

# PH 118: Nutrition in Developing Countries

## UC Berkeley, School of Public Health Spring 2021, 3 units

**Lectures**  
**Location**

**Tues, Thurs 12:30-2:00pm**  
**Remote instruction**

### **Instructor**

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### **Co-Instructor**

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**Office Hours:** Wednesday 9-11am

### **Graduate Student Instructor**

**Caitlin Hemlock, MS,**

PhD Student, Epidemiology Division

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**Office Hours:** Thursdays 9-10am, 3-4pm. [Sign up here!](#)

**NOTE:** If you sign up for an appointment, please make sure to come to it. It is okay to cancel, but please cancel as far in advance as possible (at least 24 hours) and make sure to remove your name from the calendly website so that someone else can have your slot.

## Goals and Objectives

Nutrition plays a vital role in global morbidity and mortality through effects on human reproduction and child growth, development, and cognition. We will focus on low- and middle-income countries because they experience the greatest burden of malnutrition, and because they face a unique context of limited financial and government resources. In this course, we will discuss the effects of nutrition throughout the lifecycle – in pregnancy, infancy, childhood, and adulthood. We will focus on nutrition broadly – including issues of undernutrition, micronutrient deficiencies, and obesity. We will also analyze and evaluate actions taken to ameliorate the major nutritional problems facing vulnerable populations in low- and middle-income countries. To develop these skills, we will focus on the ways in which organizations and governments in low- and middle-income countries design and implement policies and programs that affect food production and access to safe, affordable, and nutritionally adequate diets. Further, we will address how stakeholders in the food system—consumer, health, industry, government, and other groups—interact with each other to affect policy design and implementation; the historical, social, economic, environmental, and political factors that determine stakeholder positions on policy issues; and the ways in which these factors promote or act as barriers to achieving a functional and sustainable food system that promotes optimal food, nutrition, and health.

Upon completing this course, students will be able to:

1. Describe and interpret the prevalence and trends of public health nutrition issues faced by mothers and children living in low- and middle-income countries, ranging from malnutrition to micronutrient deficiencies to overweight and obesity.
2. Discuss the political, environmental, cultural, and socioeconomic factors underlying a wide range of nutrition issues in low- and middle-income countries and predict how interventions affect these factors.
3. Identify the ways in which historical, social, cultural, economic, commercial, and institutional factors promote or act as barriers to the design and implementation of agriculture, food, and nutrition policies and programs, and the ways in which these policies and programs affect health and other outcomes.
4. Integrate knowledge of nutritional issues and policies to analyze methods through which stakeholder groups affect the design and implementation of food and nutrition programs and policies.

These objectives will allow students to gain the following competencies:

- Critical analysis of issues in public health nutrition relating to the context of a low- or middle-income country;
- Understanding of the biological and social roles of nutrition in health through the life cycle, particularly as they relate to issues of poor nutrition in a global context;
- Ability to understand how pressing public health nutritional problems in low- or middle-income contexts affect different stakeholder groups;
- Ability to conduct a literature review of a specific public health nutritional problem using reputable sources and communicate important findings to various audiences

## Course Texts

- Leathers, H.D. and Foster, P. *The World Food Problem: Toward Understanding and Ending*
  - This book is available via HathiTrust Emergency Service (record here: <https://catalog.hathitrust.org/Record/102797275>), which means it's online to read, but no printing nor downloading allowed. Access instructions: go to the record, then log in using calnet, click the "temporary access" link near the bottom, click "check out," then read. **Click "return early" when done: There is a limited number of users for this book based on how many copies there are across UC (we only have 4 copies so please be considerate of your classmates)**. The book is also available for purchase at the campus bookstore and we will make the individual chapters needed available on Bcourses.
- Brown JE, Isaacs J, Krinke UB, Lechtenberg E, Murtaugh M. *Nutrition through the Life Cycle, Sixth Edition*. 2017.
  - The full PDF is available [here](#). The individual chapters needed will be made available each week on Bcourses.

You must also enroll in on-line training course “Programming for Infant and Young Child Feeding; Topic 1: Essentials of IYCF & Topic 2: Programming”, prepared by UNICEF and Agora.

