

NUTR 238 – Food Economics
Economics for Food & Nutrition Policy -- Syllabus for Spring 2022

Description: This course equips students with the principles used in economics to explain, predict and analyze changes in agricultural production, food markets and nutrition outcomes in the U.S. and around the world. We use analytical diagrams to develop structural models of events described in current news stories, and use data visualization tools to create original charts and tables from current data sources about food systems in the U.S. and around the world.

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News: twitter.com/wamasters
Class blog: sites.tufts.edu/foodecon

Class sessions: Tu-Th 4:15-5:45pm in the DuBlois auditorium, 145 Harrison Ave (MedEd Bldg)
(Backup location is on Zoom: [970 5944 0521](https://tufts.zoom.us/j/97059440521), passcode: FoodEcon)

Office hours: Fridays noon-1pm ET, Zoom only: [970 1902 3283](https://tufts.zoom.us/j/97019023283), passcode: FoodEcon)
(For easiest access, use the [Canvas calendar](#) feed to your own agenda)

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Tufts credit: 3 semester-hours (3 classroom hours per week over 15 weeks)

Prerequisites: Graduate standing, or permission of the instructor

Course objectives

NUTR 238 helps students use economic principles to explain, predict and evaluate changes in agriculture, food and nutrition. Our aim is to gain familiarity with analytical methods and data sources needed to:

- (1) identify causal relationships in and between production, consumption and trade using analytical diagrams that illustrate economic principles;
- (2) evaluate the business and social welfare consequences of changes in markets and policies including regulation, taxation and enforcement of property rights;
- (3) use data to compare outcomes in terms of poverty, inequality and disparities between groups, in relation to trends and fluctuations over time.

The course serves as a first introduction to economic principles through applications to agriculture, food and nutrition, and as an exploration of agriculture, food and nutrition through an economic lens. All methods are presented graphically using analytical diagrams and data visualization, building skills that are widely used in professional life and also a foundation for more advanced classes.

Diversity and inclusion

You belong in this class. We will do all we can to overcome past and present barriers to participation, and thereby create an academic climate built on diversity and inclusion. We will also ensure that the course accurately represents the lived experience of all people, especially those whose lives often go unrecognized in society and in research.

If there is anything we can do to make this class more accommodating, or you believe that you were misrepresented or you feel that something inappropriate was said, please let us know. Concerns can also be reported to others, either anonymously through the University's EthicsPoint service (<https://access.tufts.edu/reporting-misconduct>) or directly by contacting the school's student services staff and administrators listed here: <https://nutrition.tufts.edu/about/leadership>.

Academic climate and conduct

The first step towards successful learning is for every student to feel at home and participate actively, with mutual respect and curiosity about each other's ideas. Education is about learning from others, taking advantage of our differences to discover what we don't yet know. We aim to learn from each other now, and from those who went before us in the scientific literature. The goal is to improve, to fix mistakes and build new skills. In so doing we aim to practice skill-building itself, by confidently trying new things, catching missteps and adjusting to reach our personal and professional goals.

Maintaining a supportive environment requires effort and coordination. Our institutional standards are spelled out in the Friedman School's *Policies and Procedures* manual (<http://nutrition.tufts.edu/documents-and-forms/policies-and-procedures-handbook-students>). A key step in learning from others is to turn their ideas into your own. To help each student build their own voice and avoid plagiarism, the Tufts Health Sciences Library provides help with [research and writing](#). It is the responsibility of each student as well as the faculty and staff to help build our school's academic climate and uphold our standards of academic conduct. In keeping with our policies and procedures handbook, penalties for violations range from failure on an assignment or the course to dismissal from the school.

Accommodation of disabilities

Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability please contact the Friedman School Assistant Dean of Student Affairs to determine of appropriate accommodations. Since that cannot be done retroactively, sooner is better.

Course materials

All materials are at canvas.tufts.edu, complemented by news and data obtained online. There is no textbook yet, but students who want to see our analytical diagrams explained differently (without food and nutrition content) can watch the great videos of [Salman Khan](#), or spend \$10 on the 2015 edition of the brilliant [Krugman-Wells textbook](#) (later editions are newer, but not better). For data analysis, some students may also want extra help with Excel, for which there are many videos and explanations online. For extra-ambitious students, the last pages of this syllabus have a section entitled Journal Club with links to recent research on each week’s topic by Friedman faculty and others, and another section explains how you can follow along each week in the rough draft of my new textbook entitled Food Economics: From Agriculture to Health.

