

UC 11917 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: _____ Effective Fall 2013

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Health and Human Performance College: CLASS
2. Faculty Contact Person: Claudia Scott Telephone: 3-4025 Email: cwscott@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
NUTR / 4349 / Public Policy in Nutrition
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
NUTR / 4349 / PUBLIC POLICY IN NUTRITION
 - SCH: 3.00 Level: SR CIP Code: 19.0505.00 16 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet professional/accreditation standards
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BS in Human Nutrition and Foods (CADE accredited track)
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ____ / ____ / ____
 • Course ID: _____ Effective Date (currently active row): _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: NUTR 2332, Description (30 words max.): Overview of public policies in government agencies related to nutrition

10. Dean's Signature _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

Health & Human *Performance*



Public Policy in Nutrition

NUTR 4349

Course Syllabus

Overview

This course focuses on how nutrition-related public policy influences dietary habits and health. The course will consider the nutritional consequences of food production and marketing, dietary advice to the public, and food choices. The course also examines hunger and malnutrition, and the evolution of a range of policies and programs designed to treat hunger and undernutrition. Existing policies and programs will also be investigated in relation to the changing food consumption patterns in American society.

Core Knowledge for the RD

KRD 4.3 The curriculum includes the fundamentals of public policy, including the legislative and regulatory basis of dietetic practice

Objectives

1. The curriculum includes the fundamentals of public policy, including legislative and regulatory basis of dietetics practices. Students must be able to explain the impact of a public policy position on dietetics practice.
2. Define what is meant by policy, and explain how policies differ from programs.
3. Describe the principal areas of domestic food and nutrition policy—e.g., food assistance, dietary guidance and education, nutrition surveillance and monitoring, agricultural support, food industry regulation, food safety regulation, food and nutrition research—and the most important current issues related to those policy areas.
4. Identify the governmental agencies primarily responsible for each area of food and nutrition policy, explain their roles, and describe their principal policy goals, objectives, and methods.
5. Identify the ways in which social, cultural, economic, commercial, and institutional factors promote or act as barriers to the design and implementation of agriculture, food, and nutrition policies and programs, and the ways in which these policies and programs affect health.
6. Identify the principal health-related problems linked to food and nutrition. Explain how these problems may (or may not) be linked to domestic food policy.

Readings

Textbooks:

- Bardach E. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 3rd ed, 2008.
- Poppendieck J. *Sweet Charity: Emergency Food and the End of Entitlement*, 1998.
- Nestle M. *Food Policy: How the Food Industry Influences Nutrition and Health*, 2007.

Student Evaluations will be based on 400 points as follows:

Major Project-	200 points each
2 assignments-	50 points each
In class activities-	100 points collectively

Grade assignment: Based on percentage of 400 points as follows: (please do not ask about the grade scale as it is here for you):

A	93 - 100%
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
D-	60 – 62.9
F	≤ 59.9

Empirical Articles:

- Listed below and available through Blackboard

Review of basic nutrition

The nutrition reference for this course is the *Dietary Guidelines for Americans 2005*. Everyone needs to read this for the dietary guidance case study but you should read it right away and refer to it frequently if you are not majoring in nutrition. The complete 70-page document is at:

