APEC 3071 (3 credits)
Agriculture and Economic Growth in Developing Countries
Fall 2014

Monday and Wednesday, 1:30-2:45 p.m.
145 Peters Hall

Instructor: Ben Senauer
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Office Hours: 2:45-3:30 p.m. on Wednesdays, and by appointment

Prerequisite: ApEc 1101, 1102, Econ. 1101, 1102 or instructor consent

Course Description:
This course will cover a variety of topics concerned with the economic development of low-income countries, with a particular focus on the role of agriculture. Topics to be covered include agricultural issues in developing countries, hunger, population growth, impacts on the environment, sustainability, and the role of policy. A significant amount of class time will be devoted to discussion, rather than lectures. Students will need to keep current with the assignments (readings and videos!!). A 10-12 page paper on a topic chosen by the student and approved by the instructor substitutes for a final exam.

Goals and Objectives:

- Has mastered a body of knowledge and a mode of inquiry related to agriculture, economic growth, and developing countries.
- Can better identify, define, and solve problems.
- Can better locate and critically evaluate information.
- Better understands diverse philosophies and cultures within and across developing countries.
- Can communicate more effectively.
- Has acquired skills for more effective citizenship and life-long learning related to developing countries, agriculture, and economic growth.

Texts:


Available in Books Underground and Coffman Union, plus on reserve in the Magrath Library.
(There are some short additional readings which will be handed out in class or linked to the course website.)

Grading:
The final grade will be determined based on the following weights:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Midterms (2)</td>
<td>30% (15% each)</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Quizzes, Class Participation, and Attendance</td>
<td>40%</td>
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There will be approximately one assignment or quiz per week for the first 10 weeks that will based on the assigned reading and/or videos. There will be no make-up quizzes, and late assignment grades will be reduced without a legitimate excuse for the absence. The primary purpose is to encourage doing the weekly assignments, so the class can have an active discussion. For the midterms, make-up exams will only be allowed if there is a legitimate excuse. The instructor must be contacted before the exam is scheduled. If the final paper is late, an incomplete (I) may be given for the course grade.

The required reading will average approximately 30-35 pages per week over the first 12 weeks.

Topics

I. The Problem

A. Introduction
   - Chapter 1, Norton et al. (21 pages)
   - Chapter 1, Runge et al. (9 pages)
   - Chapter 8, Runge et al. (7 pages)
   - Ted Talk: “The Other Inconvenient Truth”, Jonathan Foley, April 2012
     http://www.ted.com/talks/jonathan_foley_the_other_inconvenient_truth.html

B. Hunger and Poverty
   - Chapter 2, Norton et al. (16 pages)
   - Chapter 2, Runge et al. (24 pages)
   - Global Agricultural Maps (National Geographic – May 2014)

C. Economics of Food Demand
   - Chapter 3, Norton et al. (19 pages)
   - Satisfying China’s Growing Demand for Meat

D. Population Growth
   - Chapter 4, Norton et al. (16 pages)
   - Review sections of Chapter 2, Runge et al.
   - Turning the Population Tide in the Philippines
     http://video.pbs.org/video/2189625642/

II. Agriculture and Economic Development

A. Economic Growth and Agriculture
   - Chapter 5, Norton et al. (21 pages)

B. Development Theory and Agriculture
   - Chapter 6, Norton et al. (16 pages)

III. Agriculture and Resource Use

A. Agriculture in Traditional Societies
   - Chapter 7, Norton et al. (14 pages)
- Business Fund Puts African Farmers on Road to Market
  http://video.pbs.org/video/2219121455/

B. Types of Agricultural Systems
- Chapter 8, Norton et al. (14 pages)
- In Singapore, When You Can’t Grow Out, You Grow Up
  http://www.pbs.org/newshour/rundown/2013/06/food-for-9-billion-singapore.html

C. The Global Farmland Rush
  accountid=14586
- Ethiopia: A Battle for Land and Water
  http://video.pbs.org/video/2203388630/