Assignments and grading

A series of twelve weekly exercises are designed to gradually build your economist skills. The first two are warm-up exercises to start thinking about what economists actually do, as opposed to what non-economists think we do, and to see the connection between food choice and human nutrient requirements. The next six exercises apply economic principles to news stories about current events in the food system, and the last four practice downloading and analyzing authoritative data about trends over time and disparities among countries. Each of these assignments is graded out of 5 points. Two are dropped so only the top 10 are counted, for a total of 50 points. The remaining 50 points can be from either exams or a project option.

Summary of numerical scores recorded in Canvas

Weekly Exercises (top 10 of 12, 5 pts each)	50 points
Project or exams	50 points
Midterm (20) & final (30) or Project report & slides (50)	
Total	100 points

Letter grades for this course will be assigned holistically based on mastery shown in the final exams or the project, plus consistent performance on the weekly exercises and class participation. Education is like an odyssey: the efforts you make each step of the way are important, but what counts in the end is your peak achievements. In practical terms, the odyssey principle of grading means that weekly exercises all count equally and add up to one-half of your numerical score for the semester, and the other half is driven by peak achievement in the exams or a project. With exams a better score on the final replaces mistakes on the midterm, and with projects your initial score on the draft first phase will be replaced by a score for the final product. Class participation is also important, first to improve your numerical scores but also to build communication skills.

Penalties for late or incomplete assignments

The deadline for each assignment is shown on the syllabus. Students who are unable to complete an exercise or exam on time for any reason should notify the instructor by email, text message or phone call *prior to the deadline*, with a brief explanation for why the extension is needed. Late work for which an extension has not been requested will not be graded. Of the twelve weekly exercises, the two with the lowest score will be dropped, so you can miss two without penalty.

Class participation and discussion boards

The content of what you write or say outside of the exercises and exams or projects is not scored numerically but is much appreciated. Students who can attend live sessions are encouraged to type in the Zoom chat box for other students to see immediately. There is also a discussion board for each topic on Canvas for students to share comments and links.

Choosing between exams or project option

Most students choose the exam option, which applies the skills learned through the exercises to answer food and nutrition policy questions raised by recent news stories. Students who have kept up in class and on the weekly exercises, and have then reviewed the whole story arc before each exam, will find the exams quite straightforward. Both exams are like our news analysis exercises, asking you to draw the analytical diagrams used to explain, predict and evaluate changes in agriculture, food and nutrition. This is the standard skill that economists use to analyze individual choices and societal outcomes. Several previous exams and their answer keys will be available for practice. The questions refer to different scenarios but the analytical tasks are readily practiced by answering previous years' questions under exam-like conditions.

A few students prefer the project option, which requires much more time than exams but allows you to do a deep dive into a specific topic of special interest to you. A first stage due after Spring Break is given an indicative score, and then a final report plus presentation slides given a final score out of 50 points. Detailed project guidelines are available for students considering this option. Doing a project is time-consuming but rewarding for those seeking to investigate a particular question in depth. This can be especially valuable if that investigation helps guide your future career, and you can use the report itself as a writing sample for job applications. The project options can be very rewarding but if you just want to do research in general and don't have a topic in mind, the exam option is usually a better way to build skills because it covers all the topics. Students should choose whether to take the exams or pursue a project in the first few weeks of class, by the time of the midterm in week 8 at the latest.

Course content and study practices

The skills to be learned in this class consist of applying economic principles as drawn in analytical diagrams, creating charts and tables for data visualization, and describing the results accurately in plain English. These are the core economics skills needed in most settings at the Master's level. This class does not involve statistical estimation, hypothesis testing or simulation modeling, but sets you up to do that kind of work if you also take more advanced classes. The rhythm of the course will build those skills gradually, through each week's classes followed by weekly exercises leading to cumulative assessments at spring break and finals week.

