

# SAMPLE SYLLABUS

NYU ACCRA

NUTRE-UE 9187

GLOBAL NUTRITION ISSUES: THE AFRICAN PERSPECTIVE

**Instruction Mode: Blended**

**Spring 2022**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Accra, please make sure that you've completed the online academic orientation via Brightspace, so you are aware of the site-specific support structure, policies and procedures. Please contact Dr. Nicholas Okai ([nno211@nyu.edu](mailto:nno211@nyu.edu)) and Ms. Sharon Agbemenya ([sa158@nyu.edu](mailto:sa158@nyu.edu)) if you have trouble accessing the Brightspace site.

## **Instructor Information**

- Name: Prof. Matilda Steiner-Asiedu
- Office address: Department of Nutrition and Food Science, University of Ghana
- Telephone:
- Office hours: By appointment
- Email address:

## **Course Information**

- **Course number:** NUTR-UE 9187
- **Course Title:** Global Nutrition Issues: The African Perspective
- **Meeting days and time:** Tuesdays, 9:00 to 12:00 pm GMT
- **Venue:** Classroom 2, NYU Accra Academic Centre.
- Remote Participants: Your instructor will provide you with the Zoom link
- COVID-related details: In the interest of protecting the NYU Accra community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
  - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
  - Additionally, in-person students will be split into cohorts who will attend sessions.

## **Course Description**

The course is designed to enhance students' awareness of the multifaceted nature of nutrition problems across the globe and the need for holistic strategies to reduce or

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alleviate the challenges. The role of public-private partnership (PPP) in addressing both under and over-nutrition issues in Africa is an integral part of the course. Nutrient cycle challenges and their relationships with maternal and child nutrition (the first 1000 days) is a major component of the course. A review of the UNICEF malnutrition conceptual framework; livelihoods; interactions between food and nutrition security with agriculture and developmental issues will be discussed. The discourse of globalization and the nutrition transition in Africa as well as the conventional food habits/foodways in relation to the current trends in non-communicable diseases in Africa will be considered. Intervention programs and nutrition policies will be compared across the globe. Organizations impacting nutrition in developing countries will be examined in relation to their role in enhancing food and nutrition security. Nutritional surveillance and monitoring are important strategies in improving nutrition as such the methods involved will be discussed with practical experiences.

## Course Objectives

**Upon completion of this course, students will be able to:**

- Outline the nature and scope of nutrition challenges in both developed and developing countries.
- Appraise the inter-relationship between culture, social, economic, environmental and lifestyle behaviours on nutrition and health.
- Discuss the food path, value addition and nutrition security.
- List governmental, non-governmental and international organizations as stakeholders in Nutrition related program planning.
- Explain the nutrition situation of women and their role in improving nutrition in families and households.
- Explain why nutrition in the first 1000 days of a child's life is critical for long term health.
- Give reasons why breastfeeding should be promoted, protected and supported.
- Elucidate the importance of food and water safety in nutrition and health within the African context
- Evaluate policies/guidelines that influence nutrition in Africa.
- Identify nutrition challenges and be able to plan and design simple interventions
- Use tools and protocols for nutritional assessment

## Course Requirements

Teaching will include lectures, question-answer sessions, group discussions, problem-solving and presentations. **Students are expected to have read assigned readings prior to class to facilitate teaching and learning.**

**Class participation:** Preparation and class participation are required. Students should be prepared to report on and discuss topics in the readings. Students are also expected to relate what they learn in class to everyday life and experiences.

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## **Assignment 1:**

### **Report on dietary assessment of an individual**

The background information (socio-demographic/economic) of the person should be considered in the report.

## **Assignment 2:**

### **Response paper based on global nutrition Report 2021**

A 5 -page paper on the global nutrition situation showing clearly the issues across the continents.

## **Assignment 3:**

### **Response paper based on food and nutrition security report of 2021.**

A 5-page paper on the situation and what strategies in your opinion can help improve to alleviate hunger and malnutrition.

