

SYLLABUS

POLITICS OF GLOBAL FOOD (IN)SECURITY

COURSE # 16:790:58:90

SPRING 2018

Instructor

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Course Delivery

This course is fully online. To access the course, please visit sakai.rutgers.edu . For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Important Dates: The course begins on 01/26/2018 and ends on 05/04/2018, and the last day to drop the course without a “W” grade is 02/12/2018.

Course Description

This course reflects upon the question of ‘how can food be political?’ It looks at the causes of food insecurity, the self sufficiency in food production, the meaning of eating ethically, the ways of creating the sustainable food system in the world, and the roles that government plays in food production and supply. The course raises an important question re uneven distribution of food and other basic resources in the world. It also analyzes the food regulation in an open economy and a globalized world.

The course is divided into three modules: i) conceptualization of food security, ii) analytical frameworks of food production/supply, and iii) food regulations.

The first module on conceptualization of food security includes topics of politics of food security given the interaction of state and market, globalization of food supply, and sustainability of food production and consumption.

The second module on analytic frameworks of food security includes topics of distributive justice, intellectual property rights, food and environmental degradation, culture/ideas on food, and contestations/movements for food justice.

The third module on food regulation and trade includes topics of multilateral governance of food regulation, classification of regulations, control of animal and plant pests/diseases, control of human health hazards, regulating quality through labeling and standards, and etc.

Course Learning Goals

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

- Critically examine literature and data on food security
- Categorize the concept of food safety/insecurity and its historical context and changing patterns
- Examine political, social, economic, cultural approaches to food security and safety in the local, regional and global contexts
- Analyze various real world responses to promote better practice in guaranteeing food security
- Construct own arguments in relation to a range of issues of food security
- To work in teams, practice communication/debate skills to resolve issues and responses to forced migration

GOAL m - Student is able to... Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
<p>Presents a clear, detailed, and thorough analysis of several different theories about human culture, social identity, economic entities, political systems, or other forms of social organization.</p> <p>Compares and critiques theoretical approaches; addresses their respective strengths and weaknesses; and, suggests possible extensions of analysis in new directions.</p>	<p>Presents a clear and correct account of more than one relevant theory about human culture, social identity, economic entities, political systems, or other forms of social organization.</p> <p>Identifies strengths and weaknesses of each theoretical approach; and, discusses its application to a particular case.</p>	<p>Satisfactorily discusses theories addressed in the course materials about human culture, social identity, economic entities, political systems, or other forms of social organization.</p> <p>Identifies different possible theoretical approaches to a particular case.</p>	<p>Fails to satisfactorily discuss any theory about human culture, social identity, economic entities, political systems, or other forms of social organization.</p> <p>Does not discuss variations in perspective or theory in relation to the subject.</p>

GOAL n - Student is able to... Apply concepts about human and social behavior to particular questions or situations.

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
<p>Demonstrates an advanced understanding of a range of concepts about human and social behavior and applies them to particular questions or situations with skill.</p> <p>Considers the strengths and weaknesses of the concepts applied, and suggests possible extensions of the analysis in new directions.</p>	<p>Clearly explains and applies concepts about human and social behavior in the context of applying them to particular questions or situations.</p> <p>Considers the strengths and weaknesses of the concepts applied.</p>	<p>Satisfactorily recounts the application of concepts about human and social behavior presented in the course materials.</p> <p>Makes some assessment of the relative strengths of the concepts applied.</p>	<p>Fails to describe or apply concepts about human and social behavior to particular questions or situations.</p>

Course Materials

Required Text(s):

The Oxford Handbook of food, politics, and society /edited by Ronald J. Herring . Oxford University Press 2015 - ISBN 978 - 0-19-539777-2

Food, Globalization and Sustainability/ Peter Oosterveer and David A. Sonnenfeld. Earthscan Publication 2012 - ISBN 978-1-84971-260-6

Food Regulation and Trade: Toward a Safe and Open Global System/ Tim Josling, Donna Roberts, David Orden. Institute for International Economics 2004 - ISBN 0-88132-346-2

Assignment Structure and Requirements

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.

Assignment	Points
Midterm Paper	30
Final Paper	30
Forum Discussions	30
Team Project - Simulation	10
Total	100

See course schedule, below, for due dates

Assignment Overview

Midterm Exam

The midterm exam will be take-home exam in an essay format given on Week 3. The two prompt questions of the midterm will be provided and you will be able to choose one question and write an essay of 3500 words, Times New Roman in the Word document and upload it as an attachment to the course Sakai website under the Assignments→Midterm. You will receive 30 points maximum for this midterm assignment towards your final course grade.

