

**Food and Agriculture Politics
ERS 462 Course Outline
Winter 2013**

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

Office: TBD

Office Hours: TBD

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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

- a. Utting, Peter. 2005. Rethinking Business Regulation: From Self-Regulation to Social Control. *Technology, Business and Society Programme Paper No. 15*, UNRISD.
http://mercury.ethz.ch/serviceengine/Files/ISN/102693/ipublicationdocument_singledocument/f7402d48-9e3a-4027-912a-995bf8955f7b/en/15.pdf
- b. Gaventa, John. 2008. "Building Responsive States: Citizen Action and National Policy Change" *IDS in Focus Policy Briefing*. Issue 5, October. <http://www.drc-citizenship.org/system/assets/1052734585/original/1052734585-gaventa.2008-building.pdf>
- c. Carr, E.H. *The Twenty Years' Crisis 1919-1939*; Chapter 2 "Utopia and Reality". A copy will be placed on reserve in the UW library, but you should be able to access online here:
<http://www.scribd.com/doc/76693878/The-Twenty-Years-Crisis-1919-1939-by-E-H-Carr> (starting at page 11 of the text, which is page 25 on the application)

Week 2: January 16 - Global Food Crisis

- a. Wise, Tim and Sophia Murphy. 2012. "Resolving the Food Crisis: Assessing

- Global Policy Reforms Since 2007” *GDAE and IATP*. Online at http://iatp.org/files/2012_01_17_ResolvingFoodCrisis_SM_TW.pdf
- b. Collier, Paul. 2008. “The Politics of Hunger: How Illusion and Greed Fan the Food Crisis” *Foreign Affairs*, Nov/Dec, pp. 67-79
 - c. Holt-Gimenez & Shattuck, 2011. “Food Crises, Food regimes and food movements: rumblings of reform or tides of transformation” *Journal of Peasant Studies* 38.1
 - d. Clapp, Jennifer. 2009. “Food Price Volatility and Vulnerability in the Global South: Considering the Global Economic Context.” *Third World Quarterly* 30.6, pp. 1183-1196.

Week 3: January 23 - Small Scale Producers and Peasants

- a. Murphy, Sophia. 2010. “Changing Perspectives: Small-Scale Farmers, Markets and Globalization” *IIED/HIVOS Working Paper*.
http://www.hivos.net/content/download/37718/244245/file/Sophia_Murphy-Web.pdf
- b. Barrett, Christopher. 2008. “Smallholder Market Participation: Concepts and Evidence from Eastern and Southern Africa”. *Food Policy* 33. 299-317.
- c. ETC. Group. 2009. “Who Will Feed Us?”
http://www.etcgroup.org/sites/www.etcgroup.org/files/ETC_Who_Will_Feed_Us.pdf
- d. Masakure, Oliver and Spencer Henson. 2005. “Why do Small-Scale Producers Choose to Produce Under Contract? Lessons from Nontraditional Vegetable Exports from Zimbabwe” *World Development* 33.10; 1721 – 1733
- e. **Gender:** Oxfam Online Discussion Blog: Food and Gender -
<http://blogs.oxfam.org/en/food-and-gender> **Please read all ten entries, and discussion in comments below.**

Week 4: January 30 - Trade

- a. Wise, Tim. 2009. Promise or Pitfall? The Limited Gains from Agricultural Trade liberalization for developing countries. *J. of Peasant Studies* 36.4, 855-870.
- b. Anderson, Kym and Ernesto Valenzuela. 2007. “Do Global Trade Distortions Still Harm Developing Country Farmers”. *Review of World Economics*; 143; 108-139.
- c. Clapp, Jennifer. 2006. “WTO Agriculture Negotiations: Implications for the Global South.” *Third World Quarterly* 27(4): 563-577.

Week #5: February 6 - Localism and Organic

- a. DuPuis, Melanie E. and David Goodman. 2005. “Should We Go Home to Eat? Toward a Reflexive Politics of Localism” *Journal of Rural Studies* 21; 359-371.
- b. C. Clare Hinrichs and P. Allen. (2008) “Selective Patronage and Social Justice: Local Food Consumer Campaigns in Historical Context” *Journal of Agricultural and Environmental Ethics* 21; 329-252.

- c. Guthman, Julie. 2000. "Raising Organic: An Agro-ecological Assessment of Grower Practices in California" *Agriculture and Human Values* 17; 257-266.
- d. Kloppenburg, J. et al. 1996. "Coming into the Foodshed". *Agriculture and Human Values* 13:3.
- e. Cloud, John. 2007. Eating Better than Organic. *Time Magazine*.
<http://www.time.com/time/magazine/article/0,9171,1595245,00.html>

Week 6: February 13 - Green Revolutions

- a. Bezner-Kerr, Rachel. 2012. Lessons from the Old Green Revolution for the New: Social, Environmental and Nutritional Issues for Agricultural Change in Africa. *Progress in Development Studies* 12:2&3; pp. 213-229.
- b. Evenson, R. E. and D. Gollin. May 2003. "Assessing the Impact of the Green Revolution, 1960-2000." *Science* 300: 758-762.
- c. Altieri, Miguel. A. 2009. "Agroecology, Small Farms, and Food Sovereignty". *Monthly Review* July-August.