## **Assignment 4:**

A two to three -page paper on why the need for nutrition education, surveillance and monitoring is so critical in Sub-Saharan Africa.

## **Assignment 5:**

### **Term paper**

Identify a global nutrition challenge. Suggest an intervention. Consider a developed and a developing country and let this information guide you in your choice of intervention, considering socioeconomics as well as culture. It may take the form of a case study or situation analysis or an evaluation of a nutrition program. Write an 8-10 page (typed, double spaced). This will be followed by a 15-20 minutes in-class presentation on the last lecture day. **Students may be paired to foster teamwork which is important in the field of nutrition.**

***Students are expected to submit work on the date specified. Late submission is not acceptable. Failure to submit or fulfil any required course components results in failure of the course.***

## **Grading of Assignments**

The grade for this course will be determined according to the following formula:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Class participation	5%
Quizzes	10%

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<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Reports (4)	40%
Mid Term Test	20%
Class presentation	5%
Term Paper	20%

## **Classroom Etiquette**

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g., rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e., COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in the class.

## **Grade Conversions**

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Per cent</b>
<b>A</b>	4.00	94%-100%
<b>A-</b>	3.67	90%-93%
<b>B+</b>	3.33	87%-89%
<b>B</b>	3.00	84%-86%

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Letter Grade	Points	Per cent
B-	2.67	80%-83%
C+	2.33	77%-79%
C	2.00	74%-76%
C-	2.00	70%-73%
D	1.00	65% -69%
F	.00	Below 65 %

## Lecturer Profile

### PROFESSOR MATILDA ABAKAI STEINER-ASIEDU

Matilda Steiner-Asiedu holds a BSc in Home Science from the University of Ghana, Legon; a BSc in Biology/Chemistry, MPhil and PhD in Nutrition from the University of Bergen, Norway; and an MPH from Brown University, USA. She is past Dean of the School of Biological Sciences, University of Ghana. Since 1993 to date, Matilda has been teaching and supervising local and international students studying nutrition, food science, agriculture, medicine, dietetics, and public health at both undergraduate and graduate levels at the University of Ghana. She is also an adjunct professor at New York University, Accra Campus where she teaches global nutrition.

Matilda has presented scientific papers at international and local conferences on pertinent public health and nutrition issues, and she has served on local and international scientific committees. In Ghana, she has played and continues to play, a pivotal role in drafting many working documents for the Ministry of Food and Agriculture, the School Feeding Programme, the National Development Planning Commission, various NGOs, and some UN Organizations. She led the four-person team that conducted the Ghana Zero Hunger Strategic Review in 2017. She also made key contributions to the development of Ghana's commitments submitted to the UN Food Security Summit and the Nutrition for Growth Summit in 2021. She has written and published over 90 scientific papers in peer-reviewed journals and co-authored several chapters in books. She has won many grants and sub-awards. It is not surprising that she was named the **2012 Laureate of African Union Kwame Nkrumah Award for Women in Science in the section on Life and Earth Sciences.**

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Through innovation and hard work, Matilda motivates herself and those around her to do their best. She is a creative teacher and an excellent role model who is dedicated to her work. Matilda maintains high standards for herself as well as those she works with including her students. She has supervised 72 students (64 as the main supervisor) at Masters, and 24 (20 as the main supervisor) at PhD levels; and she is still counting. She is a team player and collaborates with researchers at academic institutions and in private industry in Ghana and abroad to work towards major developmental goals.

