

**University of Guelph**  
**Department of Food, Agricultural and Resource Economics**

**COURSE OUTLINE**

**FARE\*6600: Food Security and the Economics  
of Agri-Food Systems in Developing Countries**

**Fall Semester 2013**

**Instructor:** Spencer Henson  
MCLN 220

**Contact Details:** 519-824-4120 (extension 53134)  
shenson@uoguelph.ca

**Class Time:** Monday 2.30pm to 5.20pm

**Location:** MCLN 101

**Office Hours:** Monday 11.00am to 12.30pm or by appointment

**1. Course Description:**

This course focuses on processes of agricultural and economic development within the context of low and middle-income countries, emphasising the importance of agriculture and the wider agri-food system for food security, poverty reduction and overall processes of economic transformation and development. Key issues to be addressed include the nature of food security and links to agriculture, the level and nature of inter-relationships between agricultural and economic development and impacts on poverty, processes of transformation of agriculture and the wider agri-food system in low and middle-income countries, and the role of institutions and policies in processes of agricultural development. The course emphasises that there are a number of perspectives on the role of agriculture and the wider agri-food system within international development and that differing paradigms dominate at particular points in time.

The analytical approach and many of the issues discussed are drawn from agricultural economics, although an attempt is made to position these within the broader social and political context. Consequently, students choosing to take this course should have, at a minimum, an understanding of the basic concepts, frameworks and tools of economic analysis.

## 2. Course Objectives:

The overall objective of the course is to explore the role of agriculture and the wider agri-food system in processes of economic development and in achieving food security and poverty reduction, highlighting the implications for development strategies and policies at both the national and international levels. In pursuit of this objective, the aims of the course are to:

- Critically assess the role of agriculture in processes of economic development and poverty reduction within the context of low and middle-income countries.
- Explore the role of agriculture and the wider agri-food system in food security at the global, national and household levels.
- Develop skills in the critical assessment of contemporary agricultural, food and economic development issues.
- Develop an understanding of the wider economic and social implications of processes of economic development in agriculture and the wider agri-food system.
- Critically assess the importance of agricultural development within overall development strategies and policies at the national and international levels.
- Show how basic applied economics concepts can be applied to the analysis of agricultural development, food security and poverty reduction in low and middle-income countries.

You should keep these aims in mind as you proceed with the course and apply them to your thought processes at each stage. You should also keep in mind that this is an applied economics course and the theoretical approaches and teaching methods will reflect this.

## 3. Course text:

The course textbook, which can be purchased at either the University or Coop Bookstore, is as follows:

Norton, G.W., Alwang, J. and Masters, W. (2010). *The Economics of Agricultural Development World Food System and Resource Use*. Second edition. Routledge, New York.

## 4. Philosophy and Approach:

This course uses a variety of information sources and activities to develop your understanding of both theoretical and applied perspectives on agricultural and economic development and the implications for food security, poverty reduction and broader development strategies and policies at the national and international levels. The basic concepts and issues will be evident from the textbook other readings and lectures. Other elements of the course look at how these concepts can be applied to analysis of agricultural development and food security in the real

world: 1) an assessment of the agricultural development, food security and poverty situation in a named country; 2) an essay on the challenges facing agricultural development in the future; and 3) review of a recent journal article judged to make a significant to understanding of the role of agriculture and the wider agri-food system in food security.

### **5. Assessment:**

The assessment for this course is made up of the following elements:

Country agricultural, food security and poverty assessment	50%
Essay	50%

All work should be submitted with the Assessed Work Submission Form provided at the end of this outline and on the Courselink site (see below).

### **6. Readings:**

All course readings are from the textbook and the listed additional readings in the table on Pages 9 and 10. Specific reading assignments for each class are listed in the course schedule on Pages 7 and 8. You should come to class having completed these readings and to be able to demonstrate this through your contribution to class discussions and questions.

### **7. Courselink site:**

There is a Courselink site that provides copies of the course outline, course forms and the agenda of classes and office hours. The site provides links to the websites of key organisations and a number of data and literature resources. The site also has the PowerPoint presentations for each lecture that you can print out and bring to class if you wish. These will be available at least two days before the respective class.