<http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf>

Tentative Course Topic Schedule

WEEK	FOOD POLICY TOPIC	READINGS
		Readings should be <i>completed</i> and ready to discuss by the indicated class date.
1	Introduction to food and nutrition policy	<p>Dietary Guidelines for Americans, at http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf</p> <p>Review the USDA's 1992 Food Guide Pyramid at www.usda.gov/cnpp/pyrabklt.pdf.</p> <p>U.S. Department of Agriculture. The Food Guide Pyramid, 2005 at http://www.mypyramid.gov/index.html. Work through "My Pyramid Plan" and browse the site.</p>
2-3	Setting and evaluating policy goals: preventing obesity	<p>Bardach's <i>Practical Guide for Policy Analysis</i></p> <p>Healthy People 2010 documents page. Read "About Healthy People" and "Leading Health Indicators" at http://www.healthypeople.gov/document/</p> <p>2010 Nutrition Objectives, Ch. 19 (Nutrition and Overweight), Read Introduction and Objectives 19-1, 19-2, and 19-3 at http://www.healthypeople.gov/Document/HTML/Volume2/19Nutrition.htm#Toc490383117</p> <p>2020 Nutrition Objectives on obesity. Read comments on NWS HP2020-1 at http://www.healthypeople.gov/hp2020/Objiectives/TopicArea.aspx?id=35&TopicArea=Nutrition+and+Weight+Status</p> <p>Browse: CDC site: http://www.cdc.gov/obesity/index.html If you have never seen them, play the state maps at http://www.cdc.gov/obesity/data/trends.html#State</p>
4-5	Advising the public about diet and health: the policy process	<p><i>Food Politics</i>: Prefaces, Introduction, and Part 1; pages 376-380 in the Afterword.</p> <p>Read History of Dietary Guidelines, Appendix E-4 in 2010 Dietary Guidelines Advisory Committee Report at</p>

		<p>http://www.cnpp.usda.gov/DGAs2010-DGACReport.htm (the complete file is on Blackboard)</p> <p>For the covers and actual brochures of previous Guidelines, see History of Dietary Guidelines at http://www.health.gov/dietaryguidelines/history.htm</p> <p>Browse 2005 Pyramid: http://www.mypyramid.gov/</p>
6	Advising the public about diet and health: policy implications	<p><i>Food Politics</i>: Part 2</p> <p>2010 Dietary Guidelines Advisory Committee Report at http://www.cnpp.usda.gov/DGAs2010-DGACReport.htm Read Parts A and B. Browse C. Read one section of D (as decided in class). Browse Appendix E-1.</p>
7-8	Regulating the food industry: soda taxes	<p>Brownell KD, Warner KE. The perils of ignoring history: big tobacco... <i>Milbank Quarterly</i> 2009;87:259-94 at http://www.valeruddcenter.org/resources/upload/docs/what/industry/FoodTobacco.pdf</p> <p>Brownell KD, et al. The public health and economic benefits of taxing sugar-sweetened beverages. <i>New Engl J Med</i> 2009;361:1599-1605</p> <p>Nestle, M. (2003). Starting early: Underage consumers. In <i>Food Politics</i> (pp. 175-196). Berkeley, CA: University of California Press.</p> <p>Thompson, A. (2010, March 15). FDA working to replace misleading food labels. <i>Live Science</i>. Retrieved August 20, 2010, http://www.livescience.com/health/food-labels-100314.html</p> <p>General Mills announces plans to reduce sugar content of children's cereals. Retrieved August 20, 2010, http://www.rwjf.org/childhoodobesity/digest.jsp?id=26422</p> <p>(2010, March 17). Pepsi says no to soda sales' at school. <i>The Wall Street Journal</i>.</p> <p>(2010, March 22). Pepsi, Doritos maker to focus on healthier fare. <i>MSNBC.com</i>. Retrieved August 20, 2010, http://www.msnbc.msn.com/id/35982487/ns/business-</p>