Simulation

Students will be allocated the roles in advance that involve the actors who negotiated the resettlement of the refugees from Indonesia to East Timor. Each student should study her/his role really well in order to effectively negotiate the point re refugee resettlement. The simulation will last 2-3 hours and will be held online. You will get maximum of 20 points for this assignment.

Forum Discussions

There will be 6 forum discussions and students are allowed to skip/miss one. Total of 5 forum discussions will be graded 7 points maximum each for total points of 35 towards your final course grade. The Forum Discussions involve initial response based on the readings of the week to three questions that are posted by the Instructor. Response to each question should be minimum of 200 words. Later in the week there will be Forum Peer Response, where students should engage with other peers responses to the same questions creating the environment of the debate/discussion/commentary/Q&A to 3 other students responses. The commentaries to 3 peers should 50 words minimum each.

Final Case Analytic Paper

The final case analytic paper will be take-home exam in an essay format given on Week 12 and due on Week 14. The two prompt questions of the midterm will be provided and you will be able to choose one question and write an essay of 3500 words, Times New Roman in the Word document and upload it as an attachment to the course Sakai website under the Assignments→Final Paper. You will receive 30 points maximum for this midterm assignment towards your final course grade.

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Grade	Range
A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	Below 60

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Logging in: AT LEAST ONCE PER WEEK**
 Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. **Time Commitment** : To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.
- Office hours and live sessions: OPTIONAL OR FLEXIBLE**
 All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later.

- **Participating in discussion forums: 2 OR MORE TIMES PER WEEK**
As participation, each week you post at least two times as part of our class discussion on the week's topics.
- **Self-Reporting Absence Application:** *Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.*

Course Schedule and Deadlines

Week	Date	Module 1 - CONCEPTUALIZATION
1		<p>Lesson 1 How is food political and global issue?</p> <p>Introduction in <i>Food, Globalization and Sustainability</i>, Oosterver and Sonnenfeld, Earthscan 2012 (pp 1-13) Introduction, How is Food political? in <i>The Oxford Handbook of Food, Politics and Society</i>, Oxford University Press 2015 (pp 3-43)</p>
2		<p>Lesson 2 Globalization and sustainability of food supply</p> <p>Globalization and food production and consumption (pp 13-39) Sustainability and food production and consumption (pp 39-63) <i>In Food globalization and sustainability</i></p>
3		<p>Lesson 3 Framing</p> <p>Science, politics, and the framing of modern agricultural technologies <i>In The oxford handbook of food, politics and society</i></p>
Week	Date	Module 2 - ANALYTIC FRAMEWORK OF FOOD SECURITY
4		<p>Lesson 4: Production, Technology, Politics</p> <p>Genetically improved crops, Martina Newell-Mcgloughlin (pp 65- 105) Agroecological Intensification of smallholder farming, Rebecca Nelson and Richard Coe (pp 65-105) The Hardest Case: What blocks improvements in agriculture in Africa? Robert L. Paalberg (pp 129-149)</p>
5		<p>Lesson 5: Production, Technology, Politics</p> <p>The poor, malnutrition, biofortification, and biotechnology Alexander J. Stein</p>

		<p>Biofuels: Competition for cropland, water, and energy resources David Pimentel and Michael Burgess Alternative Paths to food security Norman Uphoff</p>
6		<p>Lesson 6: Normative knowledge: ethics, rights, distributive justice</p> <p>Ethics of food production and consumption Michiel Korthals Food, justice, and land Saturnino M. Borras Jr. and Jeniffer C. Franco Food security, productivity, and gender inequality Bina Agarwal Delivering food subsidy: the state and the market Ashok Kotwal and Bharat Ramaswami</p>
7		<p>Lesson 7: Normative knowledge: ethics, rights, distributive justice</p> <p>Diets, nutrition, and poverty: lessons from India Raghav Gaiha, Raghendra Jha, Vani S. Kulkarni, Nidhi Kaicker Food price and trade biases: inefficient, inequitable, yet not inevitable Kym Anderson Intellectual property rights and the politics of food Krishna Ravi Srinivas Is food the answer to malnutrition? David E. Sahn</p>
8		<p>Lesson 8: Nature - Environment</p> <p>Fighting mother nature with biotechnology Alan McHughen Climate change and agriculture: countering doomsday scenarios Derrill D. Watson Wild Foods Jules Pretty and Zareen Pervez Bharucha Livestock in the food debate Purvi Mehta-Bhatt and Pier Paolo Ficarelli The social vision of the alternative food movement Siddharthe Shome</p>
9		<p>Lesson 9: Food values: ideas, interests, culture</p> <p>Food values beyond nutrition Ann Grodzins Gold</p>

