Course Instructor: Kim Burnett, PhD Candidate, Global Governance.

Office: TBD
Office Hours: TBD
Email: kburnett@uwaterloo.ca

Times and Location: The class will meet weekly Wednesdays 2:30-5:30.

Class Format: Classes will be primarily a combination of lectures and class discussion, with media clips presented during some lectures.

Distribution of Grades:

- Reading Reflections: 30% (10% each)
- Short Reading Report: 20%
- Final Essay: 35%
- Participation: 15%

Assignments

Participation: 10% - Quality of interventions in class, including thoughtful comments/reference back to specific readings/concepts under discussion and your analysis/reference to readings assigned that week and in previous weeks/explicit connections between concepts/readings and personal experience and current events/thoughtful questions/how you present, articulate, your ideas in weeks you wrote a reaction paper

5% attendance – miss one = 4/5; miss 2= 3/5 and so on. Allowed to miss 1 with excuse; after that marks start to be taken off. If exceptional circumstances, speak with instructor.

Reading Reflections: Students will write three one page, single spaced reading reflections, reflecting on all the assigned readings for one week, starting with the second class of the term. These reading reflections should engage critically with the selected readings. You should develop an argument from the readings that discusses what you agree with from the readings and why, and/or what you disagree with, and why. You can discuss how the readings changed your views on the topic, what information or issues are new to you and how this has shaped your views of global food and agricultural politics, or what information has reinforced the views you’ve already held. The schedule for reading responses will be arranged in the first class. Official citations, bibliography and page numbers are not required unless you draw on work outside the assigned readings. You
may not use extensive quotes in your reflections. You are expected however to acknowledge the author to demonstrate you are engaging with their work (i.e. “as Murphy argued, market power…”).

Grade and Due Date: Each reading reflection is worth 10% and is due before the beginning of the lecture for the week's readings. No late submissions accepted.

Short Reading Report: The objective of this assignment 1) is to help interrelate the issues covered in class and 2) to help students begin preparing for the final paper.

Students will select one major issue covered in class (e.g. Land Grabs, Organic Food, the Green Revolution, Trade, etc.) and discuss the challenges to, and opportunities for, this issue to help in building a sustainable agricultural system. We will discuss potential topics in the first few weeks of class.

The report should identify the key points of the broader issue, the arguments for the problems it poses to sustainable food and agricultural production, and the arguments for the opportunities it provides for sustainable food and agricultural production. The student should identify policies/programs (government, private, international, etc.) governing the problem (it is suggested you choose one policy/program to keep this manageable) and discuss its strengths and weaknesses. For example, if the student identifies Trade as a problem, s/he might examine re-localization, fair trade, or reforming the WTO as their policy option.

Because this is in preparation for the final paper, students are encouraged to be specific – begin looking at a case study, or a smaller element of the broader issue – rather than trying to tackle the entire issue. This assignment requires minor additional research, which gives you the opportunity to use your time to begin your final assignment, and to receive feedback going in to the final assignment. Two additional academic sources and two non-academic sources should be consulted. For non-academic sources, students are encouraged to look at advocacy programs and/or campaigns by non-governmental organizations (for example, Oxfam’s GROW campaign), policy briefs/publications by research institutes/think tanks, etc. (e.g. the Institute for Agricultural Trade Policy), or from International Institutions (such as the Food and Agricultural Organization of the United Nations). In-depth journalism is an acceptable non-academic source to count towards your two sources; a news article is not. (Generally, I would expect the newspaper article to no less than 3 pages). You may, of course, integrate news articles as additional research.

Reports, like reflections, are required to make a clear argument. Students can think of this as the hypothesis moving forward into the final paper. However, it is encouraged that students remain open to changing their arguments as they complete the research for the final assignment, whether tweaking the argument, or changing their minds all together.

Reports can, and should, also build on reading reflections. This does not mean copying and pasting the earlier assignments into the report. However, points made in
reflections can be made in the report. Likewise, the points made in the reports can be integrated into the final paper. These are cumulative assignments to get you thinking deeper about the materials covered in class.

