**Professor Fabio Parasecoli**

**Department of Nutrition and Food Studies**

**NYU Steinhardt**

**Spring 2020 Syllabus**

**Advanced Topics: Agricultural Globalization**

**(FOOD-GE.2283)**

Time: Tuesdays, 6:45-8:25

Location: 60FA C14

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**Course Description and Objectives**

This course examines the process of agricultural globalization and its effects on the process of rural and agricultural development in the global south. Specifically, we will analyze the incorporation of agricultural producers and processors in developing countries into the supply chains of global food brands and retailers. Our goal is to identify how globalization is shaping institutions that govern agricultural production and trade at the global, national, and local level. In turn, we will ask how these institutions shape economic development outcomes for peasant and family farmers and agricultural laborers in poor and middle-income countries, who are among the most vulnerable actors in the global economy.

**Learning Objectives:**

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

1. Examine and analyze of the impact of global trade on food systems, both historically and in the present.

2. Achieve a deeper and wider understanding on the influence of global food trade on the cultural and social life of individuals and communities.

3. Identify the relations among global food trade, power structures, and geopolitical dynamics.

4. Develop critical skills in the analysis of the global food system

5. Acquire methodologies and hone writing skills for interdisciplinary research.

**Readings:**

All assigned readings are due on the day they appear on the syllabus. You are expected to read all articles, and be prepared to discuss them critically. At times, we will be doing close reading of the texts in class so please bring readings to class on the assigned day.  
In preparation to discuss the readings, reflect on the following questions:

1. What is the main question the reading is trying to answer?
2. What is the context in which that question is important? What motivates the question?
3. What main argument or answer to that question does the author pose?
4. What evidence does the author offer to support that argument?

The NYU Classes course page will contain the syllabus, readings, and case study dossiers. All the readings will be available digitally and free of charge through the NYU Library, so there is no need to buy books (unless you prefer to work on printed books).   
You will send me the assignments digitally through NYU Classes (no paper, please).  
Individual communications will be made through the NYU email account. Please make sure to check your email account regularly or arrange for emails to be forwarded to another account you check regularly. Personal emails will not be used.

**Attendance and Participation:**

Attendance will be an important part of learning in this course. Students are expected to attend all classes and come prepared**.** Participating in discussion will be required and graded**. One absence** will be excused beyond which each absence will count against half a grade on the participation part of the grade.

**Grading:**

The final grade will determined as follows:

* 25 % for Presence, Preparation, and Participation
* 75% for 3 Assignments (25% each)   
  Each portion will be graded from 1 to 100

The sum of the above-mentioned points will determine the final grade, as follows:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 65-69

D = 60-64

No D-

F= Below 60

Please note: Any student attending NYU who needs an accommodation due to chronic psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd) \*\*\*

**NYU Immigrant Defense Initiative (IDI)**

The NYU Immigrant Defense Initiative (IDI) offers free and confidential legal services to NYU students and employees, and their immediate family members, on their immigration cases. IDI can assist with DACA, TPS, asylum, legal permanent residency, citizenship, employment authorization, representation in immigration court, humanitarian visas, and consultations for those who have had contact with the criminal system (i.e. arrest or conviction) or have violated their visa. IDI also provides foreign travel monitoring for those affected by the Travel Ban, or who are at risk of being denied entry to the US, Know-Your-Rights trainings, and advocacy within NYU departments (financial aid, housing, student groups). Contact IDI at immigrant.defense@law.nyu.edu or 212- 998-6435 (no walk-ins). More information at: <https://www.law.nyu.edu/immigrantrightsclinic/IDI>

**Course Schedule**

1. **January 28  
   Intro to the course**

Charles C. Mann. 2011. “The Dawn of the Homogenocene: Tracing globalization back to its roots.” Orion Magazine May/June 2011   
Lynne Phillips. (2006). “Food and Globalization.” Annual Review of Anthropology 35: 37–57