		<p>Cultural politics of food safety: genetically modified food in Japan, France, and the USA Kyoko Sato Food safety Bruce M. Chassy The politics of food labeling and certification Emily Clough</p>
10		<p>Lesson 10: Food values - ideas, interests, culture</p> <p>The politics of grocery shopping: eating, voting, transforming the food system Josee Johnston and Norah MacKendrick The political economy of regulation of biotechnology in agriculture Gregory D. Graff, Cal Hochman, David Zilberman Co-existence in the fields? GM, organic, conventional food crops Janice E. Thies</p>
11		<p>Lesson 11: Global meets local - contestations</p> <p>Global movements of food justice M Jahi Chappell The rise of the organic foods movement as a transnational phenomenon Tomas Larsson The dialectic of pro-poor papaya Sarah Davidson Evanega and Mark Lynas Thinking the african food crisis; the sahel forty years on Michael J. Watts Transformation of the agrifood industry in developing countries Thomas Reardon and C. Peter Timmer The twenty-first century agricultural land rush Gregory Thaler Agricultural futures: the politics of knowledge Ian Scoones</p>
Week	Date	Module 3 - FOOD REGULATIONS
12		<p>Lesson 12: Food regulation in an open economy</p> <p>Ch 1. Globalization of the food supply (pp 1-7) Ch 2. Trade-related regulations in the global food system (pp 13-35)</p> <ul style="list-style-type: none"> - Economic rationales for food regulation - Classification of regulations - Risk analysis and appropriate degrees of caution - Trade effects of food regulations - Science and economics in risk-reducing regulations - Capture of regulations by producers or consumers

		<ul style="list-style-type: none"> - Welfare-enhancing regulation of food trade <p>Ch 3. Global food regulatory framework (pp 35-75)</p> <ul style="list-style-type: none"> - Multilateral governance of food regulation - The SPS Agreement - The TBT Agreement - The TRIPS Agreement - Enforcement of the multilateral disciplines - The Doha development agenda negotiations <p>Ch 4. Control of animal and plant pests and diseases (pp 77-100)</p> <ul style="list-style-type: none"> - Animal and plant pests and diseases and their control - Trade issues related to agricultural pests and diseases - Animal and plant regulations in practice - Managing agricultural trade in the presence of risks
13		<p>Lesson 13. Regulating food quality</p> <p>Ch 5. Food safety and control of human health hazards (pp 101- 127)</p> <ul style="list-style-type: none"> - Food safety regulation - Trade issues and food safety - Controlling natural food-borne pathogens - The health effects of yield-enhancing inputs - Managing trade-related food safety issues <p>Ch 6. Regulating quality through labeling and standards (pp 127 - 146)</p> <ul style="list-style-type: none"> - Private and public provision of information - Food quality regulations in practice - Impacts of labeling and standards on trade <p>Ch 7. Emerging food regulation issues (pp 151 - 181)</p> <ul style="list-style-type: none"> - Scope for trade conflicts - Labeling process attributes - International regulation of process attributes - Recent regulatory developments : genetically modified foods, organics, animal welfare <p>Ch 8. Toward a safe and open global food supply (pp 185 - 205)</p> <ul style="list-style-type: none"> - Assessment of the state of food regulation - Role of the WTO in the food regulatory framework
14		<p>SIMULATION</p> <p>Negotiations on food provisioning and climate change</p>

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

Technology Requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Sakai

Technology skills necessary for this specific course

- Live web conferencing using Adobe Connect
- Collaborating on VoiceThread
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Required Software

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint

Support and Policies

Late Work and Make-up Exams

There is not extension or make-up exam. All the examinations are online and should be completed on time.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**. You can use the Chat Room on Sakai if you have questions, need clarification or want to discuss course related issues with me and/or your classmates.

Discussion Board

I will check and reply to messages in the discussions every on weekends.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity policy](#) .

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#) 
- [Code of Student Conduct](#) 
- [Eight Cardinal Rules of Academic Integrity](#) 

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#) .
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For

information, check the [Learning Center website](#).

- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

Rutgers Health Services

Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#).

Accommodations for Accessibility

Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#) on the [Office for Disability Services](#) website.

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854
/ <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.