**Reports should be 2-3 pages, single spaced.** References and citations **must** be made for all materials used from outside the class readings. Citations are not required for class readings. However, citing as you go along could help with the efficient completion of your final paper, where all materials must be cited.

**Due Date: FEB 27, 2013. Late submissions will be penalized 10% per day, unless otherwise arranged by the instructor, in writing.**

**Final Assignment:**

**Research Essay:** The research essay builds on the earlier assignments, where a student chooses an issue covered in class and argues how it can potentially be governed. The paper, while falling under the scope of an academic research paper, can read like a policy paper in that it is intended to discuss how a complicated issue might be governed. A “policy paper” does not necessarily mean government policy alone. Students might wish to change a corporate policy, an institutional policy, etc., although government policy is certainly acceptable. For example, a student interested in sustainable coffee production might push Starbucks to go 100% Fair Trade, or for a local café to adopt Direct Trade over Fair Trade. As another example, a student might want to push a development or advocacy organization to start a particular campaign (e.g. push Oxfam to take up its Fair Trade campaign again, or for a local food justice organization to launch a Food Sovereignty campaign in its region, etc.). A student might argue for commodity controls, or a new international coffee agreement, that is not linked to a specific organization, though they might think about how this might realistically be supported.

A student **MUST, however** treat this like an academic paper when researching and writing, such that academic sources must be used (consider these the “studies” to support your paper), and **all sources must be cited, including those from class.** Students should also incorporate a justification for their policy proposal – i.e. draw on the readings from class; or discuss a precedent that shows this has been successful and discuss why students believes this could be useful in a new context, etc. **Students may choose their style for citations, but they must be either footnotes or in-text citations. Endnotes are not accepted.**

Students are encouraged to be creative, and even bold, but to still be academic by being able to justify their arguments. Building on one of the central themes of the class, the paper should build an argument that tries to balance realism with utopianism. That is, understanding the gravity of the issue as well as the reality of trying to address it. As such, it is an opportunity to think about bridging academia and policy change.
Students writing the research paper are required to do the following:

a. **Identify the issue** (building on your report)
b. **Identify the challenges to governing the problem** (again building on your report)
c. **Make an argument for why your governance policy is a ‘solution’ to the problem. It doesn't have to be sufficient. In fact, you should discuss how it is not sufficient.**
d. **Discuss the opportunities and challenges to your proposed governance policy, and how this affects the likelihood of the policy being implemented.**

The final assignment should be approximately 10-12 pages long (3000-3500 words).

**Due date APRIL 3, 2013. Late submissions will be penalized 5% per day unless otherwise arranged, in writing, from the instructor, and will not be accepted after April 15, 2013.**

**WEEKLY READINGS**

*Additional very short readings (e.g news pieces, links to policies, etc) may be added to the course website no later than the Friday prior to the following Wednesday's class. Please watch for these. They will be part of the lecture and class discussion, though not required for the reading reflections/reading report. Demonstration of having read them will however contribute positively to participation grades.*

**Week 1: January 9 - Theory and Policy**


**Week 2: January 16 - Global Food Crisis**


Week 3: January 23 - Small Scale Producers and Peasants


Week 4: January 30 - Trade


Week #5: February 6 - Localism and Organic


**Week 6: February 13 - Green Revolutions**


**February 20: READING BREAK – NO CLASS**

**Week 7: February 27 - Biotechnologies**


**Week 8: March 6 - Agribusiness**

d. Wise, Timothy and Betsy Rakocy. 2010. "Hogging the Gains from Trade: The Real Winners from U.S. Trade and Agricultural Policies" *GDAE, Tufts*
Week 9: March 13 - Food Aid and Assistance


Week 10: March 20 - Contemporary Issues


Week 11: March 27 - Alternative Movements and Approaches

It might be useful to revisit Wise and Murphy, 2012, to think of governance issues after the food crisis and the various issues that require being addressed.

Week 12: April 3 - Bringing everything together; thinking about the future. No readings. Discussion on papers.

POLICIES:

Academic Integrity: To create and promote a culture of academic integrity, the behaviour of all members of the University of Waterloo is based on honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/policies/policy70.html

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 – Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. Once registered with OPD, please meet with the professor, in confidence, during my office hours to discuss your needs.