<https://agora.unicef.org/course/view.php?id=16009&section=2>

## Newspapers

Students are expected to read a national daily newspaper influential in policy matters—the *New York Times* ([www.nytimes.com](http://www.nytimes.com)), *Wall Street Journal* ([www.wsj.com](http://www.wsj.com)) or *Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)) —as a basis for discussion of policy events as they occur and in order to see how these papers cover such events in comparison to coverage in other outlets.

## Reference websites

- Nutrition Country Profiles (The World Bank) – provide excellent summary information on the extent, causes and costs of malnutrition for 36 countries identified as accounting for 90% of the world’s stunted children, and 32 smaller countries with prevalence of stunting and/or underweight greater than 20%:  
<http://www.worldbank.org/en/topic/health/publication/nutrition-country-profiles>
- WHO’s website for health and nutrition, which has a lot of interesting information about nutrition in the developing world: <http://www.who.int/nutrition/en/>
- WHO’s eLENA (e-Library of Evidence for Nutrition Actions) website has updated guidelines, recommendations, and information for nutrition interventions:  
<http://www.who.int/elena/en/>
- The International Food Policy Research Institute website ([www.ifpri.org](http://www.ifpri.org)) is frequently updated with readings relating to international nutrition and related policies
- UNICEF’s website: [www.unicef.org](http://www.unicef.org).
- CODEX alimentarius (Food Code) FAO/WHO standards:  
<http://www.fao.org/fao-who-codexalimentarius/standards/en/>
- USDA Food Composition Database provides information on nutritional content of specific foods: <http://ndb.nal.usda.gov/>
- *Food and Nutrition Bulletin* produced by the Nevin Scrimshaw International Nutrition Foundation and United Nations University <http://inffoundation.org/publications/fnb.htm>
- Development Impact blog at the World Bank:  
<http://blogs.worldbank.org/impac evaluations/>

## Course Management

### Bcourses

The course will run on the UC Berkeley bCourses system and Gradescope; course handouts, announcements, correspondence, and other class matters are online. You should check the bCourses site regularly to obtain updated course information.

### Piazza

- We will use Piazza as an alternative format to Office Hours to ask questions about course content.
- We request that you post all questions regarding course content and logistics on Piazza prior to emailing instructors.
- The same expectations for respectful communication hold for Piazza as they do for face to face interaction.
- Instructors will check Piazza and respond to questions on Monday, Wednesday, and Friday afternoons. We may not be able to respond to every question.
- Respond to your peers! We encourage you to help each other by responding to students' questions. Please do not share complete answers to homework problems until the solutions have been posted.
- Anonymous posting has been activated, you may post your questions anonymously.

### Gradescope

- Using Gradescope is a requirement for this course
- Written assignments for this course will be submitted on Gradescope
- You will be automatically added to our Gradescope course just by enrolling in PH118
- You'll get an email asking you to set your password if this is your first time logging into Gradescope or an email with a link to the course if you already have an existing account. If the set password link in this email expires, you can request a new link from the [Reset Password](#) page.
- If you are having trouble with Gradescope, troubleshoot by checking out [this link](#) or send an email to [help@gradescope.com](mailto:help@gradescope.com)

### Grading Scale

We will be using the following grading scale for this course:

<b>A+</b>	<b>100</b>	<b>C</b>	<b>74-77</b>
<b>A</b>	<b>94-99</b>	<b>C-</b>	<b>70-73</b>
<b>A-</b>	<b>90-93</b>	<b>D+</b>	<b>68-69</b>
<b>B+</b>	<b>88-89</b>	<b>D</b>	<b>64-67</b>
<b>B</b>	<b>84-87</b>	<b>D-</b>	<b>60-63</b>
<b>B-</b>	<b>80-83</b>	<b>F</b>	<b>0-65</b>
<b>C+</b>	<b>78-79</b>		

## Classroom Expectations

### Attendance Policy

- Attendance is required. Because your active participation is required in this class, you may not have more than 2 unexcused absences, and you may not miss more than 4 classes throughout the semester.
  - If you miss a 3<sup>rd</sup> or 4<sup>th</sup> class, or you miss classes consecutively, please provide a reason for your absence and email the GSI within 48 hours of your absence to discuss how you can make up the coursework.
  - Attendance is worth 5% of your grade. If you have more than 4 unexcused absences (i.e. 5 absences or more), you will receive 0/5 for attendance.
- Class begins on time: please arrive on time (if you arrive more than 10 minutes late, you are considered absent).
- Please note, that as governed by UC policy, **students with conflicts with any assignment due dates or other scheduling concerns are responsible to notify the GSI in writing by the second week of the semester (before January 26)** of any potential conflict(s) and to recommend a solution, with the understanding that an earlier deadline or date of examination may be the most practicable solution. These policies apply to student athletes, student musicians, those with out-of-town interviews, and other students with activities (e.g., classes missed as the result of religious holy days). Complete guidelines are available on the Academic Senate website: <http://tinyurl.com/schedconflictguidelines>

