SYLLABUS

AEDE/INTSTDS 2580

Feast or Famine: The Global Business of Food
Spring 2021 (full term)
3 credit hours
Distance Learning

COURSE OVERVIEW

Instructor

Instructor: Gina Price

Email address: price.825@osu.edu (preferred contact method)

Zoom: https://osu.zoom.us/my/ginaprice

Office hours: By Zoom appointment, email me to set up a time

Class time: Tuesday/Thursday 3:55-5:15pm (synchronous)

Prerequisites

N/A

Course description

Global and regional trends in food consumption and production are surveyed. Trade, technological change, and other responses to food scarcity are analyzed.

This course, for which there is no prerequisite, addresses trends in the consumption and production of food. Specific objectives reflect a general focus on the allocation of edible commodities and the resources used to produce the same.

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

- Students will understand demographic and economic drivers of food-demand trends
- Students will understand responses to food scarcity, including trade and technological improvement

Topic List
- Population and food demand
- Agricultural development
- Food markets and trade
- Food security
- Global variation

By the end of the course students will be able to intelligently discuss the main issues regarding supply and demand of food in the world and understand the role each issue plays in a country’s economic development. Class meetings will be a combination of lecture and discussion. Students are expected to have completed the required readings prior to class and be able to engage in intelligent discussion of the relevant issues. The class will be significantly better if students are willing to contribute both their personal experiences and their thoughts and insights.

General Education Expected Learning Outcomes

As part of the Social Science: Human, Natural, and Economic Resources and Diversity: Global Studies categories of the General Education curriculum, this course is designed to prepare students to be able to do the following:

▶ Social Science: Human, Natural, and Economic Resources

  o Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

  o Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

  o Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

▶ Diversity: Global Studies
o Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

o Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills these learning outcomes by understanding the main issues around the supply and demand of food in the world and understand the role each issue plays in a country's economic development.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% distance learning; however, all class sessions are synchronous. If you are unable to attend a class session, it will be recorded and posted to Carmen; however, you should not count on the recorded lecturers as a sufficient way of learning. The opportunity to ask questions and participate in the conversation is invaluable.

Pace of online activities: This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is a distance learning course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

- **Participating in online activities for attendance:** AT LEAST ONCE PER WEEK
  You are expected to log in to the course in Carmen every week. (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.

- **Office hours and live sessions:** REQUIRED CLASSES, OPTIONAL OFFICE HOURS
  All live, scheduled events for the course are required. Office hours are optional.

- **Participating in discussion forums:** OPTIONAL
  As part of your learning, you are welcome to post on or start discussion board threads about topics covered within the course.
COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- This course outline and lectures will follow *The World Food Economy (2011)* by Douglas Southgate, Douglas Graham, and Luther Tweeten (2nd edition). Selected readings from academic journals and current news articles will be posted on the course website.

Recommended/optional

- n/a

Other fees or requirements

- n/a

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone**: 614-688-4357(HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

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<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
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</table>
See course schedule below for due dates.

## Descriptions of major course assignments

### Midterm and Take Home Final Exam (completed in Carmen)

**Description:** The mid-term exam will cover Chapters 1 - 8 from the textbook, as well as any assigned readings and relevant class discussion. The second part of the course will cover Chapters 9-15, where specific regions of the world and interregional differences are analyzed. The TAKE HOME final exam will be cumulative. If one’s grade of the final exam is higher than the midterm, the midterm grade will be ignored and the final exam will have a weight of 70% of the total grad, otherwise the two exams will be worth 35% equally. There is also the option of not taking the final, and the weight of 70% will be all applied to the midterm.

Make-up exams will NOT be given without documented medical or family emergency. Medical emergencies can be certified by the Student Health Center (http://shc.osu.edu/). Family emergencies can be certified by the OSU Counseling and Consultation Services (http://www.ccs.ohio-state.edu/). If you fail to attend the midterm, the grade of your final exam could be used as your make-up exam instead of setting up a new date. It is your responsibility to plan around scheduled exam times.

*Re-grade policy:* If the total number of points you earned were miscalculated, then you can return the exam and I will recalculate your grade. If you believe there was an error in the grading process, then you must submit in writing your request explaining why you deserve more points than you received.

*Academic integrity and collaboration:* Resources from class may be used, but you may not collaborate with anyone else to complete the exams.

### Quizzes

**Description:** While I will not record attendance, there will be brief (10 minutes), frequent, in-class quizzes randomly assigned throughout the semester. These will be held at the beginning

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Take Home Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Online presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Floating points</td>
<td>Up to 5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Table frequencies:

- Take Home Final Exam: 35%
- Quizzes: 15%
- Online presentations: 15%
- Floating points: Up to 5%
- **Total:** 100%
of class and will test your familiarly both with the material covered during the previous class and the readings for the current class (if applicable). While there will be no make-up quizzes, your lowest two scores will be automatically dropped.

