

Feast or Famine: The Global Business of Food

AEDE/INTSTDS 2580

Credit Hours: 3

Spring 2022

Tuesdays/Thursdays 3:55-5:15

Kottman 104

Professor: Tim Jaquet, PhD

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Office: Ag. Admin. 331

Weekly Office Hours: Tuesdays 10:00 - Noon or by appointment

In general, I will plan to be both physically in my office and signed into my Zoom office:

<https://go.osu.edu/timjaquet> If this window doesn't work, Tues/Thurs are generally the best times to catch me between classes, but reach out and we'll figure something out.

COURSE DESCRIPTION

Global and regional trends in food consumption and production are surveyed, and trade, technological change, and other responses to food scarcity are analyzed. Specific objectives reflect a general focus on the allocation of edible commodities and the resources used to produce the same.

COURSE LEARNING OBJECTIVES

By the end of this course, students should successfully be able to: 1) understand demographic and economic drivers of food-demand trends and 2) 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

PREREQUISITES: None

REQUIRED TEXTS AND READINGS

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.

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

- **Diversity: Global Studies**
 - 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.
 - 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.

WORKLOAD EXPECTATIONS

For each credit hour, there should be about an hour of in class meeting time and 2 hours out of class work. For a three-credit class, you can expect an average of 6 hours of work outside of class completing readings, assignments and preparing for exams.

GRADING

The course is graded A – E, with the weighted distribution outlined in the course requirements section.

Transformation of numerical grade to letter grade will follow:

| | | | | | | | |
|----|--------------|----|--------------|----|--------------|---|--------------|
| A | 100% to 93% | B | < 87% to 83% | C | < 77% to 73% | D | < 67% to 60% |
| A- | < 93% to 90% | B- | < 83% to 80% | C- | < 73% to 70% | E | < 60% |
| B+ | < 90% to 87% | C+ | < 80% to 77% | D+ | < 70% to 67% | | |

GRADE APPEALS

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned, you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

COURSE REQUIREMENTS / DELIVERABLES

| | |
|------------------------------|----------------------------|
| Midterm Exams | 60 points (30 points each) |
| Quizzes (Best 5) | 20 points (4 points each) |
| Regional Comparison Project | 60 points |
| Reading Responses (3) | 30 points (10 points each) |
| Participation | 30 points |
| TOTAL POINTS POSSIBLE | 200 |

Midterm Exams The midterms will not be intentionally cumulative, but there may be concepts that span multiple sections of the course.

Quizzes: I will randomly hold quizzes at the start of class throughout the semester. Your final grade will come from your best 5 quizzes. Quizzes will not be announced in advance and should not require extra preparation if you've been coming to class and paying attention.

Regional Comparison Paper: This paper will ask you to look at a section of the world and compare the experience/characteristics of several countries in that section of the world. More on this assignment below.

Reading Responses: Certain days in the course outline below are denoted with stars. You must write a response for 3 of these over the course of the semester. One response should come from each section of the course (Weeks 1-4, Weeks 6-8, Weeks 11-15). Responses should be roughly 1 page in length and should focus on your own thoughts, observations, or questions raised by the chapter you're responding to. The goal is to apply the lessons from class and practice critical thinking. Simply summarizing what you read will not earn very many points. **Responses are due to Carmen BEFORE the start of class for the day you're reviewing.**

Participation: There is no formal attendance policy but active and constructive participation during class is a critical part of this course. This means attention to the assigned readings is particularly important. Students are expected to read the assigned material **before** class and come prepared to discuss questions raised by the material, peers, and the instructor. The substance of your contributions will be considered, as well as the frequency. Behavior that distracts fellow students will be particularly penalized, including but not limited to, talking, texting, or using computers/tablets for non-course related activities. Attendance still factors into your participation as you cannot participate if you are not present. However, while attendance is a necessary condition for participation, it is not a sufficient condition.

Extra Credit Opportunity: If you see a chapter of the course you're particularly interested in, you can volunteer to lead the group discussion for that chapter. This includes preparing some slides to summarize the material and coming with some discussion questions for the group. You do not have to fill the entire class period, I would aim for 20-30 minutes of content/discussion. A satisfactory presentation is worth 10 bonus points with an excellent presentation yielding more and a poor one yielding less. The sections are first come first serve, and all requests should be submitted by January 31st. (Regardless of when in the semester you're presenting.)

Bonus (2%): A 1% bonus can be earned by the entire class if the class response rate on the Student Evaluation of Instruction survey exceeds 80% before the final exam and a 2% bonus if it exceeds 90%.

LATE WORK POLICY

All assignments are subject to a penalty of 10%/day they are handed in late.

CarmenZoom AND ONLINE CONTENT POLICY

Carmen is likely to be a much larger component of this semester than those in the past. If you have any concerns about using Carmen or are unclear on where to find any of the online content, please let me know as soon as possible so we can make sure everything is working properly. Similar to things announced in class, **it is my expectation that you keep up to date on things posted in Carmen.** You should consider taking a minute to review your notification settings in Carmen to ensure that you do not miss important updates, particularly announcements.

Video and audio recordings of class lectures may be part of the classroom activity. The video and audio recording is used for educational purposes and may be made available to all students presently enrolled in the course.