### Zoom Policies

- Privacy
  - Please keep the Zoom link private—do not share with anyone outside of the course.
  - Please set your Zoom name to be the name you would like the instructors to call you. You may optionally include your personal pronouns. Example: Elizabeth (she/her)
  - We will be recording all Zoom lectures. The instructor will announce when the recording is beginning during each lecture. If you do not wish to be recorded, please turn off your video, mute your audio, and use chat to ask questions. The chat record will be deleted immediately after class ends.
- Participation
  - Please set your Zoom picture to an appropriate profile picture of you to foster a sense of community and enhance interactions. If you are not comfortable using an image of yourself, you may use an appropriate picture of an avatar.
  - We encourage participating in class and discussion with your video on to foster a sense of community and enhance interactions. However, we understand that some students are not comfortable with video or may not be able to participate by video.
  - Please leave your audio on mute during the lecture but be prepared to unmute yourself to ask or answer questions or participate in breakout rooms.
  - We understand that your specific situation may present challenges to class participation. Please contact the instructors if you would like to discuss your ability to access course material. The [Student Technology Equity Program](#) (STEP) is available to help students get access to a laptop, Wi-Fi hotspot, and other peripherals (e.g. webcam, headphones, etc.).

- We will use Zoom features such as breakout rooms, polls, and the whiteboard as well as external tools such as Google Drive, and bCourses. To maximize your ability to participate during lecture we recommend joining Zoom via a computer or tablet with a video camera and microphone.
- **Chatbox:**
  - In this course we will use Zoom chat as a mechanism to build community and foster information and resource sharing among students. To these ends, chat will be enabled at all times.
  - We expect respectful communication in the chat record. The chat record will be deleted immediately after class ends.
- **Questions during lecture**
  - If there is a technical difficulty during lecture you may unmute yourself to notify the instructor (e.g., the instructor is on mute, screen sharing isn't working, etc.).
  - The instructor will periodically pause and ask for questions. At this time please use the "raise hand" feature in Zoom and unmute yourself when the instructor calls on you. You may also ask your question in the chat at this time.
- If you need to take a break for any reason during a Zoom meeting simply turn off your video and audio to avoid disruption. You do not need to request permission or message the instructor.

### **Policy for Late Assignments**

- Complete assigned work on time.
- Most late assignments will receive a **zero**.
- For every day that you are late in turning in written work for the final project, **a full letter grade will be deducted from your final project grade** (this applies to your final project topic, peer-review document, and the final project).

### **Communications Policy**

- Before emailing the GSI or professor, please be sure to consult the course syllabus to see if your question can be answered or check Piazza to see if the question has already been answered
- While procedural questions (i.e. yes/no) may be answered over email, please avoid asking content questions over email. Instead, please raise these questions in class, on Piazza, or office hours where others will benefit from hearing the answer.
- Please be advised that questions asked within 24 hours of a due date may not receive an answer prior to that date.

### **Written work**

Formatting requirements for all written work:

- Clearly marked with your student ID
- Titled with the issue you are discussing double spaced
- Double spacing
- 12 pt font
- Times New Roman, Cambria or Calibri Font
- 1-inch margins
- Do not exceed space or word limits
- Work must be written clearly; please use grammar and spell checks.

**Other**

- Complete required reading in advance of assigned class periods.
- Check bCourses regularly for messages regarding class assignments and scheduling.
- Your voice matters: participate!

**Academic Integrity**

- It is considered academically dishonest to turn in work to be graded (homework, lab assignment, project, quiz, exam) that is not your own work, unless the assignment explicitly states otherwise. You may work with others in preparing homework and studying for exams, but the work you turn in must be the product of your own thinking. Academic dishonesty can result in no credit for an assignment or the course. It can also result in referral to UC Berkeley authorities for additional sanctions.

