

ENVIRONMENTAL POLITICS OF AGRICULTURE POL 355

Fall, 2022

The schedule is subject to change due to ongoing planning and communication with
University of Portland

Instructor: Takeshi Ito

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Office hours: by appointment

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Class meets: Tue (K-104) & Fri (11-528), 1:30-3: 10

Website: www.kasasustainability.org

GENERAL GUIDELINES

Course Description

The right to food is a basic human right recognized by the United Nations' Declaration of Human Rights (Article 25). Despite 60 years of tireless efforts by the international community, however, "food security remained a broken promise for millions, especially in rural Africa and Asia", said Jean Ziegler, the UN Special Rapporteur on the right to food.

"Last year [2005], 852 million people were severely undernourished, up 11 million from 2004. An estimated 320,000 were at risk for starvation in war-torn Darfur, and 12 per cent of the population, in the Democratic People's Republic of Korea, suffered from severe hunger. Worldwide, a total of 6 million children, under the age of five, died every year, from malnutrition and related diseases."

The above statement illustrates that food is one of the most pressing global issues today. Our everyday relations to food need to be grounded in relation to environmental, geographical, and historical contexts.

This course explores the making of the global agro-food system and its role in shaping international relations of food and transformation of agrarian societies from a multi-disciplinary perspective. We focus on political economy questions relating to who are the winners and losers from contemporary patterns of global economic change. This includes the analysis of relevant conceptual approaches to these questions (including international trade, comparative advantage, food regime theory, regionalism, economic governance, development and post-development, etc) as well as close examination of the key institutions (WTO and WB) driving these changes. In so doing, this course aims to develop the ability to think critically about how and why our everyday relations to food (from production to consumption) have dramatically transformed over the last century and how this transformation affects the environment.

This course is divided into three main themes. First, we study the international structures of food trade, production, and consumption. What role does agriculture play in domestic and international politics? What is the global food regime? Who sets the rules? The second theme of the course is to evaluate the impacts of the global food systems on

the Global South (in particular, smallholders of agricultural land). Why is world hunger still pervasive despite repeated efforts by the international community? Does world hunger originate from not producing enough food? Does trade liberalization help eliminate world hunger? Third, we shift our focus to food security, chains, agro-food supply chains, and alternative farming. The global food and energy crises of 2007-2008 (together with the financial crisis) illustrated the importance of food security and food sovereignty. In sum, we think about not only how our food gets to our table but also what alternatives exist for the future of agriculture.

Course Requirements and Grading

1. Class Engagement: +%

A main goal of this class is to nurture critical thinking. Although the class will be structured around lectures, I try to create as many opportunities as possible for students to actively participate in discussions. Students' participation is evaluated based on their contributions to group-based discussions. *Please print out the readings and come to class prepared*, having completed your readings and reading to discuss them. Ask each other hard questions, listen to your peers' responses and respect the opinions of instructors and classmates. My hope is that the course will stimulate your intellectual curiosity and help you find your academic interests that you'd like to pursue in depth. Remember, there are no wrong answers; but you must be able to support your argument with sound reasoning!

Attendance is very important. I expect you to attend every class. Missing class will hurt you in two ways. First, you will miss the thesis of the readings that we will take up in class. This will have significant impact on what you get out of this course. Second, I will dock five points from your final grade for each unexcused absence. If you are late to the class and miss attendance, that also counts as missing a class. *More than five undocumented absences will automatically result in a failing grade (no credit)*. Should you be forced to miss a class because of sickness or family emergency, you must present a letter from a doctor or the Chair of FLA. Should you be forced to miss class because of athletic and other activities, you must inform the instructor ahead of time and present a letter from your supervisor.

2. Summaries: 30%

Students are expected to write a short summary (around 300-350 words) of the readings for each session and to submit to Moodle by 10 am each class the readings are due. This is a great way to organize your thoughts and to check your comprehension. Students' summaries are evaluated on the basis of comprehension and timeliness: Three points for a fine summary; two points for a good summary; one point for a summary of acceptable quality; and zero point for late or non-submission. Plagiarism automatically results in a failing grade for the entire course (see Academic Conduct).

