

NEW YORK UNIVERSITY
Robert F. Wagner Graduate School of Public Service

PADM-GP 2250 Hunger and Food Security in Global Perspective, Summer 2012

PADM-GP 4250 (New York only)

New York: Mondays May 21 and June 4 (Ghana only); and Tuesdays and Thursdays, May 22 - June 7 6pm - 8:30pm

Ghana: June 17-July 6

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This class provides students with an introduction to the politics, economics, and policies associated with the global crises of hunger, malnutrition (under and over-nutrition), and food security. While the analytical perspectives provided will be comparative and historical, the course intends to ground discussion with practical exposure to the contemporary context of Ghana. Students will have an opportunity to have several field experiences in Ghana. The goals of the field experiences is for students to talk with organizations about the rationales for their current programs, to learn how the programs were designed, and to document what types of outcomes and impacts have been measured and evaluated. A particular focus is on the politics of these programs, both internally within communities and with respects to engaging other actors (supply chains, the public sector, etc). During this time, there will be additional sessions for students to share their field experiences with one another and reflect on how the material learned in the classroom can be used in practice. Prior to the course (and during the course itself) we will also facilitate contacts with organizations for students interested in pursuing longer internships over the summer in Ghana.

Learning Objectives

By the end of this course you should be able to:

- Explain various perspectives on the origins of the contemporary global food crisis as well as the state of knowledge regarding the inter-related food, fuel, and finance crises
- Be conversant with key terms in the field of food security and political economy of hunger and malnutrition
- Understand issues associated with the current food aid regime
- Understand the ethical issues associated with rights-based and welfarist approaches to food security
- Understand the basic elements of a commodity chain analysis

Outline of Class: There are two main sections of the class: New York and Ghana. Class sections in New York will compose the bulk of the lecture and “classroom” part of the course. These will include lectures, guest lecturers, case discussions, class exercises, and debates. In Ghana, the focus will be on organizational and site visits, guest lecturers, and some small-scale field research to

various locales. There will be regular debriefs and discussions following the site visits and guest lecturers, well as some presentations of the results of the small-scale field research.

Most class days in New York will be divided into two parts. The first part will be a mixture of lecture and discussion, followed by a break, while the second sessions will largely focus on a specific case discussion or classroom exercise. We encourage everyone to complete as much of the reading as possible in advance so that you can take advantage of being in Ghana as much as possible. You should plan on bringing copies of your readings in hard copy or on a laptop if you plan to bring one, as internet access cannot be reliably guaranteed while in Ghana.

Class participation will constitute a significant percentage of the final grade.

GRADES

There is no curve in this course. Everyone may receive an A or everyone may receive an F. This course will abide by the Wagner School's general policy guidelines on incomplete grades, academic honesty, and plagiarism. It is the student's responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic excellence and integrity.

Incomplete Grades: <http://wagner.nyu.edu/current/policies/incompletes.php>

Academic Honesty: <http://wagner.nyu.edu/current/policies/>

Course Requirements:

The requirements for those students in the 2 credit version (4250) are participation (35%) and a long paper (65%). The requirements for each are as described below for those students in the 4 credit version (2250) with the exception of meeting only Tuesdays and Thursdays. There is no group project for students in the 2 credit version.

1. *Participation*: (35%) The course depends on active and ongoing participation by all class participants. This will occur in two ways:

a). *Class Participation* (20%): Class participation includes both effective participation in the New York classes as well as the site visits and guest lectures in Ghana. Class participants are expected to come to class having read and digested the assigned readings and prepared to engage the class, with questions and/or comments with respect to the reading.

Before approaching each reading think about what the key questions are for the session and about how the questions from that session relate to what you know from previous sessions. Then skim over the reading to get a sense of the themes it covers, and, before reading further, jot down what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples of places that do not seem consistent with the logic of the argument? Is

the reading answering the questions you hoped it would answer? If not, is it answering more or less interesting questions than you had thought of? Next ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results? Now read through the whole text, checking as you go through how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly (or unpleasantly) surprised, when the author produced a convincing argument that had occurred to you.

There will be extensive case discussions in class and students are expected to participate actively and constructively.

b). *Precis* (15%) Each week 3-5 people will take responsibility for preparing response papers to one or more of the readings. This includes writing a 3-5 page précis of the reading that a) lays out the main argument(s), b) indicates what you found provocative and/or mundane, and c) poses 3-4 questions for class discussion. These handouts will be distributed via email to the rest of the class by Monday evening at 5 PM for the Tuesday class and Wednesday evening at 5 PM for the Thursday session.(using the course website). Everyone will prepare one précis over the course of the semester. Everyone who prepares a précis for the week should be prepared to provide a brief (2-3 minute) outline of their reaction to the readings as a contribution to discussion.