<https://sa.berkeley.edu/conduct/integrity>

- Turnitin: UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley

<https://dls.berkeley.edu/services/academic-integrity/turnitin-students-getting-started>

**Evaluation****Final grade breakdown**

Attendance	5%
Participation	15%
Unit Tests (4 exams total)	40%
Group Case Study Presentation	10%
Final Project	30%
Extra Credit: Course Evaluation	0.5%

**Assignment Information****I. Attendance**

An important component of the course is your attendance and participation in class. Please see above for our attendance policy. We understand that some students may be in situations that make synchronized attendance difficult. If you have to miss class, you can make it up for attendance credit by submitting a written assignment answering the following questions:

- How would you explain what today's class session/video was about to a classmate?
- How did the ideas of today's class/video relate to previous class sessions?

- o What was confusing or something that you are unsure about?
- o What did you find most interesting or surprising about class today/the video?

## II. Participation

We will assess participation in 3 ways:

- In-class activities - 5%  
All in-class activities (group and individual) that you submit will be graded as a 1 or 0 with a 1 = meaning providing thoughtful answers to all questions. These will be weighted equally and at the end of the semester, we will add up the scores for this 5%. If you miss class, you will be able to make these up on your own in order to get these points.
- Weekly Reading Reflections - 5%  
We will have weekly reading reflections that will amount to 5% of your grade.
- Regular contribution to discussion thread - 5%  
We are expecting regular participation in the Bcourses online discussion and are looking for at least 10 thoughtful comments to get full credit (with at least one in Unit 2, 3, and 4 and at least 5 on case study presentation discussions). This includes responses to discussion questions on the case study presentations, thoughtful responses to other student's weekly reading responses, or thoughtful questions/comments within other discussion threads.  
Note: You do not have to comment on every case study presentation or every weekly discussion board.

## III. Unit tests

At the end of every unit in the course, there will be a test which will focus on the main concepts from lectures and main points from readings/asynchronous videos and activities. There will be a total of 4 unit tests which will be worth 40% of your grade (we will drop the one with the lowest grade. They will be taken in class and only available during the 12:30-2pm window. If there are any violations of academic integrity while taking a test, your grade for that test will be 0.

## IV. Group Case Study Presentations

Beginning Week 6, students (in group size that will be determined based on the number of students in the class) will present a case study provided to them relating to a nutrition/food policy issue in a developing country and will pose questions for discussion to the class. The case studies are about a nutrition issue in a specific country.

Please see the list of Case Studies and presentation dates on bcourses and sign up for one. You must sign up for a topic by **February 2 at 12pm**. For the topic you select, you will be responsible for presenting the material to the class and leading a discussion.

The presentation will include a didactic portion, estimated to last no longer than 35 minutes, and an interactive/ Q&A portion, which is ongoing and will occur through discussion with your class. Your grade will reflect both parts of the presentation. You can use PowerPoint or Prezi for the didactic portion of the presentation if you want. The presentation should be uploaded to bCourses by 9am on your specified due date.



The didactic presentation should include a brief summary of the problem, some background information, contextual information, and other important information like stakeholders. You are welcome to include information from sources outside the case study provided but it is not required. For the interactive portion of the presentation please provide 4 or more discussion questions to actively engage the class in key issues raised by the case study.

### **Deliverables:**

- Recording of Presentation: Each group will record a 30 - 35 minute presentation (using Zoom or Camtasia) for your assigned Case Study and upload it to the discussion forum. Each student in your group must have a speaking part in which you present some aspect of the case study. As a student in this class, you can receive a license key for Camtasia, a video editing software that allows you to record and edit presentations. Request the license key [here](#) and check out more information about Camtasia on this page Alternatively, you can use Zoom or Quicktime to record your presentation. See the video on Bcourses which covers the steps on how to upload a video file to a discussion post.
- Group participation (see below)
- Q & A Session: Review the presentations of your classmates in the BCourses discussion threads and add your comments and questions by responding to your classmate's video posts **(this will count towards your Participation grade).**

### **Rubric:**

1) Background and significance: What is the problem or issue?

- Related questions to consider: How is it defined? How is it diagnosed or assessed? What is the prevalence of the problem? Why is the problem important? What are the barriers (or what have been the barriers thus far) to finding solutions to the problem?

2) Context of problem: What is the socio-political, cultural, and economic context of the problem?

