

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

Spring 2015 PADM-GP 4250 (2 credits)

Mondays 4:55-6:25 GCASL 369

Instructors: John Gershman

Email: john.gershman@nyu.edu

Office Hours: Mondays, 2:00-4:00 and by appointment

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

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 are class participation (30%), a simulation exercise (30%) and a long paper (45%).

1. *Participation:* (30%) The course depends on active and ongoing participation by all class participants.

a). *Class Participation* 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. Students are expected in particular to bring questions about the reading (were there concepts, data, or arguments that were unclear? Does the analysis travel to different contexts? What are the limits of the analysis in terms of space and time? Are the researchers asking the right questions?)

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.

2. Simulation (30%) You will be part of a team who will prepare a brief (2-3 pages, single spaced) memo as a contribution to a real-time bargaining process at a Global Summit on Food Security and engage in the simulation. More details to follow at the second class.

3. Long Paper (40%) You have several options for writing the long paper (**10-12 pages**). You can write a policy memo, a white paper, or a research paper on a food security issue (and it may be related to your simulation assignment if you wish). Or you could do a commodity chain analysis of a particular commodity. Or if you have another idea, pitch it to me. I am happy for students to write papers that may be of direct use in your work or internship. All proposed paper topics should be submitted by **Friday April 10 at 5:00 PM**. **[An Assignment tab on NYU Classes will be created for a one page outline of the project, including basic topic, initial list of resources, and the type of paper. Please feel free to speak with me about topics]. The final paper is due by 9:00 AM on Monday, May 18 through NYU Classes.**

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:

Class participation (30%): Simulation (30%) and Long Paper (40%).

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.

Monday, March 23: Hunger and Food Security: Definitions, Concepts, Issues

Monday, March 30: Famines and Food Aid

Monday, April 6: Rise of a Global Food Economy: Corporations, Trade, and Food Aid

Monday, April 13: The Crisis of Fish

Monday, April 20: Which Green Revolution?

Monday, April 27: Climate and Food Security, Guest Lecture

Monday, May 4: Social Movements, Human Rights, Food Sovereignty and Food Security

Monday, May 11: Simulation

Monday, March 24th: Global Perspectives on Hunger and Food Security: Definitions, Concepts, Issues

Definitions and Key Concepts:

Hunger, Malnutrition, Food Security, Famine

- Can you identify the implicit frames for the issue of hunger or food insecurity the readings 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:

Norman Borlaug Interview

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

Chris Barrett, Measuring Food Insecurity, *Science* (Feb 2010) [NYU Classes]

Lester Brown, 10 Things to Know About Food

http://www.earthpolicy.org/books/fpep/10_things_to_know_about_food_on_world_food_day

Economist Special Report, The Nine Billion People Question [NYU Classes]

Jonathon Foley, Changing the Global Food Narrative

<http://ensia.com/voices/changing-the-global-food-narrative/>

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

Monday, March 30: Famine and Food Aid

Required Readings:

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

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. [NYU Classes]

Erin C. Lentz, Christopher B. Barrett, Miguel I. Gómez, and Daniel G. Maxwell, "[On The Choice and Impacts of Innovative International Food Assistance Instruments.](#)" *World Development*, Available online 6 March 2013

Erin C. Lentz and Christopher B. Barrett, "The Negligible Welfare Effects of the International Food Aid Provisions in the 2014 Farm Bill," *Choices* 3rd Quarter 2014 29(3) [NYU classes]

USAID, Food Aid Reform
<http://www.usaid.gov/foodaidreform>

Alliance for Global Food Security
www.foodaid.org
(sample from resources page (fact sheets) and also look at their Facebook page:
<https://www.facebook.com/foodaidworks>)

Monday, April 6: Actors in the Global Food System: Supermarkets, Global Commodity Chains

Required Readings:

Jennifer Clapp, *Food*, Chapters 2-5

Reardon and Timmer, TBD

Shenggen Fan, Joanna Brzeska, and Tolulope Olofinbiyi, “The Business Imperative: Helping Small Family Farmers to Move Up or Move Out,” in IFPRI, *Global food Policy Report*

Eric Holt-Giménez, Ian Bailey, and Devon Sampson, *Fair to the Last Drop: The Corporate Challenges to Fair Trade Coffee* [NYU Classes]

Kim Elliott, “Is My Fair Trade Coffee Really Fair?” Center for Global Development (2012) [NYU Classes]

Monday, April 13: Fish

Required Readings:

Selections: *On the Line* [NYU Classes]

Siwa Msangi and Miroslav Batka, “The Role of Fish in Global Food Security,” in *Global Food Policy Report*, 2014-2015. [NYU Classes]

Monday, April 20: Which Green Revolution?

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) [NYU Classes]

Peter B. R. Hazell, “Transforming Agriculture: The Green Revolution in Asia,” *Millions Fed* [NYU Classes]

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

AGRA Strategy [NYU Classes]

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

Sophia Murphy, *Land Grabs and Fragile Food Systems* [NYU Classes]

Monday, April 27: Climate and Ag, Guest Lecture Which Green Revolution for Africa?

Required Readings:

TBD

Monday, May 4: Social Movements, Human Rights, Food Sovereignty and Food Security

Required Readings:

Jennifer Clapp, *Food*, Chapter 6

Belo Horizonte Video, Right to Food

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

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

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 [NYU Classes]

Monday, May 11: Simulation Conclusion

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.

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) [NYU Classes]

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

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. [NYU Classes]

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. [NYU Classes]

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* [NYU Classes]

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

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

Food Rebellions By Eric Holt-Gimenez and Raj Patel

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

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* [NYU Classes]

Asbjorn Eide. 2007. Freedom from Hunger as a Basic Human Right, in *Ethics, Hunger, and Globalization*, edited by Per Pinstруп-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.

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

