

COURSE SYLLABUS

NUTRITION, FOOD SAFETY AND SECURITY

Alliance for Global Education
Public Health Policy and Practice Program

Suggested U.S. semester credit hours: 3 credits
IFSA-Butler/Alliance course code: PUBH 330
Course length: Semester
Delivery method: Face to face

COURSE DESCRIPTION

With the recent development of the China Food and Drug Administration, as well as public demand for improvement in the management of food safety risks, issues of nutrition, food safety and security permeate many Chinese policy agendas. China's cultural, political, and geographical landscapes provide an ideal context for exploring these complex and interconnected topics. This course allows students to examine how China's regional diversity, uneven economic development, and varied dietary consumption patterns impact policy decisions and regulatory standards. Students explore the various issues and the work of related agencies that policy makers consider when developing systems and practices relating to nutrition, food safety and security. Consideration of changing market pressures, international trade, and the role of traditional Chinese medicine, provides further context for these discussions.

Readings and resources from both social science and health science provide interdisciplinary perspectives to these topics. Finally, the setting of Shanghai, a city in transformation, provides a dynamic learning environment and "laboratory" for local examination of national issues.

STUDENT LEARNING OBJECTIVES

This course includes the following goals for students:

- Increase understanding of China's contemporary challenges and issues related to nutrition, food safety and security.
- Become aware of China's current governmental policies and the structures that provide governance of nutrition, food safety and security.
- Become aware of changing consumer awareness levels, impact of consumer demand for risk management, and consumer willingness to pay on nutrition, food safety and security policies and practices in China.
- Become familiar with resources available for research on China's nutrition, food safety and security regulatory policies and practices.

COURSE SYLLABUS

- Analyze policies and practices, and evaluate a specific policy change on a particular issue of nutrition, food safety and security.
- Demonstrate understanding of the cultural considerations of nutrition, food safety and security issues.
- Strengthen research skills and academic writing skills.
- Make connections between learning in this course and other learning experiences in the Alliance for Global Education Program in Public Health Policy and Practice.

COURSE SCHEDULE

The following schedule indicates the weekly discussion topics, related readings, and assignments for this course. With the exception of Week 1 (when resources will be reviewed as a group during class), students are expected to read or watch resources in advance and be prepared to actively discuss them in class. In each meeting, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Students are encouraged to bring their prior learning experiences into class discussions and to make connections between this course and others whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

Each discussion will present the topic from integrated social science and health science perspectives. Each discussion will specifically connect the designated weekly topics to the Chinese population and the policies that impact them.

Week 1: China's Food Safety Problems in Global, Historical Perspective

"Food Safety in China: A Mapping of Problems, Governance, and Research" from the Forum on Health, and Development, 2014, pp. 11-13

"Food Security and Nutrition: The Drivers of Change," pp. 26-42. In *The State of Food Insecurity in the World, 2015*, Food and Agriculture Organization of the United Nations, Rome, 2015.

"Can China's New Agricultural Strategies Boost Food and Nutrition Security?" The International Food Policy Research Institute (IFPRI) press release, May 13, 2015.

Week 2: Overview of Available Data and Research on Food Safety in China

"Food Safety in China: A Mapping of Problems, Governance, and Research" from the Forum on Health, and Development, 2014, pp. 13-15

COURSE SYLLABUS

Lam, H., Remais, J. Fung, M., Xu, L., & Sun, S. S. (2013). Food supply and food safety issues in China. *Lancet*, 381(9882), 2044-2053.

Week 3: **Specific Food Safety Issues: Food Additives, Veterinary Drugs, Heavy Metal Pollution, and Pesticides**

Moss, M., & Gough, N. "Food safety in China still faces big hurdles." *New York Times*, July 23, 2014.

Huang, J., Wu, Y., Huayong, Z., & Rozelle, S. (2008). Small holder incomes, food safety and producing, and marketing China's fruit. *Review of Agricultural Economics*, 30(3), 469-479.

Xue, J., & Zhang, W. (2013). Understanding China's food safety problem: An analysis of 2387 incidents of acute foodborne illness. *Food Control*, 30, 311-317.