- Related questions to consider: How do the causes of the problem map onto the UNICEF framework? What continent/countries are most affected? What are the relevant cultural, economic, political, and geographical considerations to be considered when assessing potential policy solutions? What are the historical factors that contributed to the problem? How has the media portrayed the problem and/or played into framing the problem?

3) Stakeholder analysis: Who are the key players? Who is affected?

- Related questions to consider: What are the perspectives/interests/concerns of the stakeholders? Which stakeholders have the most power and/or which ones are likely to be the most influential? What aspects of the problem do different people, groups, government departments, NGOs, etc. face? Have the stakeholder concerns been considered when addressing the problem?

4) Policy solution: What are proposed policy solutions and how likely are they to be effective?

- Related questions to consider: In one of the proposed policy better than other options? If so, why? If not, why? Whose perspective is favoured by the various policy solutions?

**Participation grade:** Part of your case study grade will be a grade from other group members about your participation. You will get 100 points to divide up between you and your group members. If you believe that you all participated in the group work equally, then you can just evenly divide the points. However, if you believe that one person in the group (you or someone else) did significantly more work than everyone else, then they could get additional points.

## **V. Final Project**

The purpose of this final project is to review the literature for a specific country, on a specific problem in maternal or child nutrition that particularly interests you, and present the most important concepts in a case study format. We are asking you to first select a low- or middle-income country (or smaller region within a country) in which to anchor your research so that you can assess a nutrition-related problem within a specific context. Since the length is limited to ***FIVE*** pages (see formatting requirements below), you will have to be concise and decide on the most important concepts to communicate. We encourage you to use scientific papers and reviews, course readings, and lectures as resources. You should include the following sections:

- Background and Significance: What is the problem or issue? Define it and describe how it is diagnosed or assessed. How prevalent is it? Why is it important to address? What are the consequences at the individual and community/population level?
- Context of problem: What is the socio-political, cultural, and economic context of the problem? What are the historical factors that contributed to the problem? What populations are most affected by this problem?
  - **You must clearly link proximal, distal, and basic causes from the UNICEF framework to your topic**
- Current Policies and Interventions: What existing policies or interventions are in place to address this problem? Have there been any governmental initiatives or interventions? Are there any major NGOs or non-profits working to address this issue? What are the pros/cons of effectiveness of existing policies/interventions?
- Proposed Initiative: Discuss your proposed initiative to address this problem. How does your intervention alleviate the problem at the individual, community, and/or policy level? What are the potential limitations of your initiative?
- References: State the sources you used for this project as you would in an original paper.

Note: We encourage you to use a citation manager and cite-while-you-write function to facilitate the organization of references; there are programs available free from the library and open source programs (i.e. Mendeley).

- Be sure to follow formatting requirements for written work.

### **Deliverables:**

- Project Topic Summary - **due Friday, February 26, 5pm**

Please submit a 1-2 paragraph summary of the research question you would like to work on and 4 academic references (with annotations) that you will use to research this topic.

In the paragraph summary, please include: the country of interest, the vulnerable population on which you will focus (e.g. pregnant women, young children, displaced persons, etc), the

nutrition topic of concern (e.g. specific micronutrient deficiency, protein energy malnutrition, breastfeeding, overweight/obesity, etc), as well as key background information and a brief description of existing interventions.

Please annotate each of the references with a 1 paragraph summary and brief explanation of how that reference will contribute to your research question. Please use APA or similar style formatting for the references.

- Paper Outline - **due Tuesday March 30, 12pm**

Each student must turn in a copy of their 3 – 4 page outline on bCourses. The outline must contain the following:

- 1) concise statement of your research question
- 2) detailed outline of the paper (bullet point format is okay, but you must use complete sentences)
- 3) list of at least 10 references you have used to date (use APA or similar formatting guidelines and include in-text citations where relevant).
- 4) list of questions you may have for the professor/ peer reviewer to help strengthen your paper.