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## Course Schedule

### Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Week 1, Feb. 1 <sup>st</sup>	Introduction to Course: Overview and concepts		
Week 2, Feb. 8 <sup>th</sup>	Macronutrients: Components of Foods, their values and Nutritional challenges	Global nutrition report 2021	Two global nutrition challenges.
Week 3, Feb. 15 <sup>th</sup>	Micronutrients: Components of Foods, their Values Nutritional challenges	Global nutrition report 2021	
Week 4, Feb. 22 <sup>nd</sup>	Nutritional assessment • Anthropometry • Biochemical • Clinical examinations • Dietary • Anthro software for analysis (Guest Lecturer)	Handout on Anthropometric, dietary assessment	<b>QUIZ:</b> There will be a short quiz at end of class based on the first four lectures.  <b>Report 1 due</b>
Week 5, Mar. 1 <sup>st</sup>	Maternal nutrition (pregnancy and lactation)		Come to class with a list of 5 challenges facing pregnant women for discussions
Week 6, Mar. 8 <sup>th</sup>	<b>Mid Term Exams</b> Infant and Young Child feeding	WHO code of breastfeeding	

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Week/Date	Topic	Reading	Assignment Due
Week 7, Mar. 15 <sup>th</sup>	<b>SPRING BREAK</b>		<b>Report 2 due</b>
Week 8, Mar. 22 <sup>nd</sup>	Nutritional management of PEMs (Guest Lecturer)	PEMs, Handout	
Week 9, Mar 29 <sup>th</sup>	Food system; food and nutrition security I		Come to class with 3 factors affecting food and nutrition security
Week 10, Apr. 5 <sup>th</sup>	Food system; food and nutrition security II		
Week 11, Apr. 12 <sup>th</sup>	Community assessment techniques and program planning	Read the paper on transect walk	<b>QUIZ 2 based on lectures 9 to 11</b>
Week 12, Apr. 19 <sup>th</sup>	Intervention programs	Study and evaluate a program for class presentations	<b>Report 3 due</b>
Week 13, Apr. 26 <sup>th</sup>	Nutrition Education: (Education for Effective Nutrition in Action, ENACT)	In-class exercise and discussions on Nutrition Education using practical case scenarios	
Week 14, May. 3 <sup>rd</sup>	School Feeding. Challenges and Controversies	Identify school feeding programs across the globe for in-class discussions	<b>Report 4 due</b>
Week 15, May. 10 <sup>th</sup>	Class presentations on term papers		
Week 16, May. 17 <sup>th</sup>	No exams		<b>TERM PAPER DUE</b>



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Week/Date	Topic	Reading	Assignment Due

## Tests and Quizzes

- **Quiz 1:** lectures 1 to 4
- **Mid-term exams:** lectures 1 to 6
- **Quiz 2:** lectures 9 to 11

## Course Materials

### Required Textbooks & Materials

- NONE; Reading materials will be given

### Optional Textbooks & Materials

- Norman J. Temple and Nelia Steyn (2016). *Community Nutrition for Developing Countries*. AU Press, Athabasca University, Canada
- King, F. S., Burgess, A. (2010), *Nutrition for Developing Countries, second edition*. ELBS with Oxford University Press, London.
- FAO (2017a). *Nutrition-sensitive agriculture and food systems in practice: Options for interventions*. FAO, Rome.
- FAO (2017b). FAO Nutrition-sensitive agriculture and food systems in practice e-learning modules (<http://www.fao.org/nutrition/policies-programmes/toolkit/en/>).
- FAO (2019). The ENACT Course: Education for Effective Nutrition in Action. Available on <http://www.fao.org/nutrition/education/professional-training/enact/en>.
- Global Panel on Agriculture and Food System (2016): *Food Systems and diet quality; facing the challenges of the 21<sup>st</sup> century*.

## Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)
- **Handouts will be posted online**

## Academic Policies

## Grade Conversion

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Your lecturer may use one of the following scales of numerical equivalents to letter grades:

## **Attendance Policy**

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [nno211@nyu.edu](mailto:nno211@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e., before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a per cent deduction from the student's final course grade for every week's worth of classes missed and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to the failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## **Late Submission of Work**

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- (1) Work submitted late receives a penalty of 2 points on the 100-point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

## **Academic Honesty/Plagiarism**

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offence to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

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[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing different perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

## **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, the NYU Home internal directory, as well as other NYU systems. Students can also opt-out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

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## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behaviour that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277
- 030 276 1528

**Note: Aspects of this course syllabus might change during the semester**