		<p>consumer news/?gt1=43001</p> <p>Media Presentation: <i>Food Fight: Childhood Obesity and the Food Industry</i></p>
9	Regulating the food industry: Food labels, health claims, food (and nutrition) marketing	<p><i>Food Politics</i>, Part 5; Conclusion, Afterword</p> <p>Nestle M, Ludwig D. Front-of-package food labels: public health or propaganda. <i>JAMA</i> 2010;303;771-772</p> <p>Thompson, A. (2010, March 15). FDA working to replace misleading food labels. <i>Live Science</i>. Retrieved August 20, 2010, http://www.livescience.com/health/food-labels-100314.html</p>
10	Consumption patterns and fast food nation	<p><i>What to Eat: Beverages</i> 401-450</p> <p>Wansink B and Chandon P. Can “low-fat” nutrition labels lead to obesity? <i>J Marketing Res</i> 2006;43:605-617.</p> <p>Wansink B, Van Ittersum K. Portion Size Me: Downsizing our consumption norms. <i>J Am Diet Assoc</i> 2007;107(7):1103-1106.</p> <p>Bassett, M. T., Dumanovsky, T., Huang, C., Silver, L. D., Young, C. et al., (2008). Purchasing behavior and calorie information at fast-food chains in New York City, 2007. <i>American Journal of Public Health</i>, 98 (8), 1457-1459</p> <p>McDonald’s talks up a good game at the London Olympics – USA Today, August 2, 2012</p> <p>Marmot M, et al. Closing the gap in a generation: health equity through action on the social determinants of health. <i>Lancet</i> 2008;372:1661-1669.</p>
11-12	Preventing hunger and malnutrition	<p>Poppendieck’s <i>Sweet Charity</i></p> <p>Browse: USDA food assistance programs: http://www.ers.usda.gov/Browse/view.aspx?subject=FoodNutritionAssistance</p> <p>Browse: Food Research and Action Center: http://frac.org/</p> <p>Center on Hunger and Poverty. (2002, June). <i>The consequences of</i></p>

	<p><i>hunger and food insecurity for children: Evidence from recent scientific studies.</i> Waltham, MA: Brandeis University, Heller School of Social Policy and Management. (Available on ANGEL)</p> <p>Conger, R. D., Wallace, L. E., Sun, Y., Simons, R. L., McLoyd, V. C., and Brody, G. H. (2002). Economic pressure in African American families: A replication and extension of the Family Stress Model. <i>Developmental Psychology</i>, 38 (2), 179-193. ***Focus on the theoretical framework***</p> <p>Food and Nutrition Service. (n.d.). <i>Food Stamp Program: Frequently asked questions.</i> Retrieved April 6, 2008, from http://www.fns.usda.gov/fsp/faqs.htm. (Available on ANGEL)</p> <p>Food and Nutrition Service. (n.d.). <i>What is the National School Lunch Program? Program fact sheet.</i> Retrieved August 4, 2008, from http://www.fns.usda.gov/cnd/Lunch/AboutLunch/NSLPFactSheet.pdf.</p> <p>Food and Nutrition Service. (n.d.). <i>What is the School Breakfast Program? Program fact sheet.</i> Retrieved August 4, 2008, from http://www.fns.usda.gov/cnd/Breakfast/AboutBFast/SBPFactSheet.pdf.</p> <p>Food and Nutrition Service. (n.d.). <i>How to apply: WIC eligibility requirements.</i> Retrieved July 4, 2008, from http://www.fns.usda.gov/wic/howtoapply/eligibilityrequirements.htm.</p> <p>Rank, M. R., & Hirschl, T. A. (2009). Estimating the risk of food stamp use and impoverishment during childhood. <i>Archives of Pediatric and Adolescent Medicine</i>, 163 (11), 994-999.</p> <p>Weber, J. A. (2008). Increasing food costs for consumers and food programs straining pocketbooks. <i>Journal of the American Dietetic Association</i>, 108 (4), 615-617.</p> <p>Koch, W. (2007, September 14). Programs send needy students packing – with food for weekend. <i>USA Today</i>, pp. A1. Retrieved August 4, 2008, from</p>
--	---