2. *Field Research Memo*: (30%) There will be the opportunity to spend some time in a small group (3-4 people) mapping the commodity chain of a particular commodity. The focus will be on developing a basic commodity chain analysis of a particular product found at the Kaneshie market in Accra, and other markets. Each team will make an initial presentation in class and submit a short paper outlining those findings prior to departure based on some initial research. The final grade is based partially on the initial presentation and short paper (5%) and mostly on the final field research memo (25%, combined totals 30% of the final grade). The field memo is due by midnight, July 31.

3. *Longer Paper*: (35%) This memo will provide a reflective analysis on issues raised by the course that draws upon analytical or conceptual frameworks from readings, lectures, site visits, and/or class discussions. The paper should be no more than 12 pages double-spaced and is due no later than midnight, July 31, unless you make other arrangements. There are three options for the longer paper:

1. Write a policy memo on a contemporary issue in hunger and food security policy that is either (a) an *options* memo that explores and recommends a particular policy alternative to a situation (ie, a traditional policy memo) or (b) a *strategy* memo that outlines a process for achieving a particular policy objective.
2. Write a research paper that explores an issue in hunger and/or food security policy. This could involve, for example, a discussion of evolution of the food aid regime, responses to the 2008 food price crisis, an assessment of Malawi's approach to food security, etc.
3. Some other format that you clear with one of us.

Late Policy. Extensions will be granted only in case of emergency. This is out of respect to those who have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized one-third of a grade per DAY.

Grading Breakdown (2250):

Class participation (35%): includes general participation (20%) and précis (15%)

Field Research (30%)

Longer Paper (35%)

Grading Breakdown (4250):

Class participation (35%): includes general participation (20%) and précis (15%)

Paper (65%)

Prerequisites: A basic statistics course (CORE-GP.1011), including some regression analysis, a basic micro economics course (CORE-GP.1018), and Introduction to Public Policy (CORE-GP.1022) or permission of the instructors.

New York

*Monday, May 21: **Ghana Participants Only:** Overview and Commodity Chain project

Tuesday, May 22: Hunger and Food Security: Definitions, Concepts, Issues

Thursday, May 24: Actors in the Global Food System: Supermarkets and Global Commodity Chains

Tuesday, May 29: Food, Fuel, and Finance: The Global Food Crisis and Responses

Thursday, May 31: The Crisis of Fish

*Monday, June 4: **Ghana Participants Only:** Initial Commodity Chain Presentation and Fieldwork Discussion, plus final logistics

Tuesday, June 5: Which Green Revolution?

Thursday, June 7: Social Movements, Human Rights, Food Sovereignty and Food Security

New York class meetings:

Monday, May 21st: Ghana Participants Only: Overview and Commodity Chain project

Before class: Review Value Chain slides [BB]

After class: Review Initial Resources for your assigned food commodity [BB]

Tuesday, May 22nd: Global Perspectives on Hunger and Food Security: Definitions, Concepts, Issues

Definitions and Key Concepts:

Hunger, Malnutrition, Food Security, Famine

Understanding Famines

Food Aid

Watch the talk on ethics and food security by Pers Pinstup-Andersen

<http://www.ctf1.com/publicaccess/ns4450-2008fall/ns4450-20081125-eng-pp-1/>

Watch the videos on the World Food Program's Hunger bytes Youtube Channel

<http://www.youtube.com/user/hungerbytes>

<http://www.youtube.com/watch?v=BwkHdCRoC60>

Norman Borlaug Interview

<http://online.wsj.com/video/nobel-laureate-borlaug-on-why-famines-still-exist/7BA7062A-087B-4FB1-9D62-8450478D99D1.html>

[Brazenor..pair this with the piece by Devereux below in the precis]

- Pay attention to the images, narratives, and frames used by the filmmakers and articulated by their subjects.
- Who are presented as the people who suffer from hunger and food insecurity? How are they presented? Who is presented as having agency with respect to the issues associated with hunger and food insecurity?
- Can you identify the implicit frames for the issue of hunger or food insecurity they project? What are the (implicit or explicit) diagnoses and prescriptions represented? Do they disagree on the data or the analysis of the data? What are the key areas of disagreement and common ground?

