Paarlberg: Ch 1: Overview of Food Politics and Ch. 14: Who Governs the World Food System? Wilde: Ch. 1: Making Food Policy in the United States Wilde, Ch. 2: Agriculture Paarlberg, Ch. 8: The Politics of Farm Subsidies and Trade <i>Case study: the farm bill</i> <ul style="list-style-type: none"> <li>● Nestle: Utopian Dream: A New Farm Bill, <i>Dissent</i>, 2012</li> <li>● <i>Selection of Op-Eds (Bb)</i></li> </ul>	Op-ed 1 due
5:	Wilde, Ch. 3: Food Production and the Environment Paarlberg, Ch. 9: Farming, the Environment, Climate Change, and Water, and Ch. 13: Food Safety and Genetically Engineered Foods <i>Case Study: GMO foods</i> <ul style="list-style-type: none"> <li>● <i>Selection of Op-Eds (Bb)</i></li> </ul>	Counterpoint to Op-ed 1 due
6:	Wilde, Ch. 4: Food and Agricultural Trade <i>Op-eds / documentary on Trade agreements and labor policy</i>	In-class debate



<b>Making Foods and Selling Meals: Manufacturing, Retailing, and Restaurants</b>		
7:	<p>Wilde, Ch. 5: Food Manufacturing  Paarlberg, Ch. 11: Agribusiness, Supermarkets, and Fast Food  Nestle, Part 5: Inventing Techno-foods</p> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Op-ed 2 due
8:	<p>Wilde, Ch. 6: Food Retailing and Restaurants and Ch. 7: Food Safety  Flanders L. "Serving up justice." <i>The Nation</i>, September 2-9, 2013</p>	Counterpoint to Op-ed 2 due
9:	Review	Midterm Exam
<b>What are you putting in your body?: Food Safety, Dietary Guidance, Nutrition, and Food Labeling and Advertising</b>		
10:	<p>Nestle, Introduction and Part 1  Wilde, Ch. 8: Dietary Guidance and Health MyPlate Development and Implementation  <a href="https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate-vs-usda-myplate/">https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate-vs-usda-myplate/</a>  Paarlberg, Ch. 7: The Politics of Obesity  <i>Case study: Anti-obesity campaigns and soda regulation (NYC and Berkeley)</i></p> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	In-class debate
11:	<p>Wilde, Ch. 9: Food Labeling and Advertising  Nestle Ch. 11: Making Health Claims Legal: The Supplement Industry's War with the FDA  <i>Case study: Vermont and CA GMO Labeling laws</i></p> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Policy brief proposals and contracts due (contracts should clearly define which group members are responsible for which sections of the report)
<b>Research Methods and Policy Brief Prep</b>		
12:	Library research sessions	Policy brief annotated bibliography due (indicate which group member found and annotated each resource)
<b>Equity and Justice: Hunger, Food Insecurity, Nutrition Assistance Programs</b>		
13:	<p>Wilde, Ch. 10: Hunger and Food Insecurity  Paarlberg, Ch. 2: Food Production and Population Growth, Ch. 4: The Politics of Chronic Hunger</p>	

	<p>and Famine  <i>Case Study / Guest Speakers:</i></p> <ul style="list-style-type: none"> <li>• <i>Second Harvest Food Bank, Edible Schoolyard</i></li> </ul>	
14:	<p>Wilde, Ch. 11: Nutrition Assistance Programs for Children  Paarlberg, Ch. 5: Food Aid and Agricultural Development Assistance  <i>Case Study: USDA Supplemental Nutrition Assistance Program (SNAP)</i></p> <ul style="list-style-type: none"> <li>• <i>Selection of Op-Eds (Bb)</i></li> </ul>	Policy brief due
<b>Policy: Looking Forward; Class: Review</b>		
15:	<p>Wilde, Ch. 12: Looking Forward  Paarlberg, Ch. 15: The Future of Food Politics  Review for final exam</p>	Evening policy brief presentations to expert panel
Finals week		Final exam