INTRODUCTION
This course is based on the premise that rational and desirable policy goals for any society are to create and maintain food systems that promote health, protect the environment, are sustainable, and support the livelihoods of participants, but that powerful forces in society may oppose this premise in theory or practice. Hence: politics.

The course considers how the U.S. and other governments develop policies aimed at ensuring a sufficient, nutritionally adequate, safe, affordable, and sustainable food supply. Drawing on contemporary case studies, it examines:

- Why and how governments establish food and nutrition policies
- How stakeholders in the food system use the political system to influence policy
- The cultural, social, economic, and political factors that influence stakeholder and government positions on policy issues

The course focuses on the process and the content of policy development:

- Research and other evidence used as the basis of policy development
- Context (nutritional, political, economic, social, cultural, scientific) in which food policies are developed
- Political processes through which stakeholders influence policy decisions
- Methods through which government agencies translate policies into regulations and programs
- Consequences (intended and unintended, positive and negative, measurable and not) of policies promoting healthful and sustainable food

Students are urged to question assumptions and premises and to consider:

- Should food choices be matters of policy or left to individuals?
- Should governments have a role in food policy? If so, what should that role be?
- Who holds responsibility for ensuring safe, healthful, sustainable systems?
- What is or should be the role of advocacy?
COURSE OBJECTIVES

- Define what is meant by policy and how policies are established (e.g., via statement, legislation, regulation, program, or other means)—the **Policy**.
- Describe current issues related to the principal areas of domestic and international nutrition, food, and farm policy—the **Problem**.
- Identify what policies aim to do—the **Purpose**.
- Explain how food and nutrition policies originate and which branch of government (Executive, Legislative, or Judicial) or agency (usually FDA, USDA, or FTC) is responsible for issuing them—the **Producer**.
- Identify the principal groups holding a stake in the food system, and their respective positions on food system issues—the **People**.
- Describe how stakeholder groups influence the development and implementation of food and nutrition policies—the **Politics**.
- Demonstrate the ability to analyze the elements of food and nutrition policies (conduct a "P"s analysis—see page 10) and the effectiveness of policies in achieving goals—the **Perception**.
- Describe the degree to which nutrition/health policies are linked to food/agriculture policies, and vice versa—a **theme**.
- Explain the relative importance of policy vs. personal responsibility in food choice—a **theme**.
- Identify the principal characteristics of successful advocacy for food and nutrition policies—the **goal**.

READINGS

**Required texts:** available at the NYU Bookstore, from online booksellers, and in the library on reserve.

- Nestle M. *Soda Politics: Taking on Big Soda (and Winning)*, 2015 (SP).

*Note:* This book needs to be pre-ordered or obtained after its official October 5 publication date.

**Additional readings** are listed in the course outline by category:

- **Required readings**—books, articles, reports—are indicated by this symbol: ►
- **Background information and resources** are listed under **Browse**.
- **Add-ons:** If especially relevant documents or articles are released during the semester, these may be added as announced by e-mail and in class (but will be kept to a minimum).

**Current events**

You are expected to read (in print or online) a national daily newspaper influential in policy matters—for example, the *New York Times, Wall Street Journal, Washington Post, Politico, Yahoo, Huffington Post*—as a basis for class discussion and analysis of food and nutrition policy events as they occur in real time.
EXPECTATIONS

- Class begins and ends on time; please adhere to schedule.
- Cell phones off; no unrelated Internet activity during class time.
- Plan ahead: no incomplete grades are given (except in dire, documented emergencies).
- Your voice matters: Participate. Take responsibility for your own learning. If you don't understand something, ask. If something isn't working for you, please speak up and bring it to the instructor's or the course assistant's attention immediately.

GRADING

- Take-home midterm, open-book 45% Oct 19, due Oct 26
- In-class final examination, open-book 55% Dec 14
- Bonus points given for especially active class participation
- Note: As a study guide, sample questions will be given out from weeks 2 to 5.