ACADEMIC INTEGRITY/ ACADEMIC MISCONDUCT POLICY

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>: “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](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.”

In 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.”

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:

- The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
- *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coamtensuggestions.html>
- *Eight Cardinal Rules of Academic Integrity*: www.northwestern.edu/uacc/8cards.html

ACCOMMODATION POLICY

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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

ADDITIONAL STUDENT RESOURCES

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

CFAES Embedded Counselor: David Wirt M.Ed., LPCC-S

- Call (614) 292-5766 and state that you are in CFAES

DIVERSITY VALUES

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.

PANDEMIC-RELATED ADJUSTMENTS

Due to the ever-evolving nature of the Covid-19 pandemic, everything in this syllabus should be viewed as tentative. Should semester dates get adjusted or it become necessary to transition to an online format, everything stated here is subject to change including but not limited to due dates, specific deliverables themselves, or the relative weights given to individual assignments. Any such changes will be communicated immediately, and an updated syllabus will be posted on Carmen. Rest assured, I respect you as students and appreciate the value of stability in the learning environment, so I will strive to preserve as much of initial plan as possible. If at any time something becomes unclear or you feel things have been changed in a way that presents an issue for you, please don't hesitate to reach out so we can attempt to find a satisfactory resolution together.

REGIONAL COMPARISON PROJECT

The goal of this paper is to take the concepts and skills from this course and apply it to a specific context in the real world. This is not a “book report” where you simply regurgitate the information you come across, rather you are expected to take that information and create a narrative that tells the story of that particular region. It is up to you to compare the countries in the region and lift up the underlying factors that have led to the picture we see today.

We will talk more about the project as the semester goes, but a few important details:

- You will work on this project with a partner.
- You will be assigned one of the following regions:
 - Central America (Costa Rica, Nicaragua, Guatemala, Honduras, El Salvador)
 - South America (Bolivia, Paraguay, Uruguay, Chile, Peru, Ecuador)
 - Western Africa (Mauritania, Mali, Niger, Ghana, Sierra Leone, Benin, Burkina Faso)
 - Central Africa (Cameroon, C.A.R, D.R.C, Uganda, Rwanda, Tanzania, Angola)
 - Central Asia (India, Pakistan, Afghanistan, Nepal, Bhutan, Bangladesh)
 - Southeast Asia (Thailand, Laos, Vietnam, Cambodia, Malaysia, Philippines, Indonesia)
- You should include at least 4 countries from your region. You may use more or compare to nearby countries not on the list as well if you feel they’re a helpful reference. See me if you’re having trouble finding information for some of the countries on your list and we can talk about possible solutions.
- While research is a part of this paper, the primary emphasis is on building writing skills and practice creating a cohesive narrative that flows through the entire paper.
- Your paper should be 5-8 pages long. Use professional formatting and citation. You should have at least 5 references other than the book from class. At least 4 of them should be something other than a data source.
- You should also create at least 1 visual element that conveys relevant data or information for your paper. (Chart, table, graph, infographic, etc.) This element should look polished and professional.
- 15 of the points will come from the proposal outline assignment, the other 45 will come from your final paper.

TENTATIVE COURSE OUTLINE

| Wk | Date | Topic | Due Dates |
|----|--------------|---|-------------------|
| 1 | T 1/11 | Syllabus and Overview | |
| | R 1/13 | Chapter 1: Introduction | |
| 2 | T 1/18* | Chapter 2: Demographic Transition and Trends, Income & trends in demand | |
| | R 1/20 | | |
| 3 | T 1/25* | Chapter 3: Nature of agriculture, extensification and intensification | Partners Selected |
| | R 1/27 | Chapter 3 (con't): Beyond the farm and trends | |
| 4 | T 2/1* | Chapter 4: Competitive equilibrium | Region Survey |
| | R 2/3 | Chapter 4 (con't): Public policy, trends, and outlook | |
| 5 | T 2/8 | Review Session | |
| | R 2/10 | MIDTERM #1 | |
| 6 | T 2/15* | Chapter 5: Market failure | |
| | R 2/17 | Chapter 5 (con't): Climate change | |
| 7 | T 2/22* | Chapter 6: Globalization and agriculture | |
| | R 2/24* | Chapter 7: Agriculture and economic development | |
| 8 | T 3/1* | Chapter 8: Food insecurity | |
| | R 3/3 | Chapter 8 (con't): Food insecurity | Outline Due |
| 9 | T 3/8 | Review Session | |
| | R 3/10 | MIDTERM #2 | |
| 10 | T 3/15 | SPRING BREAK – NO CLASS | |
| | R 3/17 | | |
| 11 | T 3/22 | Chapter 9: Interregional differences | |
| | R 3/24 | Chapter 10: Affluent Nations | |
| 12 | T 3/29* | Chapter 11: Asia | |
| | R 3/31 | | |
| 13 | T 4/5* | Chapter 12: Latin America | |
| | R 4/7 | | |
| 14 | T 4/12* | Chapter 13: Middle East | |
| | R 4/14* | Chapter 14: Eastern Europe | Paper Due – 4/15 |
| 15 | T 4/19* | Chapter 15: Sub-Saharan Africa | |
| | R 4/21 | Chapter 15 continued: Sub-Saharan Africa | |
| | M 5/2 | NO FINAL EXAM | |