The instructors generally maintain open door policies, but the best approach for meeting to discuss course matters is to contact the individual by email to schedule an appointment. The teaching assistant for the course is Onyekachi Aghasili (oaghasil@purdue.edu).

I. Course Description
The goal of this course is to educate advanced undergraduate and graduate students on the multidisciplinary challenges that exist in meeting food and nutrition needs of a growing world population. The course aims to instill an appreciation of the importance of economics, food production and technology, trade, culture, communication, political processes and institutions, demography and related factors in determining adequate food availability and health globally. The end point for this multi-disciplinary perspective is nutritional adequacy, and much of the focus will be on factors that can prevent or limit malnutrition (both under and over nutrition) world-wide. The course is collaboration between departments in the Colleges of Agriculture, Health and Human Sciences, and Liberal Arts.
II. Course Format
The course will meet three times per week during the semester. Typically, Mondays and Wednesdays will be devoted to faculty presentations and Friday will be devoted to small group discussion. Readings will be assigned in advance of faculty presentations and will be made available on Blackboard.

III. Course Learning Objectives
• Understand global food production and consumption, food trade and its history including the major plants produced and consumed where grown, the extent of food trade vs. food that is consumed by individual producers. The major animals and systems used to grow them including large scale production vs. individual farm production. Countries involved in food trade, growth in trade, trade within and among countries, urbanization and food transportation. Effects of post-harvest processing on food trade and availability.

• Understand basics of world population growth and its relationship to past and future food production and consumption globally.

• Understand what malnutrition looks like, where it occurs, incidence, and the interactions between malnutrition (both under and over nutrition) and health.

• Understand the basic economic principles that affect consumer food costs and consumption patterns globally.

• Understand how culture, communication and politics influence food availability, world food problems and malnutrition.

• Predict, based on available information, likely scenarios for the future of world food problems and malnutrition.

IV. Reading Assignments
Required and optional readings will be assigned by presenters in advance of their presentations. Readings will be linked on the course Blackboard site and will be referenced by the week and/or day on which they will be discussed. There is no textbook for the course.

V. General Expectations
Respect for instructors, guest lecturers and fellow students
Academic honesty, consistent with Purdue’s policy on academic integrity Preparation, participation, effort and self-reflection
Cooperation with fellow students during in-class activities and projects
Communication (keeping up with the course Blackboard site and regularly checking Purdue email for any correspondence about the course)
VI. Grading
Standard grading scale including pluses and minuses. Semester grades will be calculated on the following basis:

25% of grade: Attendance and participation, especially in Friday discussions. Your active participation is essential for success in this course, so do your best to be here. Please notify us in advance if you are unable to attend. (If you’re sick, you shouldn’t come to class, but do let us know what’s going on). Full participation points will be awarded to students who are consistently prepared for class and engaged in class content, in Blackboard and Friday discussions (including participation in class and posting to the Blackboard discussion board), and other classroom activities. Students may miss one Friday discussion without penalty.

15% of grade: Weekly written assignments. These will be assigned in class on Mondays and are due by 5:00 pm Thursdays. This schedule permits online group discussion during the week and also provides the instructors with time to read the assignments before the Friday discussion. Responses should be no more than 1 typed page, single spaced, using a Times New Roman or similar 12 point font, with 1” margins throughout. Late assignments will not be accepted. Students may drop one assignment without penalty.

40% of grade: Midterm and Final examinations. A midterm exam will be given on October 10 and the final exam during finals week. To score well on the exams it will be important to attend lectures and do the readings. (Worth 15% and 25% of your final grade, respectively. The midterm will be in class on October 10, and the final will be scheduled for finals week.)

20% of grade: Final Project/Paper. Each student will prepare a paper or complete a project of their definition. These are due on December 5 by 5:00 pm; one half grade will be deducted for every day the paper is late, including the weekend. Papers should be 10-12 pages, not including references, tables, or figures. The professor leading your discussion section will talk with you about intermediate due dates for topics, outlines, rough drafts, etc., which will vary by instructor. The paper/project may take one of the following forms:

A. Research Proposal. The student identifies an interesting and important research question, undertakes a review of pertinent literature, and describes a study that would address the question. Examples might be are food taxes a good way to combat the obesity epidemic, are genetically modified foods safe, is producing for the global market more beneficial to farmers in poor countries than subsistence farming, is industrial food helping or hurting people in poor countries?

B. Placing Experience in the Broad Context. Students may choose to volunteer or work in a setting pertinent to the topics of the class, and then write how the local experience relates to broader knowledge on the topic. For instance, a student working
in a soup kitchen might interview its directors, then write about choices kitchens must make between feeding more people cheaper (unhealthier) foods and serving healthier foods to fewer individuals, reviewing what has been written on the topic from other settings. Or a student working in the Food Finders in Lafayette could integrate that experience with what is known globally. Please discuss how the knowledge you acquire from the broader context might be used to improve local programs, and obtain permission of the instructors to insure the proposed topic fits with the aim of the assignment.

C. **White paper.** Students can choose to research a policy area and write a paper that succinctly discusses various policy options, and conclude by recommending a particular course of action to the student’s national government or to an international organization like the U.N. For example, should wealthy countries give or sell pesticides and fertilizers to farmers in poor countries?

