



SYLLABUS for 350, Spring 2022 University of Wisconsin – Madison

1. General Information

Course Title: World Hunger and Malnutrition
Course Subject/Number: Ag and Applied Economics 350, Nutritional Sciences 350,
Agronomy 350, CALS Interdisc 350
Class Meetings: Monday and Wednesday, 1:20-2:10pm
Class Location: Biochem 1125
Canvas Link: <https://canvas.wisc.edu/courses/287286>

Instructor contact information, and office hours

Course Part I (Jan 26 – Feb 23)

Erika Anna, anna@wisc.edu
Office hours: Thursday 10:30 -11:30 am,
or by appointment, 274 Department of
Nutritional Sciences

Course Part II (Feb 28 onwards)

Priya Mukherjee,
priya.mukherjee@wisc.edu
Online office hours:
TBA

Teaching Assistants and Office Hours

Each student signed up for a specific discussion section. TA contact information is provided below.

Artak Meloyan

meloyan@wisc.edu
Office Hours: Friday 11:00
am

Francois Bares

jbares@wisc.edu
Office Hours: Tuesday 1:00 –
2:00 pm

Pedro Magana Saenz

maganaenza@wisc.edu
Office Hours: Wednesday
2:30 – 3:30 pm

2. Instructional Information

Learning Objectives: The purpose of this course is to provide a broad and coherent understanding of issues and incidence of malnutrition in the world. We explore the biology and physiology of human nutrition and examine the socio-economic factors that affect food consumption and human nutrition in different countries. We analyze the policies used to alleviate hunger and malnutrition around the world. Upon completion of the course, students should have gained extensive knowledge about the nutritional and physical impact of malnutrition on children and adults. Students should have gained an understanding of the complex ways that malnutrition is explained through food supply and demand, weather and drought, food policies, international trade, and prices.

Credit Hours: 3 Credits.

The class is organized base on an expected time investment of 45 hours of work per credit hour. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Instructional Mode

In-person

Readings and other Materials*:

Main Text for the Course (recommended, but not required)

Howard Leathers and Phillips Foster. *The World Food Problem, Fifth Edition,*

**You will be able to access all necessary readings on Canvas, along with lecture videos and notes/slides.*

Grading

This course consists of two parts: Part I (first five weeks) focuses on Nutrition, Part II focuses on Economic Policy

- **Three exams** (no final exam): 75 percent of the final grade. Each exam will cover material discussed in class and in discussion sections. The exams are given during the class period and are not cumulative. The exam dates are:
 - **February 23, Wednesday (Part I)**
 - **March 28, Monday (Part II)**
 - **May 4, Wednesday (Part II)**
- **Quizzes (Part I only):** 5 percent of the final grade. Announced and unannounced quizzes will be given in the discussion sections.
- **4 Assignments (Part II only):** 20 percent of the final grade. All assignments are to be submitted on the due date using Canvas. Late assignments will receive a 5 percent deduction per day. There are **four** assignments (each accounting for 5 percent of the final grade). These assignments will be assigned in Part II of the course on the following dates:
 - March 11, April 1, April 15, April 29
- **Grading Scheme:** A: 92-100; AB: 85-92; B: 78-85; BC: 71-78; C: 64-71; D: 57-64

3. Course Organization

PART I (Erika Anna)

The Biology and Physiology of Malnutrition

- Leathers and Foster (L&F), Chapter: 3, 4, 5
- Additional readings, videos, podcasts: See Canvas

Date	Lecture Topics
Wed, Jan 26	Course Introduction Biology of Malnutrition-Part 1
Mon, Jan 31	Biology of Malnutrition – Part 2
Wed, Feb 2	Protein Energy Malnutrition & Microbiome
Mon, Feb 7	Micronutrient Malnutrition
Wed, Feb 9	Effects of Nutrition During the Lifecycle P1

Mon, Feb 14	Effects of Nutrition During the Lifecycle P2
Week of Feb 14	Quiz in Discussion Section
Wed, Feb 16	Refeeding
Mon, Feb 21	Nutrition Transition Exam review
Wed, Feb 23	Exam 1

PART II (Priya Mukherjee)

Note: A separate “Timeline” document will be provided on Canvas, which lists a week-by-week assignments and lecture schedule.

Introduction: The Problem of Malnutrition and the Role of Policy

- **Socio-Economics of Malnutrition**
 - o L&F, Chapters: 2, 6-15
 - o Additional reading: See Canvas
 - o Topics:
 - Famines
 - Malnutrition status
 - Food supply and demand
 - Population growth
 - Regional differences
 - Income distribution
 - Technology and food supply
 - Malnutrition, health and productivity
 - o **Exam 2 on March 28**

- **Alleviating Hunger and Malnutrition: Policy Options**
 - o L&F, Chapters: 16-23
 - o Additional reading: See Canvas
 - o Topics:
 - Malnutrition as a motivation for policy intervention
 - Income redistribution
 - Population policy
 - Pricing policy
 - Food distribution
 - Regional differences
 - Prospects for the twenty-first century
 - o **Exam 3 on May 4**

4. Other information

Rules, rights & responsibilities

See the Guide’s [Rules, Rights and Responsibilities](#)

Academic integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic

integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for students with disabilities McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

Diversity & inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Face Covering Guidelines (for in-person instruction)

While on campus all employees and students are required to [correctly wear](#) appropriate and properly fitting [face coverings](#) while present in any campus building (or outdoors when physical distancing is not possible) unless working alone in a laboratory or office space. (See *Face Coverings During In-person Instruction Statement* in the Syllabus Template.)

Quarantine and Isolation (for remote and in-person instruction)

Every effort should be made to accommodate the academic progress of students who may become ill or be asked to isolate or quarantine. It is essential for students to have the confidence that their progress and grade will not be put at risk by staying out of class because they are experiencing possible-COVID19 related symptoms or are required to quarantine. It is encouraged that instructors plan for this event with highly flexible course plans that utilize content delivery via Canvas and reserve in-person activities for participation and discussion.

If a student becomes ill and needs to suspend or reduce their class participation, then the student should consider dropping the course or the instructor may need to engage the student whether the conditions of an incomplete grade are likely. While flexibility is greatly encouraged, this does not imply that work towards achievement of course learning goals and engagement in activities is optional. (See: *Isolation or*

Quarantine due to COVID-19 in the Syllabus Template, as well as these [additional guidelines and resources](#) for supporting students' academic progress should the need to isolate or quarantine.)

Instructor Notification: Student Tests Positive for COVID-19

Instructors of *only* in-person courses will receive notification from University Health Services of a positive case within their classroom. The notification **will not** identify the individual but will alert the instructor that “an individual in your course has tested positive for COVID-19.” Specific directions will be included reminding instructors **not** to share the information with others in class to preserve Protective Health Information (PHI) and the contact tracing system. Unless the instructor hears from the contact tracers, there is no reason to believe that the instructor or others has had close contact to necessitate isolation for quarantine. See further campus guidance on [test results and what to do if you test positive for COVID-19](#).

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-10 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge](#)

UW-Madison [Face Covering Guidelines](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their

instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.