### **8. Assessed assignments:**

The course has two individual assignments which form key components of the assessment:

#### ***Country agricultural, food security and poverty review:***

To provide an opportunity to apply the concepts and issues raised in the course, each student has to prepare a review of the agricultural development, food security and poverty situation in a named country. The review should be based on the collection of secondary information and data and previous analyses from published sources, including the academic literature, reports from national governments and international organizations (for example World Bank, FAO etc.), databases etc. Links to reports and data sources are provided on the Courselink site. No data or information from the internet should be used unless there is a clear and citable source.

The aim of the review is to provide an overall assessment of the agricultural, food security and poverty situation in the chosen country, emphasising current and future needs and priorities. Key elements will include:

- Major agricultural indicators and trends over time: volume of production, imports, exports, contribution to national income, employment etc.
- Nature of agricultural production: major crops/livestock, size/geographical distribution of agricultural holdings, etc.
- Food security and poverty situation: levels of food insecurity and poverty, where is food insecurity and poverty most prevalent, what are the key trends in food insecurity and poverty, etc.
- Major constraints impeding agricultural development and food security.
- Past and current policies aimed at facilitating agricultural development, improvements in food security and reductions in poverty and evidence on their effectiveness.
- Assessment of on-going needs and priorities for agricultural development and reductions in food insecurity and poverty.
- Overall policy recommendations.

A written report of **maximum 20 pages** and **1.5 spacing** (excluding tables and figures) should be prepared that presents the country assessment in a clear and coherent manner, justifying each element through reference to the literature. The report should be fully referenced – any referencing style is acceptable. The written report contributes 70 per cent of the grade for the Country agricultural, food security and poverty review.

The report must be submitted by **2pm on Monday 11<sup>th</sup> November** with an **Assessed Work Submission Form attached**. The report will be evaluated on the basis of the quality of the analysis and the degree to which it communicates the above elements in an effective manner.

The remaining 30 per cent of the grade for the country agricultural, food security and poverty review comes from an in-class presentation of the review. The presentation can last no longer than **10 minutes**, with a further 10 minutes for questions. Through the presentation you should communicate to the class the key issues that come out of your review; this is the type of presentation that is commonly required by donors, policy-makers, etc. You are allowed a maximum of five slides for the presentation. Your presentation should be sent to the instructor at least 24 hours before the presentation.

***Essay assignment:***

To bring all components of the course together, this element of the assessment requires you to write an essay that addresses the following question:

What are the key agricultural development challenges facing the world over the next fifty years and how likely is it that these will be met?

Some of the key questions you might choose to address could include, but will not necessarily be restricted to, the following:

- What is meant by agricultural development?
- What are the key challenges facing agricultural development looking to the future?
- How are these challenges different to those of the past?
- What evidence is there that these challenges are being successfully addressed at the current time?
- What factors/constraints might prevent these challenges being addressed?
- What recommendations do you have for better meeting these challenges?

A written essay of maximum **15 pages** and **1.5 spacing** should be prepared that presents your analysis and a clear conclusion on this question in a clear and coherent manner. Throughout, you should justify your arguments, making reference to the concepts and frameworks discussed in the course and using data and empirical evidence to support your arguments. The essay should be fully referenced – any referencing style is acceptable.

The essay must be submitted by **4pm** on **Thursday 28<sup>th</sup> November** with an **Assessed Work Submission Form attached**.

### **9. Deadlines:**

All deadlines are absolute. Unless documentary evidence is provided, all late work will be given a zero grade.

### **10. When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

[http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1400.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml)

### **11. Dropping the course:**

The last date to drop one-semester courses, without academic penalty, is **31<sup>st</sup> October 2013**. Refer to the Graduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

**12. Review of awarded marks:**

You should be aware that, if you request a review of the mark awarded for any element of the evaluation, the review could result in your mark being revised either upwards or downwards.