**VII. Communication**

Please note that the primary out-of-class method of communication will be via email to your [Purdue email address](mailto:). Instructors will not generally attempt to contact you at email addresses other than your Purdue email address. It is your responsibility to check for mail on a regular basis. We recommend checking your Purdue email account at least once every 24 hours.

**VIII. Special Needs**

If you have a disability that requires academic adjustments, please make an appointment to meet with one of the instructors during the first week of classes to discuss your needs. Please note that university policy requires all students with disabilities to be registered with the [Disability Resource Center](http://) in the [Office of the Dean of Students](http://) before classroom accommodations can be provided.

**IX. Academic Integrity**

University policy on academic dishonesty is clear: academic dishonesty in any form is strictly prohibited. Anyone found to be cheating or helping someone else cheat will be referred directly to the Dean of Students for disciplinary action. Penalties are severe and may include dismissal from the University. The risks associated with cheating far outweigh the perceived benefits. Academic dishonesty includes citing someone else's work as your own, using "cheat sheets" or sharing your answers with someone else. If you are unsure whether your planned action constitutes academic dishonesty, seek clarification from your instructors. Other information regarding your rights and responsibilities as a student is contained in the Purdue University [Code of Conduct](http://). Writing assignments for this course will be checked for originality using the iThenticate software.
X. Campus Emergencies
In the unusual event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course visit the course Blackboard page, contact one of the instructors by email, or call one of them at the phone number provided.

XI. Class Schedule (revised August 21, 2014 – subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>25-Aug</td>
<td>Course Introduction</td>
<td>All</td>
</tr>
<tr>
<td>27-Aug</td>
<td>Hunger Banquet, in Stone #</td>
<td>All</td>
</tr>
<tr>
<td>29-Aug</td>
<td>Week 1 Discussion</td>
<td>All</td>
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</tbody>
</table>

1-Sep  Labor Day (no class)

3-Sep  Demographics: Was Malthus right?  Savaiano

5-Sep  Week 2 Discussion (Boling gone)  Savaiano

8-Sep  Global Outlook on Food Production  Burniske

10-Sep  Agriculture, Food Availability and Health  Shively

12-Sep  Week 3 Discussion  Burniske and Shively

15-Sep  Undernutrition  Savaiano

17-Sep  Food Security, an economic perspective  Shively

19-Sep  Week 4 Discussion  Savaiano and Shively

22-Sep  Obesity  Savaiano

24-Sep  The politics of obesity  Boling
26-Sep  Week 5 Discussion (Acharya/Savaiano gone)  Boling

29-Sep  The Green Revolution  Shively

1-Oct  Global Food Crisis, 2007-08  Shively

3-Oct  Week 6 Discussion  Shively

6-Oct  Decentralization and Resilience  Hallett (guest)

8-Oct  Carrying Capacity of Our Planet  Burniske

10-Oct  MIDTERM in discussion sections today

13-Oct  October break (no class)

15-Oct  Industrial agriculture  Burniske

17-Oct  Week 8 Discussion  Burniske

20-Oct  Livestock in the Developing World  Russell (guest)

22-Oct  World Fisheries  Quagrainie (guest)

24-Oct  Week 9 Discussion (Boling gone)  Burniske

27-Oct  Smallholder Farms  Burniske

29-Oct  Land Conflict  Burniske

31-Oct  Week 10 Discussion  Burniske

3-Nov  Global Markets  Boling

5-Nov  Food Aid  Shively
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>7-Nov</td>
<td>Week 11 Discussion (Acharya gone)</td>
<td>Boling and Shively</td>
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<tr>
<td>10-Nov</td>
<td>Culture and Food Identity</td>
<td>Acharya</td>
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<tr>
<td>12-Nov</td>
<td>Communication and World Food</td>
<td>Acharya</td>
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<tr>
<td>14-Nov</td>
<td>Week 12 Discussion</td>
<td>Acharya</td>
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<tr>
<td>17-Nov</td>
<td>Advertising</td>
<td>Boling</td>
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<tr>
<td>19-Nov</td>
<td>Food Choices</td>
<td>Boling</td>
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<tr>
<td>21-Nov</td>
<td>Week 13 Discussion (Shively &amp; Acharya gone)</td>
<td>Boling</td>
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<tr>
<td>24-Nov</td>
<td>Community Approaches to Food Problems</td>
<td>Acharya</td>
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<tr>
<td>26-Nov</td>
<td>Thanksgiving (no class)</td>
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</tr>
<tr>
<td>28-Nov</td>
<td>Thanksgiving (no class)</td>
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<tr>
<td>1-Dec</td>
<td>American Food and Farm Policy</td>
<td>Doering (guest)</td>
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<tr>
<td>3-Dec</td>
<td>The Politics of Food Policy</td>
<td>Boling</td>
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<tr>
<td>5-Dec</td>
<td>Week 15 Discussion</td>
<td>Boling</td>
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<tr>
<td>8-Dec</td>
<td>The Future of Global Food Supply and Demand</td>
<td>Hertel (guest)</td>
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<tr>
<td>10-Dec</td>
<td>The Future of Food</td>
<td>All</td>
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<tr>
<td>12-Dec</td>
<td>Week 16 Discussion</td>
<td>All, location TBD</td>
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