3. Sophia Sustainable Farm 20%

On our Yotsuya campus, KASA Sustainability has been growing vegetables in the garden adjacent to Building 10. This everyday practice of farming is based on our belief that sustainability starts with building a sense of belonging to a community and care for the environment on which the community is depended. And farming is a great way to build a sense of community and therefore to promote sustainability on campus. Working with the KASA Sustainability farming team, we will plant the seeds of some winter vegetables in

October, take care of them throughout the semester, and harvest the fruits by the end of the semester. Students in small groups will participate in this life cycle of plants, and create three blog posts with photos about the farming activities. A few selected ones will be posted on the KASA website.

4. Presentation 20%

Students will explore how the production and consumption through the export and import of foods has transformed local livelihoods and environments—i.e., landscapes/seascapes/riverscapes. In this assignment, we study the flows of agricultural commodities such as **corn, livestock, salmon, palm oil, coffee**, and **sugar** between Canada, Chile, Indonesia, Japan, Norway, Thailand, Vietnam, and the US. Questions to be answered: how are the global networks of production and consumption transforming local environments (forests, wetlands), riverscapes (river basins), and seascapes (shorelines) in these countries?

For this assignment, the Environmental Politics of Agriculture class at Sophia University and the Global Environmental Justice class at University of Portland will partner to explore a variety of issues related to global networks of food production, consumption, and retail through a lens of environmental justice.

Assignment details: Each small group of students will put together a short video or narrated presentation (~5-8 minutes) that addresses food trade between two selected countries and how and why the global networks of production, consumption, and retail cause environmental degradation and inequalities. We imagine that every student in the groups will make a report based on the guiding questions and put together those interviews in one video. Groups are welcome to take this in the direction that seems best out of their conversations.

Issues to be examined: 1) production levels and history, 2) trade and agriculture policy (free trade agreements, promotion and protection of agriculture, tariffs, quotas, etc.) and history, 3) environmental impacts and regulations.

Analytic Paper 30%

Based on individual research for the group presentation, students will write an analytic paper. The analytic paper is individual work. The length of the analytic paper is between 2,000 and 2,500 words plus references, figures, and tables.

Grade Distributions

Class engagement:	+
Summaries	30%
Sustainable Farm	20%
Presentation	20%
Analytic Paper	30%

Grade cutoff points are as follows: A = 91-100%; B = 81-90%; C = 71-80%; D = 61-70%; NC = < 62%.

Expectations and Responsibilities

I am excited about this course! I expect you to be excited about the course, too. This excitement carries us through the entire semester. However, sustaining the excitement is not easy. There are times when you are distracted by what surrounds you in everyday lives. But I want you to keep focused on what you are doing throughout the semester. I want you to engage with the readings which may seem sometimes abstract and challenging to you at this early stage in your college education. **Never give up on the readings!** If you cannot comprehend at all, try to find some key points, and try to capture a big picture that the author is trying to put together. In other words, you should not be bogged down by every detail, and come to class with your thoughts and questions. It is my hope and responsibility that some disconnected ideas make a sense by the end of the semester. Therefore, I encourage you to keep up with your good work because only such a work habit can bear fruit in the long run.

I expect you to come to class prepared to engage. I believe that active and intelligent class participation is essential part of effective learning. Being able to address your thoughts in class is an important skill that you will need to develop in/beyond this semester. Getting readings done does not mean that you have something to say about them. **This class requires at least five-six hours of preparation each week**, depending on your familiarity with key concepts in political science. I strongly suggest that after finishing the reading assignment for each class session, you spend 15-30 minutes preparing for class. This time helps organize your thoughts that you might want to address in class. In addition, it is important to know that what I expect from you is not accuracy but your effort to engage.