**13. Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

[http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1687.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml)

**14. Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

**15. Resources:**

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>

**16. Electronic Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**Spencer Henson**

**6<sup>th</sup> September 2013**

**COURSE SCHEDULE**

**FARE\*6600: Food Security and the Economics of Agri-Food Systems in Developing Countries  
Fall Semester 2013**

<b>Week</b>	<b>Class</b>	<b>Subject</b>	<b>Background Reading</b>
1	Monday 9 <sup>th</sup> September	World Agricultural and Food Security Situation	Reading 1
2	Monday 16 <sup>th</sup> September	Linkages Between Agriculture, Food Security and Nutrition	Chapters 2 & 3 Reading 2
3	Monday 23 <sup>rd</sup> September	Role of Agriculture in Economic Development	Chapters 5 & 6 Readings 4, 5 and 6
3	Monday 30 <sup>th</sup> September	No class – use time for readings/assignments	
5	Monday 7 <sup>th</sup> October	Nature of agriculture in low and middle-income countries	Chapters 7 & 8 Reading 3
6	Monday 14 <sup>th</sup> October	No class - holiday	
7	Monday 21 <sup>st</sup> October	Processes of Agricultural Development	Chapter 11 Readings 7, 8, 9 & 10
8	Monday 28 <sup>th</sup> October	Processes of Agricultural Development <i>Country review presentations</i>	Chapter 11 Readings 7, 8, 9 & 10
9	Monday 4 <sup>th</sup> November	No class – use time for readings/assignments	
10	Monday 11 <sup>th</sup> November	Agricultural Inputs and Resources <i>Country review presentations</i>	Chapters 9 & 10 Readings 11, 12 & 13
11	Monday 18 <sup>th</sup> November	Linkages Between Agriculture and the Wider Agri-Food System <i>Country review presentations</i>	Readings 14, 15, 16, 17 & 18
12	Monday 25 <sup>th</sup> November	Agriculture, Poverty and Livelihoods <i>Country review presentations</i>	Readings 19 & 20

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12	Thursday 28 <sup>th</sup> November	Policy Implications	Chapters 12, 18 & 19 Readings 21 & 22
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**LIST OF READINGS**  
**FARE\*6600: Food Security and the Economics**  
**of Agri-Food Systems in Developing Countries**  
**Fall Semester 2013**

Reading	Reference
1	Godfray, H.C.J., Beddington, J.R., Crue, I.R., Haddad, L., Lawrence, D., Muir, J.F., Pretty, J., Robinson, S., Thomas, S.M. and Toulmin, C. (2010). Food Security: The Challenge of Feeding 9 Billion People. <i>Science</i> , 327, 812-818.
2	Hoddinott, J. (2012). Agriculture, Health, and Nutrition: Toward Conceptualizing the Linkages. In: Fan, S. and Pandya-Lorch, R. (eds). <i>Reshaping Agriculture for Nutrition and Health</i> . International Food Policy Research Institute, Washington DC.
3	Ellis, F. and Biggs, S. (2001). Evolving Themes in Rural Development 1950s-2000s, <i>Development Policy Review</i> , 19(4), 437-448.
4	Henneberry, S.R., Khan, M.E. and Piewthongngam, K. (2000). An Analysis of Industrial-Agricultural Interactions: A Case Study in Pakistan. <i>Agricultural Economics</i> , 22, 17-27.
5	Kostov, P. and Lingard, J. (2004) Subsistence Agriculture in Transition Economies: Its Role and Determinants, <i>Journal of Agricultural Economics</i> , 55 (3),565-579.
6	Tiffin, R. and Irx, X. (2006). Is Agriculture the Engine of Growth? <i>Agricultural Economics</i> , 35, 79-89.
7	Wiggins, S. (2000). Interpreting Changes from the 1970s to the 1990s in African Agriculture Through Village Studies. <i>World Development</i> , 28 (4), 631-662
8	Hazell, P. B.R. (2005). Is There a Future for Small Farms? <i>Agricultural Economics</i> , 32, 93-103.
9	Govere, J. and Jayne, T.S. (2003). Cash Cropping and Food Crop productivity: Synergies or Trade-Offs? <i>Agricultural Economics</i> , 28, 39-50.
10	Fan, S. and Chan-Kang, C.(2005). Is Small Beautiful? Farm Size, Productivity and Poverty in Asia, <i>Agricultural Economics</i> , 32, 135-146.
11	Ehui, S. and Pender, J. (2005). Resource Degradation, Low Agricultural Productivity and Poverty in sub Saharan Africa: Pathways Out of the Spiral, <i>Agricultural Economics</i> , 32, 225-242.
12	Eicher, C. K.; Karim M;and Sithole-Niang, I. (2006). Crop Biotechnology and the African farmer, <i>Food Policy</i> , 31(6), 504-527.
13	Crawford, E., Kelly, V., Jayne, T.S. and Howard, J. (2003). Input Use and Market Development in Sub-Saharan Africa: An Overview. <i>Food Policy</i> , 28 (4), 277-292.
14	Hawkes, C. and Ruel, M.T. (2011). Value Chains for Nutrition. In: Fan, S. and Pandya-Lorch, R. (eds). <i>Reshaping Agriculture for Nutrition and Health</i> . International Food Policy Research Institute, Washington DC.