1. **February 4  
   Ecological Imperialism, Biopiracy, Indigenous knowledge**“Bioprospecting,” in Londa L. Schiebinger. (2004). Plants and empire: colonial bioprospecting in the Atlantic world. Cambridge, Mass.: Harvard University Press (73-104)

Elizabeth DeLoughrey (2007). “Globalizing the Routes of Breadfruit and Other Bounties.” Journal of Colonialism and Colonial History 8: 3  
Philipp Pattberg. 2007. “Conquest, Domination and Control: Europe’s Mastery of Nature in Historic Perspective.” Journal of Political Ecology 14: 1-9.

“Food, Communities, and Indigenous Knowledge” in Fabio Parasecoli. (2017). Knowing where it comes from: labeling traditional foods to compete in a global market. Iowa City, Iowa: University of Iowa Press (181-202)

1. **February 11  
   The Development on Global Food Markets**

Philip Curtain. (1998). The rise and Fall of the Plantation Complex. Cambridge: Cambridge University Press (113-143).

“Transplanting: Commodities in World Trade”, in Kenneth Pomeranz and Steve Topik. (1999). The World That Trade Created. Armonk, NY: M.E. Sharpe (109-146)  
Immanuel Wallerstein. (2004). *World-Systems Analysis*. Durham: Duke University Press (1-59)  
  
**1st Assignment (due on week 4):**  
Diderot & D’Alembert. Encyclopédie. Sugar, Slave Trade

Based on the readings and the in-class discussions during the previous weeks, write an analysis and commentary (2,000 words) of the textual and visual material in the entries about sugar and slave trade in the Encyclopédie by Diderot and d’Alembert. What do they tell us about colonial products, colonial relations, and globalization processes in the modern Era?

1. **February 18  
   Neoliberalism**David Harvey. (2007). A Brief History of Neoliberalism. Oxford: Oxford University Press (5-63)
2. **February 25  
   The Rise of WTO**Jennifer Clapp. (2012) Food. Malden, MA: Polity Press (33-80)  
   Merlinda D. Ingco and John Croome. (2004).” Trade Agreements: Achievements and Issues Ahead” in Merlinda D. Ingco, ed. Agriculture and the WTO: Creating a Trading System for Development. Washington, DC: World Bank (64-87)

James A. Caporaso and Mary Anne Madeira. (2012). Globalization, institutions & governance. London: SAGE (96-127)

1. **March 3  
   Intellectual Property and Food**Fabio Parasecoli. (2017). Knowing where it comes from: labeling traditional foods to compete in a global market. Iowa City, Iowa: University of Iowa Press (1-129)
2. **March 10  
   Intellectual Property Case Study: Basmati Rice**Case Study Dossier (attachments 1 and 2)  
   Read and be ready to discuss. Find further material (data, statistics, legal documents) on the controversy, which you can present in class **2nd Assignment (due on week 8):**Write a memo (2,000 words minimum), considering the in-class discussion of the Basmati Rice case study. Is intellectual property the best tool to protect and support the production of basmati rice in India and Pakistan?
3. **March 24  
   Biofuels, Financialization, and Food Market Volatility**Patrick C. Westhoff. (2010). The economics of food: how feeding and fueling the planet affects food prices. Upper Saddle River, N.J.: FT Press
4. **March 31  
   Commodities Markets**Kara Newman. (2013). The secret financial life of food : from commodities markets to supermarkets. New York: Columbia University Press
5. **April 7  
   Regional Agreements**Alyshia Gálvez. (2018). Eating NAFTA: trade, food policies, and the destruction of Mexico. Oakland, California: University of California Press (1-158)
6. **April 14  
   Value Chains**Peter Gibbon and Stefano Ponte. (2005). Trading down: Africa, value chains, and the global economy. Philadelphia: Temple University Press (74-196)
7. **April 21  
   Value Chain Case Studies: Açai**Case Study Dossier. Find further material (data, statistics, legal documents) on the controversy, which you can present in class.  
     