D. Resources & Sustainability
- Chapter 9, Norton et al. (23 pages)
- Punjab – Falling Water Table (BBC, “The Future of Food”, Part I, India)
  (3:30 to 9:10 minutes only)
  http://www.youtube.com/watch?v=XiPuCSGo_wo
  accountid=14586
- In Costa Rica, Farmers Start to See Value of Biodiversity
  http://www.pbs.org/newshour/bb/world/jan-june13/costarica_06-10.html
- Excellent Development – sustainable farming, part 1 of 2 (13:22 min.)
  https://www.youtube.com/watch?v=3spV2s_14Fc

E. Climate Change and Agriculture
- Chapter 3, “Future Challenges” (pp. 17(18) -32(33) only), The Feeding of the Nine Billion:
- Gillis, Justin: “A Warming Planet Struggles to Feed Itself,” The New York Times, June 5,
  2011.
  accountid=14586
- Bangladesh farmers confront new climate reality
  http://cironline.org/reports/bangladesh-farmers-confront-new-climate-reality-3284
- In Qatar, Coaxing Food from the One of the World’s Driest Places
  http://www.pbs.org/newshour/rundown/2013/06/food-for-9-billion-qatar.html
- “Climate-Smart Agriculture: Helping the World Produce More Food” (video)
  http://www.youtube.com/watch?v=i0V2xzEw44Y
  http://www.youtube.com/watch?v=XiPuCSGo_wo

F. Family, Gender, and Development
- Chapter 10, Norton et al. (15 pages)
IV. Transforming the Agricultural Sector

A. Policies and Institutions
- Chapter 6, Runge et al. (42 pages)

B. Research, Extension, and Education
- Chapter 12, Norton et al. (31 pages)
- Chapter 4, Runge et al. (30 pages)
- In India Farmers’ Pick Heartier Seeds Over Those with High Yields
  http://www.pbs.org/newshour/rundown/2013/06/food-for-9-billion-india.html
- Video: “Setting the Grass Roots on Fire”, Norman Borlaug
  http://www.youtube.com/watch?v=B8hk4frosMk
- GMO Lunch? Uganda Considers Disease-Resistant Cassava (audio)
  http://www.theworld.org/2013/06/whats-for-lunch-uganda-debates-disease-resistant-gmo-cassava/
- African startups use cellphones to help farmers (transcript)

C. Land, Labor, Inputs and Credit Markets
- Chapter 13, Norton et al. (22 pages)
- Chapter 14, Norton et al. (19 pages)
- Video: “Credit Where Credit is Due” (microcredit)
  http://www.youtube.com/watch?v=ijdQdrXsUPY

D. Price Policy and Output Markets
- Chapter 15, Norton et al. (22 pages)
- How An Ethiopian Bean Became the Cinderella of Coffee
  http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=202969075&m=204580853

E. The New Role of Supermarkets
- As Supermarkets Spread in Africa, Some Farmers Find It Hard to Compete
  http://www.pbs.org/newshour/rundown/2012/09/supermarkets.html

V. Agriculture in an Interdependent World

A. Agriculture and Trade
- Chapter 16, Norton et al. (21 pages)
- Video: “When the Cows Come Home”
B. Capital Flows and Foreign Assistance
   - Chapter 19, Norton et al. (25 pages)
   - Video: “Cash Flow Fever”
     http://www.youtube.com/watch?v=6UVVUqhpVg0

C. Lessons and Perspectives
   - Chapter 20, Norton et al. (12 pages)
   - “Can We Feed the World and Sustain the Planet?”, Jonathan Foley, Scientific American, Nov. 2011 (6 pages)
     http://www.geog.psu.edu/sites/default/files/Scientific%20American%20Article.pdf
   - National Geographic – May
     • Jon Foley – “Feeding 9 Billion Sustainably: 5 Keys”

A few changes in the Readings and Videos will almost certainly be made during the course.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

There will be **no** use of electronic devices during class until the instructor requisites it.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.
Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Notes will be handwritten and computers may only be used if permission is individually requested by a student.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+ 2.333
C 2.000 - Represents achievement that meets the course requirements in every respect
C- 1.667
D+ 1.333
D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University
setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management:**

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]
* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".