**Academic integrity and collaboration:** Resources from class may be used, but you may not collaborate with anyone else to complete the quizzes.

**Online presentations**

**Description:** There will be presentations assigned for the second part of the course. The purpose of these is to use the concepts learned in the first part to analyze specific countries/regions in a way of economics. You will be asked to investigate a topic and present it as a policymaker or economic advisor. Each person should submit at least 40 pages slides, as well as a two-pages reflection of others’ presentations. Explicit instructions regarding the presentations will be posted on Carmen.

**Academic integrity and collaboration:** Resources from class may be used, but you may not collaborate with anyone else to complete the online presentation.

**Floating Points**

**Description:** These points are similar but not identical to conventional “bonus points” or “class participating points.” These points are not a required part of the class but to earn them, there will be a combination of tasks related to the class, each associated with different points. These tasks may include finishing additional class assignments, participating in selected departmental seminars, conducting extra class oral presentations, attending short training courses, and more. Opportunities to take on these tasks will be given periodically throughout the duration of the class.

**Academic integrity and collaboration:** Resources from class may be used, but you may not collaborate with anyone else to obtain floating points.

**Late assignments**

It is in your best interest to submit all work on time. I do however recognize that sudden events or emergency situations out of your control may impact your ability to do so. It is my policy to only accept late work within 7 days of the due date. All late work will result in a 15% deduction from the grade. At my discretion, exceptions may be made for emergencies or other well-documented issues. These exceptions are easiest to make when you notify me before the deadline. Please note, all late work will be graded only after I have completed the weekly grading of the on-time submissions and as time permits given other constraints on my time.
Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor 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 call 614-688-4357(HELP) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 10 days.

- **Email:** I will reply to emails within 48 hours on days when class is in session at the university.

- **Discussion board:** I will check and reply to messages in the discussion boards every 48 hours on school days.

OTHER COURSE POLICIES

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. A more conversational tone is fine for non-academic topics.
• **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.

• **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 Carmen discussion.

### Academic integrity policy

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
• Committee on Academic Misconduct web page (go.osu.edu/coam)
• Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
• Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools
# COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/11-1/15</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1: Introduction</td>
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<tr>
<td>2</td>
<td>1/18-1/22</td>
<td>Chapter 2: Demographic Transition and Trends, Income &amp; trends in demand</td>
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<tr>
<td>3</td>
<td>1/25-1/29</td>
<td>Chapter 3: Nature of agriculture, extensification and intensification</td>
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<td>4</td>
<td>2/1-2/5</td>
<td>Chapter 3 continued: Beyond the farm and trends</td>
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<td>Chapter 4: Competitive equilibrium</td>
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<td>5</td>
<td>2/8-2/12</td>
<td>Chapter 4 continued: Public policy, trends, and outlook</td>
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<td>Chapter 5: Market failure</td>
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<td>6</td>
<td>2/15-2/19</td>
<td>Chapter 5 continued: Climate change</td>
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<td>Chapter 6: Globalization and agriculture</td>
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<td>7</td>
<td>2/22-2/26 (No Class 2/23)</td>
<td>Chapter 7: Agriculture and economic development</td>
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<td>Chapter 8: Food insecurity</td>
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<td>8</td>
<td>3/1-3/5</td>
<td>Chapter 8 continued: Food insecurity</td>
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<td>Review Session</td>
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<tr>
<td>9</td>
<td>3/8-3/12</td>
<td>Chapter 9: Interregional differences</td>
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<td>MIDTERM EXAM</td>
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<tr>
<td>10</td>
<td>3/15-3/19</td>
<td>Chapter 10: Affluent Nations</td>
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<td>Chapter 11: Asia</td>
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<td>11</td>
<td>3/22-3/26</td>
<td>Chapter 11 continued: Asia</td>
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<td>Chapter 12: Latin America</td>
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<tr>
<td>12</td>
<td>3/29-4/2 (No Class 4/1)</td>
<td>Chapter 12 continued: Latin America</td>
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<td>Chapter 13: Middle East</td>
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<tr>
<td>13</td>
<td>4/5-4/9</td>
<td>Chapter 14: Eastern Europe</td>
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<td>Chapter 15: Sub-Saharan Africa</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>14</td>
<td>4/12-4/16</td>
<td>Chapter 15 continued: Sub-Saharan Africa</td>
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<tr>
<td></td>
<td></td>
<td>Review Session</td>
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<tr>
<td>15</td>
<td>4/19-4/21 (last day of classes)</td>
<td>Last day of classes 4/21, Reading Day 4/22</td>
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<td></td>
<td></td>
<td>TAKE HOME FINAL EXAM (In Carmen)</td>
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<tr>
<td>16</td>
<td>4/23-4/29</td>
<td>Finals Week</td>
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