**The World Food Economy**

**Agricultural and Consumer Economics 251**

**Sample Syllabus**

**INSTRUCTOR:** Dr. Hope Michelson

314 Mumford Hall

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Office hours:3:00-4:00 Thursdays

**OBJECTIVES:**

This course examines recent, rapid, continuing changes in the global demand for food, and its supply and distribution. We will use basic economic concepts to understand systems of food demand and supply, and to study how changes in these systems impact populations, markets and the environment. We will pay special attention to population growth, income growth, technological change, and natural resources as influences on food production and consumption. We will also look at how nation states try to ensure food security with policy initiatives, and the role of international markets in balancing supply and demand.

**PREREQUISITES:** ACE 251 is worth 3 hours credit. Econ 102 or ACE 100 is strongly recommended as a prerequisite for the course. ACE 251 will satisfy the non-western cultural studies or social studies General Education requirements in many curricula, but you should check with your academic advisor to make sure it is approved for your program.

**ASSIGNMENTS:**

**Exams:** There will be **three midterms** and a cumulative final exam. The three best

exam scores together are worth 50% of the final grade. The lowest exam score will be dropped. Midterm exam dates are September 25, October 30, and November 13. Midterm examinations will take place during the usual class meeting time. The cumulative final exam date will be announced later in the semester. **No make-up examinations can be offered.**

**Project Proposal Assignment:** For a multi-part term project, you will work in small groups to develop a proposal for funding that will address a specific food security problem. This assignment will comprise 30% of your final grade. This project will include **a well-written 5-page version of the proposal**, and an **in-class presentation of its salient points.**

 **Worksheets:** Performance on discussion section worksheets and activities comprises

ten percent (10%) of the final grade. These worksheets will be made available in the discussion sections, generally in short answer format, with some calculations required. If a **documented conflict** requires your absence from a discussion section, you must make arrangements with your Discussion Leader **prior to that scheduled meeting**. The lowest worksheet score will be dropped when calculating this part of your grade.

**Class participation:** Lectures for this class will involve the use of I-clickers. 10% of your grade will be based on I-clicker points. Starting in the third class session, there will be 25 class sessions in which I-clicker points are available. Attendance will also be taken during your discussion sections. Your participation grade is the share of lecture and discussion section I-clicker points that you earn, with a maximum for 100%.

**GRADING:**

Grades for exams and for each part of the Project Proposal Assignment will range between 0 and 100. Grades for each discussion section worksheet will range between 0 and 2.

 Your final grade will include:

* An average of best three exam scores \* 50%,
* Your share of Program Proposal Project and presentation points \* 30%,
* Your share of discussion worksheet points \* 10%.
* Share of ~22 class participation (I-clicker) points \*10%

The calculated final grade for the course will be converted to a letter grade as follows:

90-92.99: A-

93-96.99 A

97-100; A+

 similar conversions for other numerical scores.

 **Grading Policies:**

* You must raise any questions about exam or homework scores with the instructor **within one week after the exam**, project component, or worksheet is returned in class*.*
* Late project work will not be accepted.
* Late discussion section worksheets will not be accepted

**READINGS:**

Required texts for this class are available on Compass. The bulk of the material

 originates from two texts. You may purchase these books online:

1. **Southgate, Graham and Tweeten, *The World Food Economy*. Blackwell Pub., 2010**
2. **Bassett and Winter-Nelson, *The Atlas of World Hunger.* Univ of Chicago Press, 2010**

 **All required readings appear on the course Compass site.**

**COURSE COMPASS SITE:**

The class home page is accessible through Illinois Compass (<http://compass2g.illinois.edu>). Readings and abridged lecture notes will appear on Compass. Please check Compass for important announcements regarding exams, assignments, extra credit opportunities etc.

**Courtesy:**

Punctuality is an important practice that will serve you well throughoutyour

academic and professional life. Please plan to arrive in time to be seated and ready

to begin at 9:00am.

This is a large class. If you have something to discuss with a classmate, please do so in the hall. Please turn off cell phones and other distractions.

**Laptop/tablet policy:**

To avoid distracting your neighbors, **laptops and tablet computers may not be used during class**

**Academic Integrity:**

All University policies concerning cheating on exams and plagiarism on papers will be strictly followed. We assume you agree to follow the University’s Code of Policies and Regulations Applying to All Students concerning academic integrity: <http://www.admin.uiuc.edu/policy/code/article_1/a1_1-402.html>

**Disabilities:**

If you need accommodation for any disability, please speak to the instructor

concerning appropriate arrangements as soon as possible. Be advised that

each student requesting special accommodation must provide a letter from

the Division of Rehabilitation--Education Services (DRES).

Additional campus policies that relate to this class appear on the course Compass site under “information”.