COURSE SCHEDULE

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<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 14</td>
<td>Introduction and overview</td>
<td>▶ FP Prefaces (vii-xxii), Intro (1-28), Appendix (413-23) ▶ Browse</td>
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Browse

- 2010 Dietary Guidelines for Americans
- Selected Messages for Consumers, 2010
  http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/SelectedMessages
| 2 | Sept 21 | Policy case study: Dietary Guidelines for Americans | Food Politics: Part 1 (29-92), Afterword (375-389), Conclusion (359-374)  
2015 Dietary Guidelines Advisory Committee Report, Executive Summary  
Hering G. Meat industry has a cow over dietary guidelines. The Guardian, May 19, 2015 |
FDA 101: Dietary supplements  
New York Times, Feb 3, 2015 on Schneiderman investigation  
Schneiderman announces agreement, March 30, 2015 (read or watch video)  
World Cancer Research Foundation. NOURISHING Framework, 2015  
Hawkes et al, Lancet policy framework, syllabus page 11  
Healthy People 2020: Topics and objectives  
Healthy People 2020: Nutrition and weight status |
| 4 | Oct 5 | Policy case study: The Farm Bill | FP: Part 2 (93-171)  
Association of Government Relations Professionals: What is lobbying?  
Fang L. Where have all the lobbyists gone? The Nation, March 10-17, 2014.  
Open Secrets: Farm bill lobbying, January 1, 2014  
Evich HB. 'Good food' companies leave lobbying off the menu. Politico, July 27, 2015.  
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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| 5 October  | Policy case study: The Trans-Pacific Partnership (TPP)                | - USDA Foreign Agricultural Service [trade agreements]
|            |                                                                       | - US Trade Representative: Overview of TPP [https://ustr.gov/tpp/overview-of-the-TPP]
|            |                                                                       | - US sugar paying millions to shut out Australia from TPP. Australia Financial Review, August 4, 2015 (NYUClasses)

Browse
- WTO Agriculture negotiations [https://www.wto.org/english/tratop_e/agric_e/neogotech_e.htm]
- US State Department Trade Policies and Programs (a different TPP)
- FDA Imports and exports home page
- Codex Alimentarius (WHO & FAO food safety standards) home page [http://www.who.int/foodsafety/areas_work/food-standard/en/]

Browse
- The 2014 farm bill
- Institute of Medicine. Framework for Assessing Effects of the Food System, 2015. *Chapter 1 (Overview)* and *Chapter 3 (Health effects)*. Note: free, but you must sign up as guest.
  [https://www.opensecrets.org/lobby]
  [https://www.opensecrets.org/lobby/indus.php?id=A]
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<tr>
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<th>Dates</th>
<th>Policy case study</th>
<th>Politics</th>
<th>Additional Information</th>
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| 6   | Oct 19| The Food Safety Modernization Act of 2014 (FSMA) | Rulemaking | SF Prefaces (vii-xviii), Part 1 (1-138), Epilogue (281-284), and browse the rest.  
  Browse  
  - Federal Register. Guide to the rulemaking process  
  - FDA Food Safety Modernization Act home page  
  - FDA recall announcements  
  - USDA recall announcements  
  - CDC outbreak surveillance  
  - CDC Multistate outbreak investigations  
  - Attorney Bill Marler’s blog |
| 7   | Oct 26| Let's Move! | Leadership | FP 389-405 (Let’s Move!)  
  Browse  
  - Let's Move! site  
  DUE: Midterm examination |
| 8   | Nov 2 | GMO labels | Preemption | SF part 2 (139-248), Epilogue (277-281)  
  Grossman E. Big Food is Spending Millions to Lobby for Less Transparency. Civil Eats, August 19, 2015.  
  HR 1599 Safe and Accurate Food Labeling Act of 2015  
  Just Label It: DARK Act  
  Browse:  
  - Just Label It state initiatives  
  - FDA completed consultations on bioengineered foods  
  - FDA home page on genetically engineered salmon |
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<tr>
<th>Date</th>
<th>Nov 9</th>
<th>Case studies: Sugar labels</th>
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<tr>
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<td>Politics: Science</td>
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<td><strong>SP Intro &amp; Chapters 1-6 (1-85)</strong></td>
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<td><strong>World Cancer Research Fund International. Curbing Global Sugar Consumption, 2015.</strong></td>
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<td><strong>FDA’s home page on proposed label revisions</strong></td>
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<td><strong>Sugar Association's comments on added sugar</strong></td>
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<td><strong>Browse</strong></td>
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|      |      | • Public comments on Nutrition and Supplement Facts panels  
|      |      | [http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm386203.htm](http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm386203.htm)  
|      |      | • Public comments on standards for serving sizes  
|      |      | [http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm386203.htm](http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm386203.htm)  
|      |      | • FDA menu and vending labeling final rules  
|      |      | • European Union food labeling requirements |