Week 4: **Recently Developed China Food and Drug Administration and Policy Intersections with Agriculture, Environmental Protection and Health**

"Food Safety in China: A Mapping of Problems, Governance, and Research" from the Forum on Health, and Development, 2014, pp. 40-43.

Zhang, L. (2013). Food safety policy in China. Report prepared for the Social Science Research Council/Food Climate Research Network Mapping of China's Food System. Working Paper.

- Statement of Problem and Personal Interest Paper Due (Part 1 of Final Policy Evaluation Project)

Week 5: **Impact of Urbanization, Industrialization and Intensification of Agricultural Production: Supply Chain Issues and Increased Consumption of Processed Food**

"In China's Heartland, a Toxic Trail Leads from Factories to Fields to Food." Yale University Environment 360
Project. http://e360.yale.edu/feature/chinas_toxic_trail_leads_from_factories_to_food/2784/

Gale, F., & Hu, D. Supply chain issues in China's milk adulteration incident. Contributed Paper prepared for presentation at the International Association of Agricultural Economists' 2009 Conference, Beijing, China, August 16-22, 2009.

Week 6: **Policies and Administrative Arrangements Specific to China: Land Tenure, Rural Industrialization, and Central-fiscal and Administrative Relations**

- Students conduct "rapid research" to identify articles on any of this week's discussion topics. Share and summarize during class. (Required as part of Participation grade.)

COURSE SYLLABUS

“Food Safety in China: A Mapping of Problems, Governance, and Research” from the Forum on Health, and Development, 2014, pp. 3-4.

Guo, R., & Yang, C. (2005). The legal framework for land tenure in China. Shenzhen Municipal Bureau of Land Resources and Housing, China.

Week 7: **Regional Diversity of China: Uneven Economic Development and Consumption Patterns Varied by Region, Ethnic Group, Age, Gender and Socio-economic Status**

Discussion of tension between international standards for safe levels of dietary intake and realities of Chinese lifestyle, including regional lifestyles and consumption patterns.

Veeck, A. & Burns, A. (2005). Changing tastes: The adoption of new food choices in post-reform China. *Journal of Business Research*, 58, 644–652.

- Policy Community Map Due (Part 2 of Final Policy Evaluation Project)

Week 8: **China Field Study Trip**

The Alliance for Global Education semester program in Public Health Policy and Practice provides a week-long study trip for the hands-on examination of topics discussed in courses across the program, including PUBH 330 Nutrition, Food Safety and Security. Participation is mandatory. Experiences will augment class discussions. Details TBA.

Week 9: **Intersection of Food Safety with Other Policy Agendas: Development of the Food Industry, Food Security, Nutrition and Health, and Environmental Protection**

“Food Safety in China: A Mapping of Problems, Governance, and Research” from the Forum on Health, and Development, 2014, pp. 1-2, 25-26, 30-35, & 61.

- Students conduct “rapid research” to identify articles on the following ministries. Share and summarize findings during class. (Required as part of Participation grade.)
 - Ministry of Environmental Protection (MEP)
 - Ministry of Land Resources
 - Ministry of Water Resources
 - Ministry of Agriculture (MOA)

In-class reflections on the Alliance for Global Education China Study Trip.

Week 10: **Environmental Health: Connections to Nutrition, Food Safety and Security**

COURSE SYLLABUS

Guest Lecturer: Instructor, Alliance Global for Education PUBH 350 Environmental Health course. Topic: The compelling contemporary issues of environmental health and its relationship to nutrition, food safety and security in China.

“On Lake Taihu, China Moves to Battle Massive Algae Blooms.” Yale University Environment 360 Project.

http://e360.yale.edu/feature/on_lake_taihu_china_moves_to_battle_massive_algae_blooms/2429/

Week 11: **Market Pressures and Challenges of Regulatory Capacity to Guarantee Food Safety**

You, L. (2009). World food price bubble and China’s food security. *Journal of the Washington Institute of China Studies*, 4(1), 22-30.

Waldron, S., Brown, C., & Longworth, J. (2010). A critique of high-value supply chains as a means of modernising agriculture in China: The case of the beef industry. *Food Policy*, 35, 479-487.

“Food Safety in China: A Mapping of Problems, Governance, and Research” from the Forum on Health, and Development, 2014, pp. 16-26.

Week 12: **Independent Travel and Study Week**

No assignments.