You can expect me to work very hard to create a valuable learning environment for you. **I am always open to suggestions as to how we can make our class a better environment for you to learn.** I will give you my feedback on your paper promptly, meet with you for advising, and write you reference letters (e.g., internships, scholarships, and graduate schools) in/beyond this semester. In other words, I will make time for you.

Academic Conduct

Plagiarism and cheating of any kind are strictly forbidden. Plagiarism entails borrowing ideas from others without attributing sources. I have zero tolerance for plagiarism and cheating. Any misconduct will automatically result in no credit.

Accommodations for Students with Disabilities

If you have a disability and require accommodations for this course, please speak with me as soon as possible so that your needs may be appropriately met.

Late Policy

Late works will not be accepted under any circumstances. I will dock your paper grade third a letter grade (e.g., an B- to a C or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor's note) or family emergency (requiring a Chair's note).

Important Etiquettes

In order to create a pleasant study environment for everyone, please follow these etiquettes. *Please turn off your cell phones when you enter the classroom. **Cell phones must be put away at any time during the class. When found using a phone, I will ask you to leave the class.** Please come to the class on time.* Please note that *voluntary late arrivals and early departures do not count as one class attendance.* These are just a few things that distract our attention. For other issues, please use your common sense, and treat one another with respect and courtesy. If problems continue to disturb the proper procedures of class, I will ask disruptive students to leave the class.

Appointments with the Instructor

Meeting with professors could be challenging for students. Although I know exactly how you feel, I encourage you to TALK to me in person on any subjects related to class. My office is located at 10-530. If you cannot make it during my office hours, please email me for an appointment. In principle, I use my email to make appointments rather than consultations. I am also available for coffee/tea.

Textbooks

All the readings except the books are available on Moodle. The two books required for this course are:

Clapp, Jennifer. 2012. *Food*. Cambridge: Polity Press.

COURSE OUTLINE

1. September 27

Introduction to the Course, Topics, and Syllabus

IPES-Food. 2022. The Politics of Protein. <http://www.ipes-food.org/pages/politicsofprotein>

Video: <https://www.youtube.com/watch?v=2UX7DuAFEqM>

Saladino, Dan. 2021. Are we eating ourselves to extinction? Guardian, September 17. <https://www.theguardian.com/books/2021/sep/17/are-we-eating-ourselves-to-extinction>

Carrington, Damian. 2021. "90% of global farm subsidies damage people and planet, says UN." September 14. <https://www.theguardian.com/environment/2021/sep/14/global-farm-subsidies-damage-people-planet-un-climate-crisis-nature-inequality>

Lewis, D. 2020. "[Time to Get Serious about Food Waste in Fight against Global Heating](https://www.theguardian.com/environment/2020/sep/24/time-to-get-serious-about-food-waste-in-fight-against-global-heating)." Guardian September 24, 2020.

Recommended

Zimmer, Carl. 2015. "For Evolving Brains, a Paleo Diet of Carbs." *New York Times*. August 13.

"Is the era of Big Food coming to an end?" Guardian March 12, 2015.

<http://www.theguardian.com/sustainable-business/2015/mar/12/big-food-agriculture-brands-health-organic-packaged>

Massey, Doreen. 1994. *Space, Place and Gender*. Cambridge: Polity: 146-156 ("A Global Sense of Place").

Jackson, Peter. 2006. "Thinking Geographically." *Geography* 91(3): 199-204

Friedmann, Harriet. 2008. "Book Reviews. The Global Food Economy: The Battle for the Future of Farming - By Tony Weis". *Journal of Agrarian Change* 8(4), 618-623.

Center for Investigative Reporting. Food for 9 Billion.

<http://cironline.org/projects/food-9-billion>

Fraser, Evan. 2012. "Feeding 9 Billion People.

<http://www.youtube.com/watch?v=raSHAqV8K9c>

2. September 30

The State of Food Security and Undernourishment around the World

FAO. 2021. *The State of Food Security and Nutrition in the World*. Rome: FAO, Executive Summary (xv-xxiii).