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<th>Date</th>
<th>Nov 16</th>
<th>Policy case study: School meals</th>
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<td>Politics: Appropriations</td>
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<td><strong>SP Chapters 10-12 (133-170)</strong></td>
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<td></td>
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<td><strong>USDA. School Meals in Transition, August 2015</strong></td>
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|      |        | • Healthy, Hunger-Free Kids Act of 2010  
|      |        | • USDA home page for HHFKA  
|      |        | • Appropriations Act, 2012: Section 743 (pizza)  
|      |        | • School Nutrition Association press releases |

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<th>Date</th>
<th>Nov 23</th>
<th>Policy case study: SNAP</th>
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<td>Politics: Partnerships</td>
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<td><strong>SP Chapters 14-20 (185-276)</strong></td>
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<tr>
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<td><strong>Simon M. Food stamps: Follow the Money, 2012</strong></td>
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<td><strong>Browse</strong></td>
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|      |        | • Center for Study of the Presidency and Congress. SNAP to Health: A Fresh Approach to Strengthening the Supplemental Nutrition Assistance Program, 2012.  
|      |        | • DeLauro R. 114th Congress: Guide to hunger and federal nutrition programs.  
|      |        | • USDA SNAP home page  
|      |        | • USDA SNAP data home page  
|      |        | • Title IV, Subtitle A, in the 2014 farm bill  
|      |        | • USDA Food insecurity measurement page  
|      |        | • USDA food assistance home page  
|      |        | • FAO hunger home page  
<p>|      |        | • World Food Programme home page |</p>
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<th>Date</th>
<th>Event</th>
<th>Topics</th>
<th>Readings</th>
</tr>
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Browse  
  • NYC Dep’t of Health Sugary drinks home page  
  • New York State Supreme Court decision, March 11, 2013  
  • New York State Appeals court decision, June 26, 2014  
  • Berkeley v. Big Soda home page |
Browse  
  • SP Appendices 1 & 2 (407-410) |
| 14    | Dec 14      | Final Examination               | In-class, open book                                                     |
ADDITIONAL RESOURCES

International food policy
- Pinstrup-Anderson P, Watson DD. Food Policy for Developing Countries: The Role of Government in Global, National, and Local Food Systems, 2011

Blogs focusing on nutrition and food policy
- Yoni Freedhoff, Weighty Matters: http://www.weightymatters.ca/
- Michele Simon: http://www.eatdrinkpolitics.com/
- Parke Wilde: http://usfoodpolicy.blogspot.com
- AGree: http://www.foodandagpolicy.org/blog

Advocacy organizations, nutrition and food policies
- Agriculture and Food Policy Center at Texas A&M https://www.afpc.tamu.edu/
- California Food Policy Advocates
- Center for Science in the Public Interest (CSPI): nutrition policy
- Food First: policy publications
- Food & Water Watch: policy briefs
- Rudd Center for Food Policy and Obesity: obesity policy
- Institute for Agriculture and Trade Policy