Goals:

- Spend some time on getting clear with respect to definitions of hunger, food (in)security, etc. and the significance of debates over those definitions as guides to policy.
- Explore and understand the normative and analytical disagreements and commonalities among the main policy-relevant approaches to understanding to issues of chronic malnutrition and hunger as well as the recent interwoven crises of food, fuel, and finance.
- Discuss the goals and objectives for the paper assignments for the course

Required Readings:

Chris Barrett, Measuring Food Insecurity, Science (Feb 2010) [BB]

Joan Gussow, "The Incompatibility of Food and Capitalism," Snail #2&3 (Aug, 2002) [BB]

Lester Brown, "The Great Food Crisis of 2011," Foreign Policy
http://www.foreignpolicy.com/articles/2011/01/10/the_great_food_crisis_of_2011

H. C. J. Godfray et al. Food Security: The Challenge of Feeding 9 Billion People [BB]

Economist Special Report, The Nine Billion People Question [BB]

FAO, Food Insecurity in the World 2011, pp. 8-10, and FAO, Food Insecurity in the World 2009, case material on Ghana, pp. 34-35 [BB]

Wilhemina Quaye, "Food security situation in northern Ghana, coping strategies and related constraints," African Journal of Agricultural Research Vol. 3 (5), pp. 334-342, May, 2008 [BB]

S. Devereux (2009) "Why does famine persist in Africa?" Food Security 1(1) pp. 25- 35. [BB]

Christopher B. Barrett, "U.S. Food Aid: It's Not Your Parents' program Any More!" Journal of Agribusiness, Volume 24, Number 1 (Spring 2006): pp. 1-16. [BB]

The PLOS Medicine Editors. (2008). Scaling up international food aid: food delivery alone cannot solve the malnutrition crises. PLOS Medicine. 5(11): 1525-1527. [BB]

Case: Niger Famine

This will be a focus of class discussion. There is no precis, but come having read the case and be prepared to discuss it.

Thursday, May 24th: Actors in the Global Food System: Supermarkets, Global Commodity Chains

Required Readings:

Chapter 4 ("Reforming Trade, Price and Subsidy Policies") in World Development Report 2008, at http://siteresources.worldbank.org/INTWDR2008/Resources/WDR_00_book.pdf

"Globalization of Food Systems in Developing Countries: A Synthesis of Country Case Studies," by G. Kennedy, G. Nantel and P. Shetty, in Globalization of Food Systems in Developing Countries, FAO (2004), at <ftp://ftp.fao.org/docrep/fao/007/y5736e/y5736e00.pdf>

Peter Timmer, Supermarkets, Modern Supply Chains, and the Changing Food Policy Agenda - Working Paper 162, Center for Global Development
<http://www.cgdev.org/content/publications/detail/1421245>

Eric Holt-Giménez, Ian Bailey, and Devon Sampson, Fair to the Last Drop: The Corporate

Challenges to Fair Trade Coffee [BB]

Tuesday, May 29th: Food, Fuel, and Finance: The Global Food Crisis and Responses

Required Readings:

Lang, Tim (2011). "Crisis? What Crisis? The Normality of the Current Food Crisis." *Journal of Agrarian Change*, 10, 87-97. [BB]

Urban Livelihoods and Food and Nutrition Security in Greater Accra, Ghana
(Read Summary and Conclusions, sample more as you wish.) [BB]

L. Cotula, S. Vermeulen, L. Leonard, J. Keeley, Land Grab or Development Opportunity? Agricultural Investment and International Land Deals in Africa [International Institute for Environment and Development (with FAO and International Fund for Agricultural Development), London, 2009]. (Read Exec Summary, Intro and Conclusion, sample more as you wish.) [BB]

Case: Malawi Food Policy

This will be a focus of class discussion. There is no precis, but come having read the case and be prepared to discuss it.

Thursday, May 31st: The Crisis of Fish

Selections: On the Line [BB]

Monday, June 4th: Ghana Participants Only: Initial Commodity Chain Presentation and Fieldwork Discussion; final logistics

Teams will present a no more than 10 minute overview of what they have found so far in terms of their research on their commodity chain and an initial outline of questions they want to explore in the field.

Required Readings: Qualitative Research Methods and Key Informant Interviews [BB]

Tuesday, June 5th: Which Green Revolution for Africa?

