



SYLLABUS for 350, Spring 2025 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 & Wednesday, 1:20 – 2:10 pm
Class Location: B10 Ingraham
Canvas Link: <https://canvas.wisc.edu/courses/444270>

Instructor contact information, and office hours

Course Part I (Jan 22 – Feb 19)

Taiya Bach, trbach@wisc.edu
Office hours: Tuesdays, 11 – 12 pm
284 Nutritional Science, 1415 Linden Dr
or by Zoom at [Taiya's personal meeting room](#)

Course Part II & III (Feb 24 onwards)

Jeremy Foltz, jdfoltz@wisc.edu
Office hours: Thursday, 10 - Noon
421 Taylor Hall, 427 Lorch St or by Zoom at
Jeremy Foltz's [personal meeting room](#)

Teaching Assistants and Office Hours

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

Theresa Ng'Andu
tngandu@wisc.edu

Disc: 302, 303, 311, 312
Office Hours: Wednesdays,
10am – 12pm, 312 Taylor Hall,
or by appointment
Zoom Office Hours: Tuesdays,
11 am – 12 pm, link [here](#)

Pragya Mittal
pmittal8@wisc.edu

Disc: 301, 304, 309, 310
Office hours: Thursdays 11-1pm,
312 Taylor Hall or by Zoom

Laxmi Ojha
Lojha2@wisc.edu

Disc: 305, 306, 307, 308
Office Hours: Thursdays
1 – 3pm, 312 Taylor Hall
Or by Zoom

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 based 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*:

Required Texts

Main Text for the second half of the course: Leathers, Howard and Kenneth Leonard. *The World Food Problem, 6th Edition*, Boulder: Lynn Rienner Publishers, Inc, 2023.

Paper copy ISBN: 978-1-955055-67-3

E-book ISBN: 978-1-955055-73-4

Website:

https://www.rienner.com/title/The_World_Food_Problem_Toward_Understanding_and_Ending_Undernutrition_in_the_Developing_World_6th_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 19, Wednesday (Part I)**
 - **March 19, Wednesday (Part II)**
 - **May 6, Tuesday 7:45am – 9:45am (Part III)**
- **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 & III 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 8, March 15, April 5, April 26
- **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 (Taiya Bach)

Part I: The Biology and Physiology of Malnutrition

- o Additional readings, videos, podcasts: See Canvas

| DATE | TOPIC |
|-----------------------|---|
| Wed, Jan 22 | Course Introduction Biology of Malnutrition-Part 1 |
| Mon, Jan 27 | Biology of Malnutrition – Part 2 |
| Wed, Jan 29 | Protein Energy Malnutrition |
| Mon, Feb 3 | Micronutrient Malnutrition |
| Wed, Feb 5 | Effects of Nutrition During the Lifecycle P1 |
| Mon, Feb 10 | Effects of Nutrition During the Lifecycle P2 |
| Week of Feb 10 | Quiz in Discussion Sections |
| Wed, Feb 12 | Refeeding |
| Mon, Feb 17 | Nutrition Transition |
| Wed, Feb 19 | Exam 1 |

PART II & III (Jeremy Foltz)

Part II: Socio-economics of Malnutrition: Nutrition Gaps

| DATE | TOPIC | READINGS |
|--------------|--|--|
| Mon Feb 24 | Macro-nutrient gaps: History of famines | - TWFP Ch. 2 -FEWS-Net Somalia Alert |
| Wed Feb 26 | Macro-nutrient gaps: Theories of famines, introduction to “gaps” | <i>A Sen Poverty and Famines</i> Chapter 1 TWFP Ch. 2 |
| Mon March 3 | Price, Income, and production gaps: Food supply and demand 1 | TWFP Ch. 7 |
| Wed March 5 | Price, Income, and production gaps: Food supply and demand 2 | TWFP Ch. 7 |
| | Assignment 1 Due March 7 | |
| Mon March 10 | Production gaps: Ag technology and food supply | TWFP Ch. 11 |
| Wed March 12 | Production gaps: Environment, climate change, and food supply Assignment 2 Due March 14 | TWFP Ch. 12 |

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|----------------------------|--|-------------|
| Mon March 17 | Green Revolution in India and later life outcomes (not on exam #2) | TWFP Ch. 13 |
| Wed March 19 | ***Exam 2*** | |
| March 22 – March 30 | Spring Break !! | |

Part III: Policies for Malnutrition: Closing Nutrition Gaps

| DATE | TOPIC | ASSIGNMENT |
|----------------------------------|--|--|
| Mon March 31 | Macro and micro-nutrient gaps policies. Philosophy/Theory | TWFP Ch 14 |
| Wed April 2 | Macro and micro nutrient gaps policies. Who does what? | TWFP Ch 15 |
| Mon April 7 | Income gap policies Oh SNAP! Food stamps, school lunch, and food aid | TWFP Ch 16 |
| Wed April 9 | Income v. Access gaps: The political economy of US food aid. Or, why not just give everyone money? | Barrett, C. and D. Maxwell “Recasting Food Aid’s Role” |
| | Assignment 3 Due April 12 | |
| Mon April 14 | Price and Access gap policies Food policies, subsidies, agricultural prices, etc. | TWFP Ch 18 |
| Wed April 16 | Access gap policies Conflict, nutrition, and humanitarian interventions | Vitamin D–The Hype and the Hope – GROW magazine-2012 |
| Mon April 21 | Production gap policies Agricultural interventions: green revolution, dietary diversity | TWFP Ch 19 |
| Wed April 23 | Production gap policies Weather and climate change, household resilience, famine early warning policies | TWFP Ch 19 |
| | Assignment 4 Due April 26 | |
| Mon April 28 | Dietary diversity gaps and information gap policies Production end, farmers markets? information end: food pyramids, sensibilization | Donovan-Gelli-Designing interventions in local value chains for health and nutrition- World Devt Perspectives-2019 |
| Wed April 30 | Wrap up/Conclusion/What is to be done? | |
| TUESDAY MAY 6, 7:45 AM !! | Exam 3 (Final) | |

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATION

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

DIVERSITY & INCLUSION STATEMENT

[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.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

[Academic Calendar & Religious Observances](#)