Before spring break we focus on analytical diagrams. To complete each week's exercise and prepare for the midterm exam, the most important step is for you to practice redrawing each type of diagram. These diagrams show the logic of causal mechanisms behind the data we see, just like diagrams used in nutritional biochemistry or other natural sciences. Practice drawing them many times yourself is key to understanding.

After spring break we focus on data analysis. To complete the last four weekly exercises, and the course project if you are doing one, you must download and transform data into your own original charts and tables using Excel. As with the analytical diagrams, success requires deliberate practice, catching mistakes and fixing them, and clearly writing up your results in plain English to explain what you discovered each week.

Course Topics & Assignment Schedule at a Glance

Week # and dates	Topic	Exercises (due at the end of Sunday, 11:59pm ET)
Intro. Jan 20	Introduction and housekeeping	1. Personal essay (Jan. 23)
1. Jan 25+27	What is economics? How can it help ag., food systems & nutrition?	2. Least cost diets (food prices & nutrient needs) (Jan. 30)
2. Feb 1+3	Food preferences and dietary intake	3. Food choice & demand news (indifference curves) (Feb. 6)
3. Feb 8+10	Agricultural production and food supply	4. Farm production & supply news (production possibility frontiers) (Feb. 13)
4. Feb 15+17	Predicting market prices and quantities	5. Markets & prices news (supply, demand & trade) (Feb.20)
5. Feb 22*	Evaluating change in food markets	6. Externalities news (supply, demand & trade) (Feb. 27)
6. Mar 1+3	Market structure and monopolies	7. Market power news (marginal revenue & expenditure) (Mar 6)
7. Mar 8+10	Government policies and programs	8. Policy news (economic surplus) (Mar. 13)
8. Mar 15+17	Midterm review and midterm exam (in class on Thursday, Mar. 17) <i>Nothing new – write summary of slides & exercises, practice with past exams</i>	
Spring break [If project option is chosen, stage 1 due Sun. Mar. 27 at 11:59pm]		
9. Mar29+31	Poverty, safety nets and risk	9. Global poverty & nutrition data (tables) (Apr. 3)
10. Apr 5+7	Behavioral economics in the food system	10. Intl. dietary transition data (scatterplots) (Apr. 10)
11. Apr 12+14	Macroeconomics: Unemployment, recessions and inflation	11. U.S. poverty & nutrition data (line graphs) (Apr. 17)
12. Apr 19+21	Agricultural development and the dietary transition	12. Food trade data analysis (line graphs) (Apr 24)
13. Apr 26+28	International trade and the food system	<i>No exercise due (project work or exam prep instead)</i>
14. May 3+5	Review sessions during class time <i>Nothing new – redraw class slides & news analysis diagrams, practice with past exams</i>	
15. May 10	Final exam, tentatively Tuesday May 10 th from 4-7pm <i>If project is chosen, complete report + presentation slides are due at final exam time.</i>	

* No class on Feb 18, because Monday's schedule applies that day.

Summary of the weekly exercises

Our weekly exercises, together with the exams or course project, are designed to help you gradually build the skills needed to use economics in your professional life. Each exercise adds an additional skill by digging into a specific real thing, so as you practice economics, you'll also be learning amazing facts about agriculture, food and nutrition. Scores on each exercise count for 5 points and we drop the lowest, for a total of half the available points for the semester.

Ex. #1. Writing about economics: what does it mean to ‘think like an economist’?

Describe one or more example(s) from your own life which might be explained using economic principles to describe your own decisions, the choices made by others, and the outcomes of interactions between you and the rest of society. *(One takeaway: Economics requires us to imagine other peoples' choices from their point of view.)*

Ex. #2. Transforming data: foods, nutrients and the least-cost diet

Assemble real data on food prices, the nutrient composition of each food, and a typical person's nutrient requirements for a healthy and active life, so as to calculate the least expensive way to meet nutrient requirements; then compare that with data from the FAO and national statistical services on what very low-income people actually eat. *(One takeaway: Food choices are related to nutrient needs, but influenced by many other factors as well.)*

News analysis exercises:

The next set of six exercises (3-8) deepen your skill drawing analytical diagrams. These diagrams capture the logic of economics, just like writing $H_2+O=H_2O$ captures the logic of chemistry. To practice applying economic logic to everyday life, we'll do six “news analysis” exercises in which you'll find two media reports about that week's topic and use economics to explain current events.