Required Readings:

Robert Paarlberg, "Attention Whole Foods Shoppers" *Foreign Policy.com*
http://www.foreignpolicy.com/articles/2011/04/26/attention_whole_foods_shoppers

See response by Anna Lappe, "Don't Panic, Go Organic," and scroll down to read other responses to both pieces, including Paarlberg's response to Lappe

<http://www.foreignpolicy.com/lappe?obref=obinsite>

Roger Thurow, "The Fertile Continent," *Foreign Affairs* (Nov-Dec 2010) [BB]

Peter B. R. Hazell, "Transforming Agriculture: The Green Revolution in Asia," *Millions Fed* [BB]

AGRA Strategy [BB]

A Viable Food Future, pp. 1-50 [BB]

June 7th: Social Movements, Human Rights, Food Sovereignty and Food Security

Required Readings:

Belo Horizonte Video, Right to Food

<http://www.urgentevoke.com/video/the-human-right-to-food-how>

Wilhemina Quayle, "Food Sovereignty and combating poverty and hunger in Ghana," *Tailoring Biotechnologies*, Vol. 3, Issue 2, Summer 2007, pp: 69-78 [BB]

Peter Timmer, "Preventing Food Crises Using a Food Policy Approach." *The Journal of Nutrition*. Supplement: The Impact of Climate Change, the Economic Crisis, and the Increase in Food Prices on Malnutrition. (November 18, 2009) [BB]

Cecilia Rocha, "Developments in National Policies for Food and Nutrition Security in Brazil," *Development Policy Review* [BB]

Raj Patel, "What does food sovereignty look like," *The Journal of Peasant Studies* Vol. 36, No. 3, July 2009, 663–706 [BB]

Eric Holt Gimenez and Annie Shattuck, "Food crises, food regimes and food movements: rumblings of reform or tides of transformation?" *Journal of Peasant Studies*, Jan 2011 [BB]

Agroecology and the Right to Food, Report [BB]

Case: India Right to Food

This will be a focus of class discussion. There is no precis, but come having read the case and be prepared to discuss it.

Additional Reading

Additional (optional) readings are included in order to provide students with a larger bibliography of key materials and resources in the field. This may be helpful if you are interested in a particular topic and would like to explore it in more depth, as an initial starting point for papers, or simply as a reference for things you should get around to reading in your career.

For a sense of history of Ghana, suggested readings include:

<http://www.columbia.edu/cu/lweb/indiv/africa/cuvl/Ghanaecon.html>

http://www.afdb.org/portal/page?_pageid=313,167132&_dad=portal&_schema=PORTAL

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/GHANAEXTN/0,,menuPK:351958~pagePK:141159~piPK:141110~theSitePK:351952,00.html>

http://www.touringghana.com/tourist_sites.asp

http://www.measuredhs.com/countries/country.cfm?ctry_id=14&cntrytab=quickstats

Additional Reading related to Global Perspectives on Hunger and Food Security—Definitions, Concepts, Issues and the Food Crisis:

USDA-ERS, *Food Security Assessment*, 2010-2011 (July 2010) [BB]

Warren Belasco, *Meals to Come: A History of the Future of Food*, Chapters 1 and 2 [BB]

Raj Patel, *Stuffed and Starved*

UN Food Security Crisis Portal

<http://www.un.org/issues/food/taskforce/index.shtml>

Other coverage of the 2008 food, fuel, and finance crisis

<http://www.bbc.co.uk/radio4/ourfoodourfuture/>

IFPRI's Food Security Portal

www.foodsecurity.org

Hunger and Poverty, 2020 Discussion Paper 43 (October 2007), International Food Policy Research Institute (IFPRI), Washington, DC. [Available at the IFPRI website]

IFPRI 2020 Focus Briefs on the World's Poor and Hungry People. "The World's Poorest and Hungry: Who, Where and Why?" (7 policy briefs, available at the IFPRI website)

LC Smith, Obeid AEE, Jensen HH. The geography and causes of food insecurity in developing countries. *Agricultural Economics*. 2000;22:199–215.

Micronutrient.org

<http://www.micronutrient.org/english/view.asp?x=582>

Helen Epstein, "Cruel Ethiopia" *New York Review of Books*

<http://www.nybooks.com/articles/archives/2011/may/13/cruel-ethiopia/>

D. Maxwell., Sadler, K. et al. 2008 Understanding 'Emergency Food Security'. Chapter 2 in *Emergency food security interventions*. Humanitarian Practice Network. Good Practice Review No. 10 pp 7-16.

D. Maxwell, Sadler, K. et al. 2008 'Food aid and in-kind assistance. Part of Chapter 7 in *Emergency food security interventions*. Humanitarian Practice Network. Good Practice Review No. 10 pp 61-70.