**Course Outline and Readings** (dates are approximate)

1. Introduction and Framework (8/28, 8/30)
* Foley, Feeding 9 Billion: A Five Step Plan to Feed The World, National Geographic
* FAO, State of Food Insecurity Around the World, 2013 (pp 8-15)
* (optional) if you have not had micro-economics, please take the Kahn Academy modules on supply and demand and elasticity at: <https://www.khanacademy.org/economics-finance-domain/microeconomics>
1. Population Growth. (9/6, 9/11)
* World Food Economy Chapter 2, through page 28.
* Atlas of Hunger Chapters 12, 13, and 28.
* Population 7 Billion. National Geographic, Jan 2011.
* World Population Prospects, The 2012 Revision. Executive Summary pp. xv-xxi.

**Term Project Part One Due September 7 (submit electronically on Compass).**

1. Demand for Food (9/13, 9/18, 9/20)
* Atlas of World Hunger, Chapters 1 and 7 (for discussion section)
* World Food Economy Chapter 2, pages 28 through 40 (includes appendix)
* Atlas of World Hunger Chapter 5
* OECD Overweight 2012
* Atlas of World Hunger Box 36.1 (page163)
* Westhoff, Patrick, “The Biofuel Boom”. Chapter 1, *The Economics of Food*. 2010.

**Term Project Part Two Due September 22 (submit electronically on compass).**

**First Midterm Monday, September 25th in class.**

1. Measuring Food Insecurity (9/27, 10/2)
* FAO, State of Food Insecurity Around the World, 2013 (pp. 16-28)
* Atlas of World Hunger, Chapters 2, 3, 4, 6, and 8.
* (optional) Dutko, Ver Ploeg and Farrigan, 2012, Characteristics and Influential Factors of Food Deserts. (pp. 1-6)
* (optional) Hoffmann, 2011, U.S. Food Safety Policy Enters a New Era.

V. Supply of Food: Technological Change in Agriculture (10/4, 10/9, 10/11, 10/16)

* World Food Economy, chapter 3.
* World Food Economy, chapter 4.
* Atlas of World Hunger, chapters 19 and 20.
* Global Harvest, Gap Report, 2012
* Shifting Ground: Agricultural R&D Worldwide, IFPRI Brief.
* Global Status of Commercialized Biotech/ GM Crops, 2007, ISAAA.
* Hawaii GMO Debate (NYT Jan 6, 2014)
* Malawi Green Revolution

**Term Project Part Three Due October 19 (submit electronically on compass).**

VI. Supply of Food: Natural Resources (10/18, 10/23, 10/25)

* Chapter 9 in Norton and Alwang*, Economics of Agricultural Development*
* World Food Economy Chapter 5.
* Atlas of World Hunger, chapters 14,15,16,16,and 18
* Water and Food to 2025: Policy Responses to the Threat of Scarcity, IFPRI Policy Brief.
* Climate Change: Extreme Weather and Resilience of the Global Food System: http://www.foodsecurity.ac.uk/assets/pdfs/extreme-weather-resilience-of-global-food-system.pdf
* (optional) Agricultural Sustainability and Intensive Production Practices, *Nature,* 2002, p 671-677.
* (Optional) Global Resources and Productivity, USDA/ERS

VII. World Supply and Demand Balance (10/30).

* Chapter 3 in *Ending Hunger in Our Lifetime*, Runge et. al.

**Second Midterm WEDNESDAY NOVEMBER 1, in class.**

VIII. Food Policy (11/6, 11/8, 11/13).

* Chapter 1 in *The Political Economy of Agricultural Protection*, Anderson and Hayami
* World Food Economy chapter 6
* Atlas of World Hunger, chapter 37 (especially Box 37.1)
* Corn Wars, *New Republic*, 2015 (http://www.newrepublic.com/article/122441/corn-wars)

**Third Midterm Wednesday November 15, in class.**

**THANKSGIVING BREAK.**

IX. International Trade in Agriculture and Food (11/27, 11/29, 12/4)

* Chapter 6 in *International Trade in Agricultural Products*, Reed
* Dynamics of Agricultural Competitiveness: Policy Lessons from Abroad, *Amber Waves*, April 2003
* Atlas of World Hunger, chapters 33, 34, 35, 36 and 37.

**Term Project Part Four Due December (submit electronically)**

X. Food Safety and Sanitary Barriers to Trade (12/6)

Dealing with new uncertainties and risks from SPS barriers and biotechnology.