Ex. #3. News analysis about consumption preferences and food demand

Indifference curves and budget lines

Draw indifference-curve diagrams (and demand curves) to explain two recently reported changes in food demand, one change in income or purchasing power, and one change in habits or preferences. *(One takeaway: Food choices are driven by income and preferences, not just price.)*

Ex. #4. News analysis about agricultural production and food supply

Production possibility frontiers

Draw production-possibility diagrams (and supply curves) to explain two recently reported changes in food supply, one change in natural conditions and one change in available technologies. *(One takeaway: Agriculture is driven by climate and technology, not just price.)*

Ex. #5. News analysis about markets and prices

Supply, demand, and trade

Draw supply-demand diagrams to explain two recently reported changes in food supply, demand, and prices. One story should reflect food-related services that are not transported or traded over long distances; the second story should involve a food that is either imported or exported. *(One takeaway: Most farm products are traded, so local supply and demand have little effect on their price; it's local services whose prices are driven by local supply and demand.)*

Ex. #6. News analysis about environmental and social externalities

Economic surplus and non-market costs or benefits

Draw supply-demand diagrams to explain two recently reported stories involving food-related externalities. One should be related to production, and the other should be related to consumption. *(One takeaway: Food systems often have consequences well beyond the people who are actively participating in the marketplace.)*

Ex. #7. News analysis about market structure and monopoly power

Market power and the role of competition in social welfare

Draw supply-demand diagrams with marginal revenue or expenditure curves to explain two recently reported changes in agribusiness or the food industry, where one company may (or may not) come to have monopoly power. *(One takeaway: Prices depend on how people and companies interact, which we call the structure of the market between them.)*

Ex. #8. News analysis about food policy and social welfare

Political economy and social choice to improve outcomes

Draw supply-demand diagrams, one with and one without trade, to explain two recently reported changes in government policy. *(One takeaway: Policies can improve outcomes, but often have big unintended side effects.)*

Data analysis exercises:

The final set of exercises (9-12) build your quant skills for working with numbers. We won't do statistics to estimate functions or test hypotheses, and won't run simulation models, but we will practice the more fundamental task of transforming data to see it through the language of charts and tables. To practice visualizing numerical things, we'll do four "data analysis" exercises in which you'll download what's available, use Excel to transform it into a useful form, and create a chart or table that allows you to describe the world. For help with Excel, please reach out to the TAs or consult the many resources available online.

Ex. #9. Global poverty and nutritional outcomes

Create tables that compare income levels and poverty, food consumption and nutritional status around the world using data from the World Bank. *(One takeaway: Most things are never measured, so we need to look hard for data, read carefully about it, and use it creatively.)*

Ex. #10. Dietary transition around the world

Create scatter plots that reveal cross-country patterns in obesity and consumption of packaged foods, using Euromonitor data on branded foods and beverages, and World Health Organization (WHO) data on obesity rates. *(One takeaway: The transition to packaged and restaurant food is closely tied to rising obesity rates, with wide variation across countries.)*

Ex. #11. US macroeconomic conditions, diet quality and nutrition assistance

Create line graphs that trace economic fluctuations and changes in food expenditure as well as the Supplemental Nutrition Assistance Program (SNAP), using US national data. *(One takeaway: Economic collapse during COVID differs from previous recessions in many ways, but has notable similarities: people with money stop spending it, so the government can step in to smooth economic activity and prevent mass unemployment.)*

Ex. #12. International trade and the world food system

Create line graphs that put everything together, showing how production and consumption interact to drive international trade between countries, using worldwide data from FAOSTAT. *(One takeaway: Everything is connected. Economics offers a way to see interactions between different parts of the food system so that everything adds up, and you can see how farming, eating and trading influence each other, guided by our individual choices and government policies.)*

Course Topics, Assignment Schedule and Learning Objectives**Intro Week: Introduction and housekeeping**

Exercise: #1. Personal essay: Thinking like an economist

Objectives: Upon completion of this week, students will be able to:

- Describe the principles used in economics to explain and predict social outcomes
- Describe the strengths and limitations of economics as a social science
- Describe the strengths and limitations of economics for everyday life

Week 1: What is economics? How is it useful for food policy analysis?