Week 13: **Public Demand for Improvement in Food Safety Risk Management, Consumer Willingness to Pay, and Lack of Consumer Associations to Support Increased Public Oversight**

Ortega, D. L., Wang, H. H., Wu, L., Olynk, N. J. Modeling heterogeneity in consumer preferences for select food safety attributes in China. Selected Paper prepared for presentation at the Agricultural & Applied Economics Association 2010 AAEA, CAES, & WAEA Joint Annual Meeting, Denver, Colorado, July 25-27, 2010.

Yan, Y. (2012). Food safety and social risk in contemporary China. *The Journal of Asian Studies*, 71(3), 705-729.

“Food Safety in China: A Mapping of Problems, Governance, and Research” from the Forum on Health, and Development, 2014, pp. 53-56.

- Policy Evaluation Due (Part 3 of Final Policy Evaluation Project)

Week 14: **Connections between Traditional Chinese Medicine and Nutrition, Food Safety and Security**

COURSE SYLLABUS

Balzano, J. "China Works to Regulate the Difference between Food and Traditional Chinese Medicine." *Forbes*, January 6, 2015.

Hou, H., Li, S., & Ye, Z. (2016). Health food and traditional Chinese medicine in China. *Journal of Nutrition and Health Science*, 3(3), 1-4.

- Reflection on Final Policy Evaluation Projects Due (Part 4 of Final Policy Evaluation Project)

Week 15: **Conclusions and Final Projects including In-Class Debates.**

In-Class Debates (see description below)

Wrap-up discussions, final thoughts and questions.

- Final Policy Evaluation Project Papers Due (all parts)

ASSIGNMENTS

The Final Policy Evaluation Project consists of four parts that together constitute a 15-page paper:

- Statement of Problem and Personal Interest Paper (3 pages)
- Policy Community Map (3 pages)
- Policy Evaluation Paper (7 pages)
- Reflection on Final Policy Evaluation Project (2 pages)

Instructions for the preparation of each part, as well as the incorporation of all parts into a final paper, are provided below.

The Final Policy Evaluation Project addresses the following student learning objectives:

- Sharpen academic writing skills.
- Demonstrate understanding and thoughtfulness about a specific "real-world" issue.
- Demonstrate understanding of the stakeholders involved in an identified issue.
- Demonstrate awareness of the cultural considerations surrounding the issue.
- Create original work that synthesizes research into a succinctly written document, articulating reasoned evaluation of a specific policy.
- Strengthen skills in critical reflection.

Statement of Problem and Personal Interest Paper (Part 1 of Final Policy Evaluation Project)

Identify a policy area of interest within the broad topic of nutrition, food safety and security. Describe the problem that the policy area attempts to address. Make a personal connection – that is, explain why the policy area is of interest to you. What do you hope to learn by investigating this policy area? Explain your motivations and your goals. Paper length: 3 pages, double-spaced, excluding a required accompanying reference list. The Policy Community Map constitutes Part 1 of your Final Policy Evaluation Project. Secure instructor approval of your policy area of interest before proceeding to Part 2 of the Final Policy Evaluation Project.

COURSE SYLLABUS

Policy Community Map (Part 2 of Final Policy Evaluation Project)

According to the *International Encyclopedia of Political Science* (2011), “policy community refers to the population of organizations with a stake in an area of public policy. In its more technical sense, it refers to inter-organizational structures exhibiting a close, stable, cooperative relationship between a limited number of, mainly self-selected, interest groups and ‘partnering’ elements of the governmental machinery.” For the purposes of this assignment, think of the policy community as comprising legislative committees, public agencies, interest groups and research institutes. Consider your policy area of interest and identify the formal and informal actors in your policy area. Examine any web sites or other publications they may produce. Describe and categorize these actors, addressing their motivations and activities. You may opt to include a visual “map” of your policy community (not required), which may replace no more than a half-page of text. The Policy Community Map provides context for the policy area described in your Statement of Problem Paper. Paper length: 3 pages, double-spaced, excluding a required accompanying reference list. The Policy Community Map constitutes Part 2 of your Final Policy Evaluation Project.

