**Governing Global Food and Agriculture**

 **ERS 606 - Winter 2018**

**Course Director:** Prof.Jennifer Clapp

**Office:** EV2 Room 2041; **Office Hours:** Wednesdays 1-2pm at BSIA Room 342, or by appointment on main campus

**Email:** jclapp@uwaterloo.ca

**Times and Location**: This course meets Thursdays 9:30-11:30am, in EV1 354

**Course Information**:

**Calendar Description:** This course examines the international rules and organizations that have emerged to govern the increasingly global system of food and agriculture. Specific themes to be covered include governance issues related to the rise of global food corporations, agricultural trade liberalization and the WTO, food aid distribution, international agricultural assistance, the global agro-chemical industry, and agricultural biotechnology.

**Detailed Description:** We will examine the globalization of the agro-food system and the various mechanisms that have arisen to govern it at the global level. This will include discussion of food security and food sovereignty, food crises, and the historical trajectory of the globalization of the industrial agricultural model and its current manifestation in the push for genetic engineering in agriculture. We will also consider broader issues with respect to agricultural trade and aid, as well as the rise of corporate actors in the global food system. In addition, we will ponder the ecological dimensions of food policy, politics and governance, as well the future of sustainability in food systems.

We will explore these themes through a close reading of four recent academic books that engage with these topics.

First, we will read Nora McKeon’s *Food Security Governance: Empowering Communities, Regulating Corporations* (Routledge, 2015). This book focuses squarely on food security in the context of global food governance. It provides an historical overview of food governance and examines the current politics of food provision in a globalized world. It examines the rise of the 2007-08 food crisis, and responses from both above – the reform of the Committee on World Food Security – and from below – the rise of the Food Sovereignty movement.

Second, we will read Bill Winders’ *Grains* (Polity, 2016). This book focuses on the important role of grains in the world food economy, including through trade and aid. It also examines the rise of genetically engineered grains, as well as resistance to the current world grain order.

Third, we will read Philip Howard’s *Concentration and Power in the Food System: Who Controls What We Eat?* (Bloomsbury, 2016). This book examines the power of corporations across global food supply chains – spanning from input provision, to farming, commodity trade and processing, distribution, and retail.

Fourth, we will read Pamela Mason and Tim Lang’s *Sustainable Diets: How Ecological Nutrition Can Transform Consumption and the Food System* (Routledge, 2017). This book integrates nutritional with ecological concerns and discusses the various dimensions involved in mapping out the ways in which the diet we consume influences the environment, and how policy and governance can encourage more sustainable diets.

Together, these four books cover a range of approaches and issues in the study of global food policy, politics, and governance.

Students will be required to read and review a fifth book (of their own choosing) for this course if they choose that option (the other option is a research paper on a topic of your own choosing). There is a list of potential books to review at the end of this outline. In the past, students have been able to rework their review essay into a book review that was published in a journal (if they choose a fairly recent book).

**Marks Distribution:**

Reading Responses (4) 40% (10% each – one for each of the four assigned books)

Final Paper (either book review essay or research essay) 35%

Final Presentation 15%

Participation 10%

**Reading Responses:** You are to write a 1.5 to 2 page (single spaced) ‘editorial’ about the ideas presented in each of the books that we are reading for this course, due on the days that we complete the books. Please try to develop an argument or main point about the book, and try to incorporate the following in your reading response: 1) What information, ideas or content did you find helpful or useful to your thinking about global governance and/or the global food system, and in what way? (i.e. did the book provide new information or concepts that made you think about these issues in a different way? Or did they reinforce your thinking on that topic?) 2) What information, ideas or content in the book did you disagree with or take issue with, and why? Your reaction paper should include a short introduction that outlines your main argument(s) and the rest should back up your points by explaining your reasoning and reference that particular book (you can also include reference to any other articles or books you deem relevant). You will be expected to discuss at least one point from your paper in class.