15	Hodges, R.J., Buzby, J.C. and Bennett, B. (2011). Postharvest Losses and Waste in Developed and Less Developed Countries: Opportunities to Improve Resource Use. <i>Journal of Agricultural Sciences</i> , <u>149</u> , 37–45.
16	Dolan, C., and Humphrey, J. (2000). Governance and Trade in Fresh Vegetables: The Impact of UK Supermarkets on the African Horticulture Industry. <i>Journal of Development Studies</i> , <u>37</u> (2), 147-176.
17	Simmons, P, Winters, P. and Patrick I. (2005). An Analysis of Contract Farming in East Java, Bali and Lombok, Indonesia, <i>Agricultural Economics</i> , <u>33</u> , 513-525.
18	Hernandez, R., Reardon, T. and Berdegue, R. (2007). Supermarkets, Wholesalers and Tomato Growers in Guatemala, <i>Agricultural Economics</i> , <u>36</u> , 281-290.
19	Ellis, F. (2000). The Determinants of Rural Livelihood Diversification in Developing countries, <i>Journal of Agricultural Economics</i> , <u>51</u> (2), 289-302.
20	Ellis, F. and Bahigwa, G. (2003). Livelihoods and Rural Poverty Reduction in Uganda. <i>World Development</i> , <u>31</u> (6), 997-1013.
21	Jayne, T.S. and Jones, S. (1997). Food Marketing and Pricing Policy in Eastern and Southern Africa: A Survey. <i>World Development</i> , <u>25</u> (9), 1505-1527
22	Harrigan, J. (2003). U-turns and Full Circles: Two Decades of Agricultural Reform in Malawi 1981-2000, <i>World Development</i> , <u>31</u> (5), 847-863.

## ASSESSED WORK SUBMISSION FORM

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Very Poor					Very Good	
1	2	3	4	5		Follows the directions of the assignment and answers questions sufficiently
1	2	3	4	5		Has clearly-defined agenda to demonstrate the thesis or hypothesis
1	2	3	4	5		Coherence of explanation, clear statements and succinct explanation
1	2	3	4	5		Key terms and concepts defined and explained
1	2	3	4	5		Assertions and arguments supported with specific <u>citations of literature</u>
1	2	3	4	5		Assertions and arguments supported with specific <u>citations of literature</u> , where appropriate
1	2	3	4	5		Individual parts and paragraphs of paper well structured and interconnected
1	2	3	4	5		Appropriate depth of coverage of existing literature
1	2	3	4	5		Analyses literature rather than simply summarising

**Technical presentation:**

Here X denotes that some attention should be paid to this problem, while XX denotes that extra attention is warranted.

- \_\_\_\_\_ Late paper
- \_\_\_\_\_ Poor paper format
- \_\_\_\_\_ Poor referencing
- \_\_\_\_\_ Text is too long/short
- \_\_\_\_\_ Redundant text (eg. wordy; can be trimmed without loss of meaning)
- \_\_\_\_\_ Some statements are unsupported (eg. undeveloped and/or vague statements)
- \_\_\_\_\_ Lack of supporting data in places
- \_\_\_\_\_ Insufficient coverage of literature
- \_\_\_\_\_ Insufficient depth of coverage in places
- \_\_\_\_\_ Typographic errors, misspelled words, punctuation errors etc.
- \_\_\_\_\_ Incomplete sentences and/or awkward sentence structure
- \_\_\_\_\_ Some paragraphs are too long/short and/or text disjointed

**Overall Percentage:** \_\_\_\_\_%