Policy Evaluation (Part 3 of Final Policy Evaluation Project)

Identify a Chinese policy that is intended to address your policy area of interest. Describe the policy in detail, including its origin, actors, stakeholders, status, challenges and successes. Evaluate and describe its effectiveness, and make predictions about its utility in the future. In this paper, you are not recommending a course of action or a new or adjusted policy. Instead, you are focusing on the evaluation of an existing policy. Discuss pros and cons of the policy under scrutiny. Consider your policy area of interest and the policy community map you identified, and make predictions on the viability of the policy under evaluation given anticipated future challenges in China. Although not required, you may wish to bring in learning from other courses in the Alliance for Global Education program in Public Health Policy and Practice to augment your discussion. Ensure that your paper includes a conclusion, which is not meant to convey personal opinion but instead to summarize the policy evaluation. Paper length: 7 pages, double-spaced, excluding a required accompanying reference list. The Policy Evaluation constitutes Part 3 of your Final Policy Evaluation Project.

Reflection on Final Policy Evaluation Project (Part 4 of Final Policy Evaluation Project)

Think back to your Statement of Problem and Personal Interest Paper. Recall your personal motivations for selecting your area of policy interest and what, specifically, you hoped to learn. Write a reflection that will constitute the final written segment of the Final Policy Evaluation Project, allowing the following questions to guide you: Did your interest remain strong throughout the project? What constituted your most significant learning? How has this project contributed to your knowledge of Nutrition, Food Safety and Security in China? How does this learning connect to your degree program? How will you utilize the knowledge you gained and the skills you developed in this course going

COURSE SYLLABUS

forward? Paper length: 2 pages, double-spaced. The Reflection on Final Evaluation Policy Project constitutes Part 4 (the last portion) of your Final Evaluation Policy Project.

With the completion of Part 4 of the Final Policy Evaluation Project, you will have a substantial, 15-page Paper in hand, excluding reference lists. Combine the reference lists into a single reference list to be included at the end of the paper. Re-read your entire paper, including all four segments, for flow and coherency. Add transitions where necessary, but retain the Parts 1, 2, 3 and 4 headers for each section. Feel free to make changes to previous sections if you discovered new information or formulated new ideas in the course of later sections. Alert your instructor to any significant changes to Parts 1, 2 or 3.

In-Class Policy Debate

Review your Final Policy Evaluation Project. Re-familiarize yourself with your statement of problem, identified policy area of interest, policy community map, and especially the pros, cons and your ultimate evaluation of the value and utility of your policy of scrutiny. Engage in a brief and informal debate with an assigned classmate on the worth of your policy. A classmate will be assigned to challenge the evaluation you arrived at, essentially disagreeing (or pretending to disagree) with your conclusions. As your classmate will not be as familiar with your area or your policy as you, the “debate” will mainly consist of an initial challenge to which you should respond with your thoughtful description of the policy and the reasons for your conclusions. You should expect your response to last 3-5 minutes. The instructor will provide specific parameters for the In-class Debate.

EVALUATION METHODS

Your performance in this course will be assessed through the following, and your final grade will be determined by the percentages indicated:

Participation (includes attendance, engagement in discussion, civility, and respect) – 10%

Statement of Problem and Personal Interest Paper (Part 1 of the Final Evaluation Policy Project) – 15%

Policy Community Map (Part 2 of the Final Evaluation Policy Project) – 15%

Policy Evaluation (Part 3 of the Final Policy Evaluation Project) – 40%

Reflection on Final Policy Evaluation Project (Part 4 of the Final Policy Evaluation Project) – 10%

In-Class Policy Debate – 10%

Individual grading rubrics for the Statement of Problem and Personal Interest Paper, Policy Community Map, Policy Evaluation, Reflection on Final Policy Evaluation Project, and In-class Debate will be provided by the instructor during class.

COURSE SYLLABUS

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%	
	A-	90-92%		B	83-86%		C	73-76%	
				B-	80-82%		C-	70-72%	
						Unsatisfactory	D+	67-69%	
							D	63-66%	
							D-	60-62%	
							Failing	F	<60%

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

Please refer to the Alliance for Global Education Code of Academic Integrity for a full description of Alliance standards of academic integrity, procedures for upholding these standards, and processes for violations of academic integrity. The Code of Academic Integrity is available at http://allianceglobaled.org/files/upload/pdf/code_of_academic_integrity.pdf.