**Book Review Essay OR Research Paper: You have the choice of either writing an essay that reviews a fifth academic book, OR writing a research paper.**

**Book review essay option:** You are to write a review of one of the books listed at the end of this outline. There may be another book you wish to review that is not on this list – if so, please let me know. (I explicitly excluded books that were aimed at the popular audience). The book review should analyze the key ideas presented in the book **and** clearly link them to the other books and discussions in this course (which should be properly cited where appropriate). Please try to make an argument about the broader literature in the context of your review. This review should be approximately 3000-4000 words in length (excluding references).

**Research paper option:** You are to write a research paper on one aspect of global food policy and governance (the specific topic is your choice, but please confirm ahead of time with the course instructor). The paper is to be approximately 3500-4000 words in length excluding references. You should tie your argument and analysis back to the key issues and themes covered in the course, and the paper should be properly referenced. You should refer to readings assigned for this course as well as additional research from a variety of sources.

**Final Presentation:** In the last meeting of the course, each student will present their book review essay or research paper to the rest of the class. You should be organized, clear, and persuasive in presenting your work. You will have approximately 20-25 minutes for this presentation.

**Class Participation**: You are expected to be present and to participate in all class sessions. A mark out of 5 will be given for attendance. A mark out of 5 will be given for participation in discussions. Good participation is not simply a matter of speaking out in class. It involves contributions that demonstrate your engagement and connection with the course materials. This might include showing that you are making connections between different parts of the course materials and also between course materials and current events and external readings, as well as demonstrating that you have carefully weighed the arguments and viewpoints expressed in the readings and in class and have incorporated them into your own analysis. Each week, you are expected to have read and thought about that week’s readings, and come prepared to discuss your thoughts and ideas with your classmates in a constructive and respectful manner.

**Course Materials:**

McKeon, Nora. *Food Security Governance: Empowering Communities, Regulating Corporations* (Routledge, 2015).

Winders, Bill. *Grains* (Polity, 2017).

Howard, Philip. *Concentration and Power in the Food System: Who Controls What We Eat?* (Bloomsbury, 2016).

Mason, Pamela and Lang, Tim. *Sustainable Diets: How Ecological Nutrition Can Transform Consumption and the Food System* (Routledge, 2017).

Several articles from the library.

These books will be placed on reserve in the library on a three-hour loan basis, and Prof. Clapp will endeavor to purchase additional copies for borrowing by students.

Assigned readings should be read *before* the relevant classes.

**Schedule of Topics and Readings:**

**Week 1: January 4**

**Key Issues in the Global Food System: Introduction to the Course**

**Watch Film:** *The Global Struggle for Food* (30 minutes)

Readings – please read these classic articles available through the library for our first meeting:

* Dreze, Jean and Amartya Sen. 1989. “Entitlement and Deprivation”, in *Hunger and Public Action,* Oxford, 20–34.
* Friedmann, Harriet, and Philip McMichael. 1989. “Agriculture and the State System: The Rise and Decline of National Agricultures, 1870 to the Present.” *Sociologia ruralis* 29(2): 93–117.

**Week 2: January 11**

**McKeon, Chapters 1-3**

* What are the strengths and weaknesses of the food regime concept for understanding global food policy and governance?
* What are the key points of overlap/separation in these concepts: food security, right to food, food sovereignty?
* Did we learn the right lessons from the 1970s global food crisis?’

**Week 3: January 18**

**McKeon, Chapters 4-7**

* How important was reform of the Committee on World Food Security for the effectiveness of global food governance?
* What are the prospects for global food governance to embrace the concept of food sovereignty?
* Food sovereignty and food trade: should agriculture be ‘in’ or ‘out’ of the WTO?

**Week 4: January 25**

**Winders, Chapters 1-3**

**Watch Film:** *Seeds of Plenty, Seeds of Sorrow (1 hour)* **(Prof. Clapp is out of town)**

**Week 5: February 1**

**Winders, Chapters 4-6**

* What is the historical significance of 20th century grain trade arrangements for the contemporary food system?
* Is food aid an appropriate response to global hunger? What are its pros and cons?
* What is the appropriate role, if any, for genetic engineering in the global food system?

**Week 6: February 8**

**Howard, Chapters 1-5**

**Watch Film:** *Merchants of Grain* (1 hour)

* Why does concentration in the food system matter? If it brings down prices, isn’t that a good thing? What are the hidden costs of concentration?
* To what extent do global supermarket chains threaten local food systems?
* Are global grain companies losing the competitive edge they once had compared to other large firms in global food supply chains?