		http://www.usatoday.com/printedition/news/20070914/1a_bottomstrip14.art.htm
13-14	Food insecurity obesity link	<p>Gundersen, C. Lohman, B. J., Garasky, S., Stewart, S. D., and Eisenmann, J. (2008). Food security, maternal stressors, and overweight among low-income U.S. children: Results from the National Health and Nutrition Examination Survey (1999-2002). <i>Pediatrics</i>, 122 (3), 529-540.</p> <p>Social Policy Report – Household Food Insecurity: Serious concerns for Child Development</p> <p>Miech et al. Trends in association of poverty with overweight among US adolescents, 1971-2004. <i>JAMA</i> 2006;295:2385-2393</p> <p>Popkin BM. The world is fat. <i>Scientific American</i>, September 2007:60-67</p> <p>Healthy Weight – it’s not a diet, it’s a lifestyle. About BMI for Adults. Retrieved August 20, 2010, http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html</p> <p>BMI scale not accurate measure for obesity. Retrieved August 20, 2010, http://www.bcm.edu/news/item.cfm?newsID=1383</p>
15	The good, clean, fair food movement	<p>Weber K, ed. <i>Food, Inc.: How Industrial Food is Making Us Sicker, Fatter, and Poorer—And What You Can Do About It</i>. Public Affairs, 2009.</p> <p>Movies: Food, Inc. or Fresh</p>

Assignments

The Kids’ Food Package Analysis (2 pages plus attachments) DUE:

Analysis of Food Marketing. You have been hired by CNN’s Anderson Cooper to go undercover and conduct an investigation on how food is marketed to children and adolescents. Collect 1 example of food marketing to children or adolescents. If they are available on paper, please attach the advertisement to your written work. In your paper, please describe the advertiser’s

- (1) Product,
- (2) Target audience (age, gender, race), and

- (3) Form of marketing (e.g., TV commercial, advertisement in a magazine or on the internet, prize in a cereal box or fast food meal, logo on school supplies, children's counting books).
- (4) Nutritional content
- (5) In your CNN report **based on the readings**,:
 - a. What would you tell parents and school administrators about the **implications of food marketing on children's development**?
 - b. **Would you change the marketing strategy and if so, how?**Please support your answers with at least 1 empirical article.

POLICY ADVOCACY PORTFOLIO: DUE

Your task during the semester will be to create a thoughtfully constructed portfolio of items designed to support your position on a policy issue related to some aspect of agriculture, food, or nutrition related to health or the environment. You may pick any issue related to food that you think needs a policy change, as approved by instructors. You will prepare a plan for achieving the policy and will develop the background materials needed to convince others to support your position on the policy. The issue should be one that is determined by city, state, federal, or international governments or agencies. As a minimum, your portfolio should include:

A title along with a one-paragraph summary of the issue, the reason why you think a policy is needed to deal with it (or an existing policy needs to be changed), and the policy or change you are proposing.

A background "white" paper on the issue prepared as if for a member of the government agency or legislative body most able to do something about your issue. This should be no more than 5 pages of text with additional pages of attachments that include references and whatever supporting documents seem relevant. It should explain the issue and why a new policy is needed to address it or an old one should change. You should support your opinion with appropriate references (required) and tables, figures, photographs, or other relevant documents (optional). Construct this as a research-based paper designed to support an argument, counter objections, and convince skeptics.

A letter to the editor of *The New York Times* or other influential newspaper or magazine. The length and format must meet word limitations and editorial requirements of that publication, e.g. at <http://www.nytimes.com/ref/membercenter/help/lettertoeditor.html>

An op-ed piece prepared for the *New York Times* or other influential newspaper e.g. at <http://www.nytimes.com/ref/membercenter/help/opedsubmit.html>

A letter requesting support from an appropriate advocacy or professional group. This should be directed to an appropriate person in the group and can be formatted for electronic submission or snail mail. It should be no longer than 1.5 pages (with attachments if needed).

A comment to an Internet debate on the topic. Find a website devoted to your topic. Join the debate. Insert links to supporting documents, if appropriate.

A tweet designed to elicit action on your issue. This must be no longer than 120 characters, including spaces and a TinyURL link, to leave room for retweeting.

An annotated reference list of key print and web sources related to your issue. Your list should include background references and those related to positions on your issue from various stakeholders (2 to 4, each). For websites, your short annotation (a sentence or two) should say who runs the site, what position it represents, and, if relevant, who funds it.

It should be obvious from this list of required items that their content will—and should—overlap considerably. Your background paper is your primary resource. You should draw on it and tailor information from it for the other purposes indicated.