Patel, Raj. 2007. "Introduction." *Stuffed and Starved: From Farm to Fork the Hidden Battle for the World Food System*. London: Portobello Books: 9-27.

Recommended

Henry I. Miller and Drew L. Kershen. 2013. "Politics and the Poor Man's Plate." *Defining Ideas*. <http://www.hoover.org/publications/defining-ideas/article/137641>

Economist. 2011. "How Much is Enough?" 24 February, <http://www.economist.com/node/18200702>

Diamond, Jared. 2005. "Malthus in Africa: Rwanda's Genocide." *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books: 311-328.

3. October 4

Sophia Sustainable Farm Visit when sunny

A tour of the Sophia Sustainable Farm. We will work a bit on the farm. Dress casually and comfortably for farming!

- Create groups (4 people/group)

4. October 7

Population Growth, Resource Scarcity, and Food Security

Collier, Paul. 2008. "The Politics of Hunger." *Foreign Affairs*, November/December.

Borlaug, Norman. 2004 "Biotech Can Feed 8 Billion." *New Perspectives Quarterly* 24(4), 97-102.

Richeie, H. 2019. "Which Countries Eat the Most Meat?" BBC News, February 4, <https://www.bbc.com/news/health-47057341>

Recommended

Weis, Tony. 2013. "The Meat of the Global Food Crisis." *Journal of Peasant Studies*,

40(1), 65-85.

Plumer, Brad. 2013. "This terrifying chart shows we're not growing enough food to feed the world." *Washington Post*, 1 July.

<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/07/01/this-unsettling-chart-shows-were-not-growing-enough-food-to-feed-the-world/>

Bremner, Jason. 2012. "Population and Food Security: Africa's Challenge," Population Reference Bureau, Policy Brief, February.

Timmer, Peter. 2013. "Agricultural Transformation in Asia." *East Asia Forum*, January 25.

Timmer, Peter. 2010. "Reflections on Food Crises Past." *Food Policy*, 35, 1-11.

Clapp, Jennifer. 2008. "A Global Outlook on Food Studies." *Food, Culture and Society* 11(3): 275-80.

Mintz, Sidney. 2008. "Food, Culture, and Energy". In Alexander Nützenadel and Frank Trentmann (eds.) *Food and Globalization: Consumption, Markets and Politics in the Modern World*. Oxford: Berg Pub Ltd. Pp. 21-35.

Yamashita, Kazuhito. 2020. "Will the COVID-19 Pandemic Cause a Food Crisis?" *Japan Times*. April 17.

<https://www.japantimes.co.jp/opinion/2020/04/17/commentary/japan-commentary/will-covid-19-pandemic-cause-food-crisis/>

5. October 11

Can Agro-Biotechnology Solve World Hunger?

Gaud, W.S. 1968. "The Green Revolution: Accomplishments and Apprehensions." Speech given before the Society of International Development, Washington, D.C. Read on line: <http://www.agbioworld.org/biotech-info/topics/borlaug/borlaug-green.html>

Rosset, Peter. 2005. "Transgenic Crops to Address Third World Hunger? A Critical Analysis". *Bulletin of Science, Technology & Society* 25(4), 306-13.

Lawrence, F. 2016. "Agrichemicals and ever more intensive farming will not feed the world." *Guardian*, October 2.

https://www.theguardian.com/commentisfree/2016/oct/02/agrichemicals-intensive-farming-food-production-biodiversity?CMP=share_btn_fb

Guardian. 2022. "European fruit with traces of most toxic pesticides 'up 53% in nine years'" May 24.

<https://www.theguardian.com/environment/2022/may/24/european-fruit-with-traces-of-most-toxic-pesticides-up-53-in-nine-years>

Recommended

Patel, Raj. 2013. "The Long Green Revolution." *Journal of Peasant Studies* 40(1), 1-63.