**Week 7: February 15**

**Howard, Chapters 4-9**

* What are the main concerns regarding a highly concentrated agricultural input sector?
* Is farmer autonomy a thing of the past?
* Does the rise of a global organic food sector signal a genuine alternative or does it reinforce corporate giants?

**February 22 – READING WEEK**

**Week 7: March 1**

**Mason and Lang, Chapters 1-5**

* What are the implications of the nutrition transition and the rise of the triple burden for developing countries?
* What are the drivers of environmental stress that arise from the current food system?
* Is there such a thing as a ‘sustainable diet’?

**Week 8: March 8**

**Mason and Lang, Chapters 6-9**

* Is a sustainable diet costlier in economic terms than an industrial diet?
* What policies would best support the encouragement of more sustainable food consumption?
* Is sustainable certification for the major ingredient crops (soy, palm oil, sugar, etc) enough to ensure sustainability in global value chains?

**Week 9: March 15**

**Free week for reading and writing!**

**Week 10: March 22**

**Free week for reading and writing!**

**Week 11: March 29**

**Student Presentations**

**Potential Books for Book Review Essay:**

# Akram-Lodhi, Haroon. 2013. *Hungry for Change: Farmers, Food Justice and the Agrarian Question.* Halifax, Canada: Fernwood Books.

# Andree, Peter. 2008. *Genetically Modified Diplomacy: The Global Politics of Agricultural Biotechnology and the Environment.* Vancouver: UBC Press.

* Barrett, Christopher and Daniel Maxwell. 2005. *Food Aid After Fifty Years.* London: Routledge.
* Bernauer, Thomas. 2003. *Genes, Trade and Regulation: The Seeds of Conflict in Food Biotechnology*. Princeton: Princeton University Press
* Breger Bush, Sasha. 2012. *Derivatives and Development: A Political Economy of Global Finance, Farming, and Poverty.* New York: Palgrave Macmillan.
* Binford, Leigh. 2013. *Tomorrow We’re All Going to the Harvest: Temporary Foreign Worker Programs and Neoliberal Political Economy*. Austin: University of Texas Press.
* Claeys, Priscilla. 2015*. Human Rights and the Food Sovereignty Movement: Reclaiming Control.* London: Routledge.
* Cotula, Lorenzo. 2013. *The Great African Land Grab? Agricultural Investments and the Global Food System*. London: Zed Books.
* Cullather, Nick. 2010. *The Hungry World: America’s Cold War Battle Against Poverty in Asia*. Cambridge, MA: Harvard University Press.

# David, Christina. 2005. *Food Fights over Free Trade: How International Institutions Promote Agricultural Trade Liberalization.* Princeton: Princeton University Press.

# Eaton, Emily. 2013. *Growing Resistance: Canadian Farmers and the Politics of Genetically Modified Wheat*. Winnipeg: University of Manitoba Press.

* Fowler, Cary and Pat Mooney. 1990. *Shattering: Food, Politics, and the Loss of Genetic Diversity.* Tucson: University of Arizona Press.

# Fridell, Gavin. 2007. *Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice*. Toronto: University of Toronto Press.

* Gottleib, Robert and Anupama Joshi. 2010. *Food Justice*. Cambridge, MA: MIT Press.
* Jaffee, Daniel. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival.* Berkeley: University of California Press.
* Guthman, Julie. 2011. *Weighing In: Obesity, Food Justice, and the Limits of Capitalism*. California Princeton Press.
* Hoelle, Jefrey. 2015. *Rainforest Cowboys*. Austin: University of Texas Press
* Juma, Calestous. 2011. *The New Harvest: Agricultural Innovation in Africa*. Oxford: Oxford University Press.
* Kimura, A. H. 2013. *Hidden Hunger: Gender and the Politics of Smarter Foods*. Ithaca: Cornell University Press.
* Kinchy, Abby. 2012. *Seeds, Science, and Struggle: The Global Politics of Transgenic Crops*. Cambridge, MA: MIT Press.