Exercise: #2. Least cost diets

Objectives: Upon completion of this week, students will be able to:

- Use indifference curves and budget constraints to derive demand curves from observed prices and quantities
- Distinguish between the income effect and the substitution effect, graphically and conceptually
- Assess changes to consumer welfare that come from changes to the food system
- Describe the strengths and limitations of optimization as an explanation for food consumption choices around the world

Week 2: Food preferences, information, and dietary intake

Exercise: #3. News analysis about food choice and demand

Objectives: Upon completion of this week, students will be able to:

- Use change in budget constraints to analyze effects on dietary intake of programs that alter purchasing power, such as WIC, SNAP, school feeding etc.
- Use change in indifference curves to analyze effects on dietary intake of programs that alter preferences, such as advertising and behavior-change efforts

Week 3: Agricultural production and food supply

Exercise: #4. News analysis about farm production and supply

Objectives: Upon completion of this week, students will be able to:

- Use marginal costs, fixed costs and input response in production to derive supply curves, and identify the market conditions needed for perfect competition in food supply
- Use the distinction between scale economies and supply response to assess producer, consumer and social welfare changes in perfectly competitive markets, in self-sufficient locations and in trade with other regions
- Describe current events in the agricultural sector using economics principles

Week 4: Predicting food market prices and quantities (Tuesday only, no class on Thursday)**Exercise:** #5. News analysis about markets and prices**Objectives:** Upon completion of this week, students will be able to:

- Use elasticities to characterize consumer and producer response to changes in income, prices and production possibilities
- Explain why supply is the marginal cost curve and demand is the marginal benefit curve;
- Use supply and demand diagrams to explain observed outcomes and predict change; and
- Explore the supply and demand model with and without trade.

Week 5: Evaluating change in food market outcomes**Exercise:** #6. News analysis about environmental and social externalities**Objectives:** Upon completion of this week, students will be able to:

- Use supply, demand and economic surplus to evaluate the effects of government regulation and taxes on prices, quantities and social welfare
- Use supply and demand diagrams with and without international trade to explain and predict prices, quantities and social welfare changes
- Describe the opportunities for collective action to provide public goods and the policy options to address externalities.

Week 6: Market structure and monopolies**Exercise:** #7. News analysis about market power**Objectives:** Upon completion of this week, students will be able to:

- Use economics principles to identify the market conditions needed for firms to acquire monopoly power in markets for food, farm inputs and other sectors
- Describe the behavior of individuals and firms in monopolies and other market structures
- Describe current events in food markets in terms of market structure

Week 7: Government policies and programs**Exercise:** #8. News analysis about food policy and social welfare**Objectives:** Upon completion of this week, students will be able to:

- Use economic surplus to evaluate welfare consequences of externalities, environmental damage and other market failures
- Describe the opportunities for collective action to provide public goods and regulation, taxation and property rights enforcement to remedy market failures
- Describe current events in terms of market failure and collective action

Week 8: Midterm review / midterm exam in class on Thursday

Exercise: Redraw graphs, summarize notes and readings; take mock midterm exam

Objectives: Upon completion of this week, students will be able to:

- Use economic principles to explain and predict consumption, production and economic welfare changes using graphical methods
- Describe the strengths and weaknesses of economics methods relative to other approaches to explain, predict and evaluate responses to current events

-- Spring break --

For students who have chosen the project option, stage 1 is due at the end of the break, but can be submitted sooner for earlier feedback if desired.

Week 9: Poverty, safety nets, and risk

Exercise: #9. Data analysis about global poverty and nutrition

Objectives: Upon completion of this week, students will be able to:

- Use economic principles to apply poverty lines and other thresholds for measuring welfare and targeting social programs
- Describe major influences on income distribution, inequality and social mobility
- Obtain and present current data on global poverty and malnutrition rates

Week 10: Behavioral economics in the food system

Exercise: #10. Data analysis about international dietary transition

Objectives: Upon completion of this week, students will be able to:

- Describe recent findings in behavioral economics, incorporating psychology and marketing to explain non-optimizing aspects of food consumption behavior
- Use the distinction between income and substitution effects to assess consumer welfare changes in response to variation in prices and preferences