- Review of peer's outline - **due Friday April 2, 5pm**

After you submit your outline, one classmate will then be assigned to peer review your paper and you will be assigned to peer review a classmate's paper. **You will not receive credit for your outline until you submit your peer review.**

- First Draft - **due Friday April 23, 5pm**

You must submit a good first draft of your final project along with:

- A self-assessment of the current state of the project alongside the rubric (see below)
- 3 highlighted paragraphs that you would like feedback on

- Final Draft - **due Tuesday May 11, 12pm**

### **Rubric:**

The project will be graded out of 50 total points according to the following criteria:

<b><u>Background and Significance</u></b>	<b>10 pts</b>
- Formulation of the problem, general description of nutritional problem's effects	3 pts
- Epidemiologic background information (cause of condition, etiology, mortality, morbidity, population at risk, statistics)	3 pts
- Consequences for individuals	2 pts
- Populations most affected by your problem and consequences for community or population health	2 pts
<b><u>Context of the Problem</u></b>	<b>10 pts</b>
- Proximal and distal causes (link to UNICEF framework)	5 pts
- Socio-political, cultural, and economic context (basic causes - UNICEF framework)	5 pts

<b>Current Policies and Interventions</b>	<b>10 pts</b>
- Description of existing policies/interventions	5 pts
- Analysis (pros/cons) of effectiveness of existing programs or policies	5 pts
<b>Proposed Initiative</b>	<b>15 pts</b>
- Description of how your proposed initiative addresses your problem in your specific population/context	5 pts
- Description of how your proposed initiative addresses your problem at the individual, community, and/or policy level	5 pts
- Discussion of the limitations of your proposed initiative	5 pts
<b>Other</b>	<b>5 pts</b>
- Grammar and formatting	2 pts
- Strong references, use of scientific articles	3 pts

### Turnitin

Per the academic integrity section above, we will be using Turnitin on the final paper. Here are the guidelines for the acceptable threshold.

- **<15% = Acceptable**
- **≥15-24.99% = One grade deduction**
- **≥25% = Automatic F**

You will be able to see your score upon submission so it is your responsibility to preview your score (hint: check your Turnitin score well before the deadline so you can make any changes as needed to bring your score down).

### **VI. Extra Credit: Course Evaluation**

You will be eligible for 0.5% extra credit added to your final course grade for completion of the final course evaluation.

### **SPH Policies**

Descriptions of and relevant campus links to SPH school wide course policies on Disability Support Services, Accommodation of Religions Creed, Course Evaluations, Academic Integrity can be found at: <https://berkeley.box.com/s/knh3rbk9ikgvmca4ymy93msgj9bkebg5>

## Class Schedule

Week	Dates	Weekly Theme	Assignments/Tests
<b>Unit 1a – Defining, Measuring and Assessing Consequences of Malnutrition</b>			
1	January 18-22	Defining and Measuring Malnutrition	
2	January 25-29	Assessing consequences of Undernutrition	
<b>Unit 1b – Famine, Food Security and Severe Malnutrition</b>			
3	February 1-5	Food security, Famine & Acute Undernutrition	Topic/Group Selection for Case Study Presentation (due Tuesday at 12pm)
<b>Unit 2 – Nutrition Through the Life Cycle</b>			
4	February 8-12	Pregnancy & Low birth weight	
5	February 15-19	Library Week	Unit 1 Test (in class Tuesday)
6	February 22-26	Breastfeeding	Project Topic Summary (due Friday at 5pm)
7	March 1-5	Infant nutrition: Weaning and complementary feeding & Interventions	
8	March 8-12	Child Growth and Development	
<b>Unit 3 – Micronutrient Deficiencies</b>			
9	March 15 - 19	Micronutrients: Overview & Iron Deficiency	Unit 2 Test (available Thursday at 12:30pm, due on Friday at 12:30pm)
	March 22 - 26	Spring Break	
10	March 29 - April 2	Micronutrients: Iodine and Zinc Deficiency	Final Project Outline (due Tuesday at 12 pm)  Peer review of outline (due Friday at 5pm)
11	April 5-9	Micronutrients: Vitamin A Deficiency & Interventions	
<b>Unit 4a – Obesity and the Nutrition Transition</b>			
12	April 12-16	Obesity, Overweight and Non-communicable chronic diseases	Unit 3 Test (available Thursday at 12:30pm, due on Friday at 12:30pm)
13	April 19-23	Nutrition transition & Policy approaches to obesity	Final Project first draft + self assessment (due Friday at 5pm)

<b>14</b>	<b>April 26-30</b>	Broader strategies: Poverty alleviation & Assessing Costs and Decision-Making	
<b>R&amp;R Week</b>	<b>May 3-7</b>		
<b>Finals Week</b>	<b>May 10-14</b>		Unit 4 Test (available Thursday 5/13 at 3pm, due on Friday at 3pm)  Final Project (due Tuesday May 17 12pm)