# Kloppenburg, Jack. 2004. *First the Seed: The Political Economy of Plant Biotechnology.* Madison: University of Wisconsin Press.

* Lang, Tim, David Barling, and Martin Caraher. 2009. *Food Policy: Integrating Health, Environment and Society*. Oxford: Oxford University Press.

# Magnan, André. 2016. *When Wheat Was King: The Rise and Fall of the Canada-UK Grain Trade*. Vancouver: UBC Press.

* McMichael, Philip. 2013. *Food Regimes and Agrarian Questions.* Halifax and Winnipeg: Fernwood.
* Nestle, Marion. 2005. *Food Politics: How the Food Industry Influences Nutrition, and Health.* Berkeley: University of California Press
* Otero, Gerardo. 2013. *Food for the Few: Neoliberal Globalism and Biotechnology in Latin America.* Austin: University of Texas Press.
* Paarlberg, Robert. 2009. *Starved for Science: How Biotechnology Is Being Kept Out of Africa.* Cambridge, MA: Harvard University Press.
* Paarlberg, Robert. 2010. *Food Politics: What Everyone Needs to Know*. Oxford: Oxford University Press.

# Perkins, John. 1997. *Geopolitics and the Green Revolution: Wheat, Genes, and the Cold War. Oxford:* Oxford University Press.

* Ross, Sandy. 2011. *The World Food Programme in Global Politics*. Boulder: Reinner.
* Scrinis, Gyorgy. 2013. *Nutritionism: The Science and Politics of Dietary Advice*. New York: Columbia University Press.

# Sen, Amartya. 1983. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford:Oxford University Press.

# Shaw, John. 2001. *The UN World Food Programme and the Development of Food Aid.* New York: Palgrave.

* Tansey, Geoff and Rajotte, Tasmin. 2008. *The Future Control of Food: A Guide to International Negotiations and Rules on Intellectual Property, Biodiversity and Food Security*. London: Routledge.
* Timmer, Peter. 2014. *Food Security and Scarcity: Why Ending Hunger is So Hard.* Philadelphia: University of Pennsylvania Press.

# Vernon, James. 2007. *Hunger: A Modern History*. Cambridge, MA: Harvard University Press.

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. London: Zed.

Weis, Tony. 2013. *The Ecological Hoofprint: The Global Burden of Industrial Livestock*. London: Zed.

* Winders, Bill. 2009. *The Politics of Food Supply: U.S. Agricultural Policy in the World Economy.* New Haven: Yale University Press.

# Winson, Anthony. 1993. *The Intimate Commodity: Food and the Development of the Agro-Industrial Complex in Canada.* Garamond Press.

# Winson, Anthony. 2013. *The Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating*. Vancouver: UBC Press.

**I have likely missed some books - If the book you would like to review is not on this list, please let me know and we can discuss its suitability for the book review assignment. I prefer that students review single authored research oriented books, rather than edited or popular-audience books.**

**Policies:**

**Plagiarism:** Plagiarism is an extremely serious academic offence and carries penalties varying from failure in an assignment to debarment from the University. Definitions, procedures, and penalties for dealing with plagiarism are set out on the University of Waterloo webpage (Policy #71 Student Academic Discipline Policy) at: <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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.

**STUDENT CONDUCT AND APPROPRIATE BEHAVIOUR**

♦ Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.  Intellectual property includes items such as:

-Lecture content, spoken and written (and any audio/video recording thereof);

-Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);

-Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and

-Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

 Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience.  However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights.  For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

 Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years.  In many cases, instructors might be happy to allow distribution of certain materials.  However, doing so without expressed permission is considered a violation of intellectual property rights.

 Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online.  The intellectual property rights owner deserves to know (and may have already given their consent).

♦ Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

 Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need 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. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

 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: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

♦ **Note for students with disabilities:** AccessAbility Services, <https://uwaterloo.ca/accessability-services/>, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

♦ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

♦ Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

♦ **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. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

♦ **Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

♦ **Unclaimed assignments:** Unclaimed assignments will be retained for one year. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

♦ **Communications with Instructor:** All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor from a personal account they will be requested to resend the email using their personal University of Waterloo email account.