February 20: READING BREAK – NO CLASS

Week 7: February 27 - Biotechnologies

- a. Valonquerin, G. and Philippe V. Baret. 2009. "How Agricultural Research Systems Shape a Technological Regime that Develops Genetic Engineering but Locks out Agroecological Innovations" *Research Policy* 38:6, pp. 971-983.
- b. Wield, David, Joanna Chataway and Maurice Bolo. 2010. "Issues in the Political Economy of Agricultural Biotechnology" *Journal of Agrarian Change*. 10 (3), pp. 342-366.
- c. Newell, Peter. 2003. "Globalization and the Governance of Biotechnology" *Global Environmental Politics* 3:2; pp. 56-71.
- d. Paarlberg, Robert. 2010. "GMO Foods and Crops: Africa's Choice". *New Biotechnology* 27 (5), pp.609-613.

Week 8: March 6 - Agribusiness

- a. Murphy, Sophia. 2006. "Concentrated Market Power and Agricultural Trade." *EcoFair Trade Dialogue Discussion Papers*. 1. August. English Version.
- b. Fuchs, Doris and Agni Kalfagianni. 2009. "The Causes and Consequences of Private Food Governance" *Business and Politics* 12.3, Article 5.
- c. Murphy, Sophia, David Burch, and Jennifer Clapp. 2012. Overview and Part 1: The ABCD Commodity Traders, pp. 5-21 in "Cereal Secrets: The World's Largest Grain Traders and Global Agriculture". *Oxfam Research Report*.
<http://www.oxfam.org/sites/www.oxfam.org/files/rr-cereal-secrets-grain-traders-agriculture-30082012-en.pdf>
- d. Wise, Timothy and Betsy Rakocy. 2010. "Hogging the Gains from Trade: The Real Winners from U.S. Trade and Agricultural Policies" *GDAE, Tufts*

University. Policy Brief <http://www.ase.tufts.edu/gdae/Pubs/rp/PB10-01HoggingGainsJan10.pdf>

Week 9: March 13 - Food Aid and Assistance

- a. Clapp, Jennifer. 2011. Renegotiating the Food Aid Convention. *Policy Options* August; pp. 27-32. Google the title and author and you will come to the pdf.
- b. Barrett, Christopher and Daniel Maxwell. 2006. "Towards a Global Food Aid Compact", *Food Policy*, 31, pp.105-118.
- c. Clapp, Jennifer. 2011. *Hunger in the Balance: The New Politics of International Food Aid*, pp. 1-14. This will be on reserve for students in the library.
- a. Zerbe, Noah. 2004. "Feeding the Famine? American Food Aid and the GMO Debate in Southern Africa", *Food Policy* 29, pp.593-608.
- d. On Canada: <http://www.srfood.org/index.php/en/component/content/article/1-latest-news/2253-canada-national-food-strategy-can-eradicate-hunger-amidst-plenty-un-rights-expert>

Week 10: March 20 - Contemporary Issues

- a. Biofuels: Borrás, S.M. Jr, Philipp McMichael and Ian Scoone. 2010. "The Politics of Biofuels, Land and Agrarian Change: editor's introduction". *The Journal of Peasant Studies* 37.4; pp. 575-592.
- b. Land Grabs, Land Rush, Land Investment: De Schutter, Olivier. "The Green Rush: The Global Race for Farmland and the Rights of Land Users". *Harvard International Law Journal* 52, p. 503 (2011).
- c. Oxfam Blog. Debunking the World Bank's Baby with the Bathwater: <http://blogs.oxfam.org/en/blogs/12-11-30-land-grabs-debunking-world-banks-baby-bath-water-argument>
- d. Financialization: Ghosh, Jayati. 2010. "The Unnatural Coupling: Food and Global Finance." *Journal of Agrarian Change*, 10 (1), pp. 72–86.

Week 11: March 27 - Alternative Movements and Approaches

- a. IAASTD Executive Summary of the Synthesis Report: [http://www.agassessment.org/reports/IAASTD/EN/Agriculture%20at%20a%20Crossroads_Executive%20Summary%20of%20the%20Synthesis%20Report%20\(English\).pdf](http://www.agassessment.org/reports/IAASTD/EN/Agriculture%20at%20a%20Crossroads_Executive%20Summary%20of%20the%20Synthesis%20Report%20(English).pdf)
- b. Bacon, Christopher M. 2010. "Who Decides What is Fair in Fair Trade" *Journal of Peasant Studies* 37.1, 111-147
- c. Borrás et al. 2008. "Transnational Agrarian Movements: Origins and Politics, Campaigns and Impacts" *Journal of Agrarian Change* 8.2-3; 169-204.
- d. De Schutter, Olivier. 2012. "Reshaping Global Governance: The Case of the Right to Food" *Global Policy* 3:4, 480-483.
- e. Rae Chi, Kelly et al. 2009. "Fair Miles: Recharting the Food Miles Map." IIED and Oxfam GB. <http://pubs.iied.org/15516IIED.html>

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.