Week 11: Recessions, unemployment, and inflation

Exercise: #11. Data analysis about U.S. poverty and nutrition

Objectives: Upon completion of this week, students will be able to:

- Use economic principles to explain and predict business cycle fluctuations, including the timing and extent of recessions, unemployment and inflation
- Describe the role of fiscal and monetary policy in managing business cycles
- Obtain and present current data on incomes, employment and inflation

Week 12: Agricultural transformation and the dietary transition

Exercise: #12. Data analysis about food trade

Objectives: Upon completion of this week, students will be able to:

- Use economic principles to explain and predict economic growth and structural transformation between agriculture, industry and services over time
- Describe the experience of economic growth across countries and regions
- Obtain and present current data on economic growth and diet transition

Week 13: International trade and the food system

Exercise: No exercise due. Work on course project or prep for exam.

Objectives: Upon completion of this week, students will be able to:

- Use economic principles to explain, predict and evaluate changes in international trade, foreign investment and capital flows among countries
- Describe the major changes associated with globalization of agriculture and food
- Obtain and present current data on food production, consumption and trade

Week 14: Review and discussion

Exercise: Redraw graphs, summarize notes and readings; take mock final exam

Objectives: Upon completion of this week, students will be able to:

- Use economic principles for the various purposes described in the course description and weekly objectives
- Describe those various applications of economic principles in terms of their common features, strengths and weaknesses
- Judge the applicability of economics principles for personal, career and social decisions

Week 15: Final exam or course project completion

For those doing the project option, final reports and presentation slides are due at the same time as the final exam.

For the hyper-ambitious: a new textbook

That's me: I had hoped to have a high-quality draft of my new textbook for you to read, but it's still rough. Ask me for the latest version if you'd like to see the draft. Coauthor is Friedman alum [Amelia Finaret](#), and title is ***Food Economics: From Agriculture to Health***. It's designed for use in many schools around the world, and to parallel our class:

Week	Topic	Exercises	Chapters
Intro.	Introduction and housekeeping	1. Personal essay	Ch. 1: Introduction
1.	What is economics? How is it useful?	2. Least cost diets	Ch. 2.1: Consumer choices
2.	Preferences and dietary intake	3. Food choice & demand (indifference curves)	Ch. 2.1: Consumer choices (continued)
3.	Agric. production and food supply	4. Farm production & supply (production possibility frontiers)	Ch. 2.2: Producer choices
4.	Predicting market prices & quantities	5. Markets & prices (supply, demand & trade diagrams)	Ch. 3: Societal outcomes
5.	Evaluating change in market outcomes	6. Environmental externalities (economic surplus)	Ch. 4: Social welfare, surplus and externalities
6.	Market structure and monopolies	7. Market power (marginal revenue & expenditure)	Ch. 5: Market power, monopsony & monopoly
7.	Government policies & programs	8. Policy news (counterfactuals)	Ch. 6: Collective action
8.	Midterm review and midterm exam -- <i>nothing new</i>		
9.	Poverty, safety nets and risk	9. Global poverty & nutrition data (tables)	Ch. 7: Poverty and risk
10.	Behavioral econ. in the food system	10. Intl. dietary transition data (scatterplots)	Ch. 8: Psychology and decision-making
11.	Macro: Recessions and unemployment	11. U.S. poverty & nutrition data (line graphs)	Ch. 9: Food in the macroeconomy
12.	Agric. development and diet transition	12. Food trade data analysis (line graphs)	Ch. 10: International development
13.	Global trade and the food system	<i>No exercise due – work on projects or exam prep instead</i>	Ch. 11: World food system; Ch. 12: The future of food

Journal club

Research-minded students will know that exciting new work appears every year on all the topics we address in this class. To keep up, you might want to do occasional [google scholar](#) searches, and use the [Tufts VPN](#) for easy access to Tufts library subscriptions. To get a sense of what's being written by the Tufts faculty, here's a list of at least one source for each week. Where we have not recently published something on the topic, I chose something else of interest:

Week 1: What is economics, and what can least-cost diets reveal about food policy?

Finaret, A.B. and Masters, W.A., 2019. Beyond calories: The new economics of nutrition. *Annual Review of Resource Economics*, 11, pp.237-259.

