



SULTAN QABOOS UNIVERSITY

COURSE OUTLINE

PROGRAM: natural resource economics

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| 1. Course Code | NREC3012 | |
| 2. Course Title | Economics of Food Consumption and Policy | |
| 3. Credits | 3 | |
| 4. Pre-requisite Course(s) | FPEL(0560 or 0600 or 0601 or 0602 or 0603 or 0604), FPMT(0105 or 0109) | |
| 5. Co-requisite Course(s) | | |
| 6. Equivalent Course(s) | | |
| 7. Incompatible Course(s) | | |
| 8. Course Category | <input type="checkbox"/> University Requirement | <input type="checkbox"/> University Elective |
| | <input type="checkbox"/> College Requirement | <input type="checkbox"/> College Elective |
| | <input type="checkbox"/> Department Requirement | <input checked="" type="checkbox"/> Department Elective |
| | <input type="checkbox"/> Specialization Requirement | <input type="checkbox"/> Specialization Elective |
| | <input type="checkbox"/> Other (specify): | |
| 9. Course Owner | College: CAMS | Department: DNRE |
| 10. Course Type | <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Lecture/Lab |
| | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Lecture/Studio |
| | <input type="checkbox"/> Lecture/Tutorial | <input type="checkbox"/> Lecture/Lab/Tutorial or Seminar |
| | <input type="checkbox"/> Tutorial | <input type="checkbox"/> Laboratory (Practical) |
| | <input type="checkbox"/> Field or Work Placement | <input type="checkbox"/> Studio |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Internship |
| | <input type="checkbox"/> Workshop | <input type="checkbox"/> Project |
| 17. Language of Instruction | English | |
| 18. Course Description | | |
| <p>Apart from food production, food security depends on socio-economic factors such as, efficient functioning of markets and income distribution. This course examines the socio-economic factors that relates to food security to evaluate solutions to achieve food security at a household and national level. Theoretical learning would be complemented by use of analytical models on evaluating household and national food security.</p> | | |
| 19. Teaching/Learning Strategies | | |
| Interactive learning strategy | | |
| 20. Assessment Components and Weight [%] | | |
| <input checked="" type="checkbox"/> Quizzes | <input type="checkbox"/> Practical | <input type="checkbox"/> Other (specify): |
| <input checked="" type="checkbox"/> Homework assignments | <input checked="" type="checkbox"/> Project | |
| <input checked="" type="checkbox"/> In-term examination(s) | <input checked="" type="checkbox"/> Final examination | |
| 21. Grading Method | | |
| <input checked="" type="checkbox"/> A-F Scale <input type="checkbox"/> Pass/Not passed | | |
| 22. Textbook(s) and Supplemental Material | | |
| <p>Leathers, H.D. and P. Foster. 2009. The World Food Problem: Toward Ending Undernutrition in the Third World, Lynne Publishers, Inc. (Available in book store)</p> <p>The Oxford Handbook of the Economics of Food Consumption and Policy OUP Oxford · Hardback · 901 pages · ISBN 0199569444 (To be ordered)</p> | | |

23. Matching Course Objectives with Program Outcomes and SQU Graduate Attributes

| SQU Graduate Attributes | | |
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| A. SQU graduates should be able to: <ol style="list-style-type: none"> 1. apply the knowledge and skills relevant to the specialization 2. communicate effectively and use information and communication technologies 3. critically analyze complex information and present it in simple clear manner | B. SQU graduates possess <ol style="list-style-type: none"> 1. interpersonal communication skills and alignment with culture of international labour market to assist them in practical life and in living successfully 2. skills and motivation for independent learning and engagement in lifelong learning and research 3. work ethics and positive values, and intellectual independence and autonomy 4. teamwork skills and display potential leadership qualities | C. SQU graduates should <p>relish good citizenship qualities, be conscious of their national identity and be socially responsible, engage in community affairs and be mindful of contemporary issues.</p> |

| # | Intended Student Learning Outcome /Course Learning Objective | Relevant Program Outcome(s) | Applicable Attribute(s) |
|-----|---|---|-------------------------|
| 1. | The students will develop knowledge and comprehension of the Nature (how much, where, who), Causes (socio-economic), Potential solutions (technical, socio-economic) of the nutrition/food problem, whilst relating to Oman's national context. | i. Factually (using data and logical reasoning) explain the Nature, Causes and Potential solutions to food security from an economic perspective and | |
| 2. | The students will develop analytical skills on use of mathematical models to analyse the impact of economic variables on household food security and design of food menus recognising household economic factors. | ii. Analyse the impacts of economic variables on household food security and develop food menus considering economic variables through use of mathematical/software models. | |
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| 16. Student Responsibilities |
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| <p>It is the student's responsibility to know and comply with all University Academic Regulations relevant to participation in this course. These regulations specifically include attendance requirement and students' academic code of conduct.</p> <p>For attendance, it is the student's responsibility to be punctual and to attend all classes.</p> <p>Students are expected to perform their work with honesty and avoid any academic misconduct, which is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following: copying, plagiarism, collusion and forging documents. For full details, please refer to the Undergraduate Academic Regulations and to the Student Academic Misconduct Policy.</p> <p>Additionally, this course requires that you:</p> |