   **3rd Assignment (due on week 13):**  
   Write a memo (2,000 minimum), considering the in-class discussion of the Açai case study. How can the açai value chain be improved?
8. **April 28  
   The Impact of Private Corporations**Jennifer Clapp and Doris Fuchs, eds. (2009). Corporate power in global agrifood governance. Cambridge, Mass.: MIT Press (1-59; 93-152)
9. **May 5**

**Organic Food in the Global Market**Guntra Aistara. (2018). Organic Sovereignties. Seattle: University of Washington Press (3-134)

**Check the rules of plagiarism**.   NYU has a clearly stated policy on plagiarism, called the Statement on Academic Integrity. Read and follow it please (below).  Bottom line:  changing a word or two of a sentence and then passing it off as your own (without quotation marks) is plagiarism.

**Statement on Academic Integrity**

Students are expected-often required-to build their work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped you is expected; in fact, not to give such credit is a crime. Plagiarism is the severest form of academic fraud. Plagiarism is theft. More specifically, plagiarism is presenting as your own:

\*a phrase, sentence, or passage from another writer's work without using quotation marks;

\*a paraphrased passage from another writer's work

\*facts, ideas, or written text gathered or downloaded from the Internet;

\*another student's work with your name on it;

\*a purchased paper or "research" from a term paper mill.

Other forms of academic fraud include:

\*"collaborating" between two or more students who then submit the same paper under their individual names.

\*submitting the same paper for two or more courses without the knowledge and the expressed permission of all teachers involved.

\*giving permission to another student to use your work for a class.

Term paper mills (websites and businesses set up to sell papers to students) often claim they are merely offering "information" or "research" to students and that this service is acceptable and allowed throughout the university. THIS IS ABSOLUTELY UNTRUE. If you buy and submit "research," drafts, summaries, abstracts, or final versions of a paper, you are committing plagiarism and are subject to stringent disciplinary action. Since plagiarism is a matter of fact and not intention, it is crucial that you acknowledge every source accurately and completely. If you quote anything from a source, use quotation marks and take down the page number of the quotation to use in your footnote.

Consult The Modern Language Association (MLA) Style Guide for accepted forms of documentation, and the course handbook for information on using electronic sources. When in doubt about whether your acknowledgment is proper and adequate, consult your teacher. Show the teacher your sources and a draft of the paper in which you are using them. The obligation to demonstrate that work is your own rests with you, the student. You are responsible for providing sources, copies of your work, or verification of the date work was completed.

The academic community takes plagiarism very seriously. Teachers in our writing courses must report to the Director of the Expository Writing Program any instance of academic dishonesty in student writing, whether it occurs in an exercise, draft, or final essay. Students will be asked to explain the circumstances of work called into question. When plagiarism is confirmed, whether accidental or deliberate, students must be reported to the Dean of their School, and penalties will follow. This can result in failure of the essay, failure in the course, a hearing with the Dean, and/or expulsion from the university. This has happened to students at New York University.

For more information on avoiding plagiarism and proper use of internet citation, we recommend visiting these websites:

1. “[What Is Plagiarism at Indiana University?](http://www.education.indiana.edu/~frick/plagiarism/item1.html)” Indiana University. A tutorial that tests your ability to understand and avoid plagiarism.
2. Virtual Salt. [“Citing Web Sources MLA Style.”](http://www.virtualsalt.com/mla.htm) By Robert Harris. Guidelines to what to cite and how to cite in Modern Language Association style.
3. [“How to Avoid Plagiarism.”](http://www.northwestern.edu/uacc/plagiar.html) Northwestern University. A comprehensive site about academic integrity and citing sources.

**From the NYU Expository Writing Center: http://www.nyu.edu/cas/ewp/html/policies\_\_\_procedures.html#statementacademicintegrity**