U.S. government food and nutrition policy websites
- DHHS Office of Disease Prevention and Health Promotion http://health.gov/
- FDA food regulation home page
- FTC home page: look at Enforcement and Policy
- Congressional Research Reports archived at National Agricultural Law Center, http://nationalaglawcenter.org/crs and at Federation of American Scientists

New York City and State food policy
- New York State Council on Food Policy
- New York City food
- NYC Food Policy Center

International food policy organizations
- Food and Agriculture Organization (U.N.)
- World Health Organization (U.N.)
- International Food Policy Research Institute (IFPRI)
POLICY “P’s” ANALYSIS

For any topic discussed in the reading or in class, you should be able to perform a quick analysis organized according to the “P’s” mnemonic.

The Policy: Identify it by what it is intended to do and how you know it exists. Is it a statement, document, law, regulation, program, or something else?

The Problem: What problem—health, social, economic, political--is the policy designed to address?

The Purpose: What does the policy specifically aim to do?

The Producer: Which branch of government, agency, or other entity is in charge of issuing, stating, enacting, or implementing the policy?

The People: Who are the major stakeholders in this policy? What position does each stakeholder hold? Why do they hold these positions?

The Politics: What are the stakeholders doing or are likely to do to achieve their goals relative to this policy?

Perception: How likely is it that this policy will succeed in addressing the problem and achieving its purpose? Explain your reasoning.
HOW CAN GOVERNMENTS SUPPORT HEALTHY FOOD PREFERENCES?

The food system is an interconnected network of producers, industry, and institutions. But at its heart is the individual. Policy can affect all parts of the network, influencing a cultural shift towards healthier food preferences.

GOVERNMENTS
- Restrict marketing to children
- Tax unhealthy foods
- Set food standards in schools

SCHOOLS
- Provide healthy eating education
- Incentivise healthy food retailers to enter low income areas

INDIVIDUALS
- Provide healthy foods to children
- Regulate to prevent positioning unhealthy food outlets where children gather
- Influence each other as role models, caregivers, and peers
- Redesign the choices available at point of sale and increase the availability of healthy options

FOOD PRODUCERS
- Invest in infrastructure for producing healthier foods
- Subsidise healthy foods to increase availability/affordability
- Reformulation of products to reduce unhealthy ingredients

RETAILERS
- Increased shelf-space for healthier foods
- Increased demand for healthier choices

Library of Congress
- Overview of the legislative process
  https://www.congress.gov/legislative-process

House of Representatives
- How Laws are made
  http://www.house.gov/content/learn/legislative_process/
- Branches of Government
  http://www.house.gov/content/learn/branches_of_government/
- The Legislative Process: http://www.house.gov/content/learn/legislative_process/
OBJECTIVES: COLLEGE OF GLOBAL PUBLIC HEALTH (CGPH)

- Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of undernutrition and overnutrition among populations.
- Demonstrate the linkages between agriculture, food, nutrition, and public health. Develop educational, institutional, and other population-based intervention strategies to improve food security and reduce obesity.
- Promote policies to ensure the safe production, distribution, and consumption of food.
- Apply population-based research findings to the development and implementation of health policies and programs in the United States and in low-income and developing countries.

STUDENTS WITH DISABILITIES

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, http://www.nyu.edu/csd

ACADEMIC INTEGRITY

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
- Cheat on an exam;
- Submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
- Receive help on a take-home examination that calls for independent work;
- “Collaborate" with other students who then submit the same paper under their individual names.
- Give permission to another student to use your work for a class.
- Plagiarize.

Plagiarism, intended or not, is academic fraud and cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials, which are not your original work.

You plagiarize when, without proper attribution, you do any of the following:
- Copy verbatim from a book, an article, or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from others' oral work;
- Paraphrase or restate someone else's facts, analysis, and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

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1 For a helpful self-test on what constitutes plagiarism, please visit http://www.indiana.edu/~istd/practice.html. Professor Nestle's personal plagiarism case study is posted on NYUClasses under Resources.