| COURSE INFORMATION | | | |
|-----------------------------|----------------------------------|---------------------|--|
| Course Code | NREC 301 | Course Title | Economics of Food Consumption and Policy |
| Semester/ Year | Fall2018 | Section(s) | 10 |
| Day, Time, and Place | Mondays/Wednesdays, 12-1:20, Lab | | |
| Course Coordinator | | | |
| Office Location | | Office Hours | |
| Office Tel. Ext. | | Email | |

| Tentative Schedule | | | |
|--------------------|-----------|--|------------|
| Week | Lecture # | Topic/Material to be covered | Assessment |
| 1 | 1, 2 | The nature of malnutrition: What is malnutrition, How is malnutrition measured, Who is malnourished and The trends in malnourishment. | |
| 2 | 3, 3 | The nature of malnutrition: What is malnutrition, How is malnutrition measured, Who is malnourished and The trends in malnourishment. | |
| 3 | 4, 5 | Causes of Malnutrition: Population, Prosperity, Pollution or environmental quality, Productivity in agriculture and fishery and Socio-economic causes relating to food markets. | |
| 4 | 6, 6 | Causes of Malnutrition: Population, Prosperity, Pollution or environmental quality, Productivity in agriculture and fishery and Socio-economic causes relating to food markets. | Quiz |
| 5 | 7, 7 | Causes of Malnutrition: Population, Prosperity, Pollution or environmental quality, Productivity in agriculture and fishery and Socio-economic causes relating to food markets. | |
| 6 | 8, 8 | Solutions to the world food problem: Government socio-economic policy solutions (Reduced food prices, Increase income, Redistribute income, Promote increased production, Reduce population growth) vs technical production solutions. | |
| 7 | 9, 10 | Solutions to the world food problem: Government socio-economic policy solutions (Reduced food prices, Increase income, Redistribute income, Promote increased production, Reduce population growth) vs technical production solutions. | Midterm |
| 8 | 10, 11 | Solutions to the world food problem: Government socio-economic policy solutions (Reduced food prices, Increase income, Redistribute income, Promote increased production, Reduce population growth) vs technical production solutions. | |
| 9 | 11, 12 | Solutions to the world food problem: Government socio-economic policy solutions (Reduced food prices, Increase income, Redistribute income, Promote increased production, Reduce population growth) vs technical production solutions. | Assignment |
| 10 | 12, 12 | Formulating Linear programming models on household food security and diet planning and use of Food Agriculture Organization's NutriSurvey software, Linear Programming module on diet planning. The emphasis would be in recognising food prices, household income and locally available food in formulating Nutritionally Adequate Least Cost Socially Preferred diets. | |
| 11 | 13, 13 | Formulating Linear programming models on household food security and diet planning and use of Food Agriculture Organization's NutriSurvey software, Linear Programming module on diet planning. The emphasis would be in recognising food prices, household income and locally available food in formulating Nutritionally Adequate Least Cost Socially Preferred diets. | |
| 12 | 14, 14 | Formulating Linear programming models on household food security and diet planning and use of Food Agriculture Organization's NutriSurvey software, Linear Programming module on diet planning. The emphasis would be in recognising food prices, household income and locally available food in | |

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|-----------|--------|--|-------|
| | | formulating Nutritionally Adequate Least Cost Socially Preferred diets. | |
| 13 | 14, 15 | Formulating Linear programming models on household food security and diet planning and use of Food Agriculture Organization's NutriSurvey software, Linear Programming module on diet planning. The emphasis would be in recognising food prices, household income and locally available food in formulating Nutritionally Adequate Least Cost Socially Preferred diets. | Quiz |
| 14 | 15, 15 | Formulating Linear programming models on household food security and diet planning and use of Food Agriculture Organization's NutriSurvey software, Linear Programming module on diet planning. The emphasis would be in recognising food prices, household income and locally available food in formulating Nutritionally Adequate Least Cost Socially Preferred diets. | |
| 15 | | | |
| 16 | | | Final |
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APPENDIX A: INSTRUCTORS OF MULTIPLE SECTIONS

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| APPENDIX B: ADDITIONAL INFORMATION |
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