CARE USA, "White Paper on Food Aid Policy," June 6, 2006. [BB]

Wahenga (2009) "An urgent appeal to WFP: Please reconsider your plans for direct food transfer in Malawi." September 13. http://www.wahenga.net/index.php/views/comments_view/an_u

Sen, A. 1981. Poverty and Famines: An Essay on Entitlement and Deprivation. Oxford: Clarendon Press. p1-8

Alex de Waal, "Retreat from Accountability: Neoliberalism and Adjustment," in *Famine Crimes*, pp. 49-64.

Alex de Waal. 1990. A re-assessment of entitlement theory in the light of recent famines in Africa. *Development and Change* 21: 469-90

Alex de Waal, Whiteside A., 2003. New variant famine: AIDS and food crisis in southern Africa. *The Lancet* 362:1234-1238.

S. Lautze and D. Maxwell, D. (2007) Why do famines persist in the Horn of Africa? Chapter 10 in *The New Famines. Why famines persist in an era of globalization*. Edited by Stephen Devereux, (Oxon: Routledge, 2007). Pp. 222-245.

Olivier Rubin, "The Merits of Democracy in Famine Protection – Fact or Fallacy?" *European Journal of Development Research* (2009) 21, 699–717.

WFP. (2008). Vouchers and cash transfers as food assistance instruments: opportunities and challenges. The World Food Programme, Rome, 25 September 2008.

N. Zerbe, (2004). "Feeding the famine? American food aid and the GMO debate in Southern Africa." *Food Policy* 29: 593-608.

H. Young, A. Borrel, et al. (2004). "Public nutrition in complex emergencies." *The Lancet* 365(1909): 1899. [BB]

Cormac Ó Gráda *Famine: A Short History* (Princeton: Princeton University Press, 2009).

Chris Barrett and D. Maxwell, "Recasting Food Aid's Role," *Policy Brief*, August 2004.

Christopher B. Barrett and Daniel G. Maxwell, *Food Aid After Fifty Years: Recasting Its Role* (London: Routledge, 2005)

Barrett, C.B., Bell, R., Lentz, E.C. and Maxwell, D.G. 2009. "Market Information and Food Insecurity Response Analysis." *Food Security* 1:151-168.

S. Shapouri and S. Rosen. 2004. Fifty years of U.S. food aid and its role in reducing world hunger. *Amber Waves* 2 (September): 38-43.
<http://www.ers.usda.gov/Amberwaves/september04/Features/usfoodaid.htm>

Additional Reading related to Actors in the Global Food System—Supermarkets and Global Commodity Chains:

Lynne Phillips (2006), "Food and Globalization," *Annual Review of Anthropology*, Vol. 35: 37-57 at <http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.anthro.35.081705.123214>

William Roseberry, "The Rise of Yuppie Coffees and the Reimagination of Class in the United States," reprinted as Ch. 8 in *The Cultural Politics of Food and Eating*, James Watson and Melissa Caldwell, eds. (Blackwell 2005)

CADTM, *Getting to the root causes of the food crisis* [BB]

Bush, Ray (2011). "Food Riots: Poverty, Power and Protest." *Journal of Agrarian Change*, 10, 119-129. [BB]

Ghosh, Jayati (2011). "The Unnatural Coupling: Food and Global Finance." *Journal of Agrarian Change*, 10, 72-86. [BB]

Food Rebellions By Eric Holt-Gimenez and Raj Patel

Lester Brown, "Can the United States Feed China?" *Washington Post*, March 11, 2011. [BB]

Additional Reading related to Alternative Food Security Strategies—National Policies, Social Movements, the Right to Food, and Food Sovereignty:

Jean-Denis Crola, *Aid for Agriculture: Turning Promises into Reality on the Ground: Co-ordinating Donor Interventions in Three West African Countries*

Action Aid and Food First, *Smallholder Solutions* [BB]

Asbjorn Eide. 2007. Freedom from Hunger as a Basic Human Right, in *Ethics, Hunger, and Globalization*, edited by Per Pinstrup-Andersen and Peter Sandoe. The Netherlands: Springer Press.

Improving the proof: Evolution of and emerging trends in impact assessment methods and approaches in agricultural development
Maredia, Mywish K. 2009. IFPRI Discussion Paper 929.

Fogel, R. W. 2004. Health, nutrition, and economic growth. *Economic Development & Cultural Change* 52(3): 643-658.