<https://doi.org/10.1146/annurev-resource-100518-094053>

Bai, Y., Alemu, R., Block, S.A., Headey, D. and Masters, W.A., 2020. Cost and affordability of nutritious diets at retail prices: Evidence from 177 countries. *Food Policy*, p.101983. <https://doi.org/10.1016/j.foodpol.2020.101983>

Week 2: Consumer behavior and food demand

Hartmann, Monika, Sean B. Cash, Ching-Hua Yeh, Stefanie C. Landwehr, and Anna R. McAlister, 2017. "Children's purchase behavior in the snack market: Can branding or lower prices motivate healthier choices?" *Appetite* 117: 247-254.

<https://doi.org/10.1016/j.appet.2017.06.014>

Choudhury, S., Headey, D.D. and Masters, W.A., 2019. First foods: Diet quality among infants aged 6–23 months in 42 countries. *Food Policy*, 88, p.101762.

<https://doi.org/10.1016/j.foodpol.2019.101762>

Week 3: Farm production, food trade and market prices

Tichenor, Nicole E., Hannah HE van Zanten, Imke JM de Boer, Christian J. Peters, Ashley C. McCarthy, and Timothy S. Griffin, 2017. "Land use efficiency of beef systems in the Northeastern USA from a food supply perspective." *Agricultural Systems* 156: 34-42. <https://doi.org/10.1016/j.agsy.2017.05.011>

Masters, W.A. and N.Z. Rosenblum, 2017. Senegal groundnut value chain: Competitiveness and prospects for development. Washington, DC: The World Bank. <http://documents.worldbank.org/curated/en/523961498623774515>

Week 4: Market equilibrium

Masters, William A., 2016. "Economic causes of malnutrition", chapter 2.2 in M. Eggersdofer, ed., *Good Nutrition: Perspectives for the 21st Century*. Basel, Karger. <https://www.karger.com/Article/Pdf/452378>

Bai, Yan, Elena N. Naumova, and William A. Masters, 2020. "Seasonality of diet costs reveals food system performance in East Africa." *Science Advances* 6(49): eabc2162. <https://advances.sciencemag.org/content/6/49/eabc2162.abstract>

Week 5: Environmental externalities

Reinhardt, Sarah L., Rebecca Boehm, Nicole Tichenor Blackstone, Naglaa H. El-Abadi, Joy S. McNally Brandow, Salima F. Taylor, and Marcia S. DeLonge, 2020. "Systematic review of dietary patterns and sustainability in the United States." *Advances in Nutrition* 11(4): 1016-1031 <https://doi.org/10.1093/advances/nmaa026>

Week 6: Market structure and monopoly power

MacDonald, James M., 2017. "Consolidation, concentration, and competition in the food system." *Economic Review of the Kansas City Federal Reserve Bank*, S117: 85-105. <https://www.kansascityfed.org/~media/files/publicat/econrev/econrevarchive/2017/si17macdonald.pdf>

Week 7: Government policies and programs

Pomeranz, Jennifer L., Parke Wilde, Yue Huang, Renata Micha, and Dariush Mozaffarian, 2018. "Legal and administrative feasibility of a federal junk food and sugar-sweetened beverage tax to improve diet." *American Journal of Public Health* 108(2): 203-209. <http://www.doi.org/10.2105/ajph.2017.304159>

Week 8: Midterm review / midterm exam

Week 9: Poverty, safety nets and risk

Flores-Lagunes, Alfonso, Hugo B. Jales, Judith Liu, and Norbert L. Wilson (2018). "The Differential Incidence and Severity of Food Insecurity by Racial, Ethnic, and Immigrant Groups over the Great Recession in the United States." *American Economic Association Papers and Proceedings* 108, pp. 379-83. <https://www.aeaweb.org/articles?id=10.1257/pandp.20181106>

Week 10: Behavioral economics in the food system

Finaret, Amelia B. and William A. Masters, 2019. "Beyond calories: The new economics of nutrition." *Annual Review of Resource Economics*, forthcoming. <https://doi.org/10.1146/annurev-resource-100518-094053>

Week 11: Recessions, unemployment and inflation

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