* Food Safety and Trade: Regulation, Risks, and Reconciliation, *Amber Waves*, Nov. 2003

XI. Review and Conclusion (12/11)**Schedule for TA discussion sections**

|  |  |  |
| --- | --- | --- |
| **Day** | **Topic to be covered in TA session** | **Worksheet to turn in** |
| **09.08** | Population Growth |  |
| **09.15** | Poverty | WS 1 |
| **09.22** | Engel´s Law | WS 2 |
| **09.29** | 4 Millions fed | WS 3 |
| **10.06** |  | WS 4 |
| **10.13** | Technological change in agriculture | WS 5 |
| **10.20** | Externalities |  |
| **10.27** | Natural resources and property rights | WS 6 |
| **11.03** | Price policy and world prices | WS 7 |
| **11.10** | More trade policy | WS 8 |
| **11.17** | Trade benefits (Coffee) | WS 9 |
|  | Thanksgiving break |  |
| **11.31** |  | WS 10 |
| **12.08** |  |  |

**Schedule for the Project**

|  |  |  |
| --- | --- | --- |
| **Date** | **Task Number** | **Assignment** |
| **09.07** | Project task 1 | Choose the members of the group (four)  |
| **09.21** | Project task 2 | Come up with three ideas for potential projects, including justification, intervention and goal. |
| **10.19** | Project task 3 | First draft of the proposal |
| **11.30** | Project task 4 | Final draft of the project |
| **12.01** | Project task 5 | Presentations by half of the group |
| **12.07** | Project task 5 | Presentations by half of the group |

**Food Security Project Proposal**

**ACE 251 – World Food Economy**

Students will work together in groups on a set of assignments to produce a proposal for a project addressing a food security issue somewhere in the world. The final product from this assignment will be a document in which you make a request for funding to support your project. The scale (e.g.: neighborhood-based, regional, national, etc.) and scope of the project are for you to choose. During one of the two final discussion sections, your group will give a five-minute presentation about your proposed project, as if you were actually making a case to a potential donor such as the Bill and Melinda Gates Foundation. All five assignments and associated grades for each of the five tasks will appear on Compass. Submit your assignments on Compass.

**Project Task #1:** Form groups and submit names with email addresses to the TA.

**Project Task #2**: For each of the three project ideas, your group must provide a justification (an evidence-based statement about why the problem is significant), an intervention (a description of the project with evidence that the approach could be effective), and a goal (a target outcome number you hope to reach). You will need to do research on the current status of food security in a particular place to come up with these three ideas. The proposals have to be feasible (no science fiction), and must be motivated by a real problem.

For example: suppose your group proposes to implement a program to distribute school meals to children in Honduras. You will need to come up with some information about malnutrition among Honduran children as justification, some evidence that a school-feeding program could be effective, and goal such as a 25% reduction in the rate of vitamin A deficiency among children in the project area.

**Project Tasks #3:** Task #3 is a draft of your final project proposal. This intermediary milestone offers you a chance to get feedback and guidance on your work. For each item on this list of grading criteria, a project earns up to 25 points: the maximum is 100 out of 100 points:

1. There is an evidence-based justification of why the problem is significant in the project
2. There is a specific activity associated with the project with some evidence that the activity could be effective
3. There is a specific goal described in the project
4. All material is free of typos or grammatical errors; the submission is 300-500 words long in total, including citations associated with the evidence provided. The submission is a **Microsoft Word document** saved as the name of your country followed by the number of your group: for example, “Honduras 3.docx”

**Project Tasks #4:** Each group will submit their final project proposal. For each item on this list of grading criteria, a project earns up to 25 points: the maximum is 100 out of 100 points:

1. There is an evidence-based justification of why the problem is significant in the project
2. There is a specific activity associated with the project with some evidence that the activity could be effective
3. There is a specific goal described in the project
4. All material is free of typos or grammatical errors; the submission is 800-1000 words long in total, including citations associated with the evidence provided. The submission is a **Microsoft Word document** saved as the name of your country followed by the number of your group: for example, “Honduras 3.docx”

Remember the definition of food security: All people at all times assured of economic access and physical access to sufficient, safe, and nutritious food. Economic access refers to having enough money or other resources to buy or produce food. Physical access means having reliable, affordable means of physically reaching sources of food (eg. stores, gardens, distribution centers).

**Some useful links for all projects**

Google Scholar to find journal articles: <https://scholar.google.com/>

UIUC JAL to download journal articles: <http://search.grainger.illinois.edu/linker/>

The State of Food Insecurity in the World (2014): <http://www.fao.org/3/a-i4030e.pdf>

Global Hunger Index (2014):

<http://www.ifpri.org/sites/default/files/publications/ghi14.pdf>

Global Food Policy Report (2013):

<http://www.ifpri.org/sites/default/files/publications/gfpr2013.pdf>

International Food Policy Research Institute publications:

<http://www.ifpri.org/publications>

World Food Programme information on countries: <http://www.wfp.org/countries>

Poverty Reduction Strategy Papers: <http://www.imf.org/external/np/prsp/prsp.aspx>

World Development Indicators: <http://databank.worldbank.org/data/reports.aspx?source=world-development-indicators>

**Project Task #5:** Make a 5-minute presentation on your submitted proposal to the class. Your grade will depend on the following criteria.

1) PowerPoint slides are free from grammatical errors, professional looking, and well organized.

2) You stick to the five-minute time limit.

3) You answer audience questions well.

4) Your talk is compelling.