Pollack, Andrew. 2013. "Unease in Hawaii's Cornfields." *New York Times*. 7 October. <http://www.nytimes.com/2013/10/08/business/flight-over-genetically-altered-crops-flares-in-hawaii.html?hp&r=0&pagewanted=all>

Evenson, R. E., Gollin, D., 2003. "Assessing the Impact of the Green Revolution, 1960 to 2000." *Science*, 5/2/2003, Vol. 300(5620).

- Borlaug, Norman E. 2000 "Ending World Hunger: the Promise of Biotechnology and the Threat of Anti-science Zealotry. *American Society of Plant Physiologists Plant Physiology* 124, 487-490.
- Pretty, Jules. 2002 *Agri-Culture: Reconnecting People, Land, & Agriculture*. London, Earthscan. (Pp 126-145; "Genetics Controversy")
- Altieri, Miguel A. 2004. *Genetic Engineering in Agriculture: The Myths, Environmental Risks, and Alternatives*. Second Edition. Oakland, FoodFirst Book.
- Clapp, Jennifer. 2005. "The Political Economy of Food Aid in an Era of Agricultural Biotechnology" *Global Governance* 11(4): 467-485.

6. October 14

*** October 16, World Food Day 2022***

Student Presentation: Unpacking Your Lunch/Dinner

Students will make a brief presentation (3 minutes) about what they had for lunch or dinner. Issues to be examined: what ingredients were used, where they were grown, how far they traveled, what is the environmental impacts or eco-footprint of your lunch/dinner? etc.

7. October 18

The Role of Agriculture in Reducing Poverty and Hunger

Pretty, Jules. 2002. "Food for All." *Agri-Culture: Reconnecting People, Land, & Agriculture*. London, Earthscan: 78-101.

Watch the short video

Vandana Shiva *On The Problem With Genetically Modified Seeds*.

<http://justlabelit.org/vandana-shiva-on-the-problem-with-genetically-modified-seeds/>

Recommended

Moore Lappe, F. 2013. "Beyond the Scarcity Scare: Reframing the Discourse of Hunger with an Eco-Mind." *Journal of Peasant Studies* 40(1), 219-238.

Read the newspaper article to understand the organic farmers' movement

Kuipers, Dean. "Organic farmers take on Monsanto over patent lawsuits." *Los Angeles Times*, February 17, 2012.

<http://articles.latimes.com/2012/feb/17/local/la-me-gs-organic-farmers-sue-monsanto-to-stop-patent-suits-20120217>

Shattuck, Annie and Eric Holt-Giménez. 2009. "Why the Lugar-Casey Global Food Security Act will Fail to Curb Hunger". *FoodFirst Policy Brief* No. 18.

http://www.foodfirst.org/files/pdf/PB_18_Lugar-Casey_Full_15Apr09.pdf

Kloppenborg, Jack. 2010. "Impeding Dispossession, Enabling Reposition: Biological Open Source and the Recovery of Seed Sovereignty." *Journal of Agrarian Change* 10(3): 367-388.

Chhabra, E. 2017. "Biodynamic farming is on the rise - but how effective is this alternative agricultural practice?" *Guardian*, March 5.

<https://www.theguardian.com/sustainable-business/2017/mar/05/biodynamic-farming-agriculture-organic-food->

[production-environment](#)

8. October 21

Industrial Corn

Pollan, Michael. 2006. *The Omnivore's Dilemma*. New York: Penguin: Chapters 1-2 (15-56).

Flint-Garcia, S. 2020. *Corn Genetics: The History of Maize*.

https://youtu.be/UmURSe82U_A

Updates

Which commodities receive federal direct payments? Here is the answer: 2020. "USDA Releases Payment Data for CFAP2." <https://www.fb.org/market-intel/usda-releases-payment-data-for-cfap2>

On federal direct payments after the COVID-19 pandemic, see Successful Farming. 2020. "Huge Federal Payments Will Make up 36% of Farm Income This Year."

<https://www.agriculture.com/news/business/huge-federal-payments-will-make-up-36-of-farm-income-this-year>

9. October 25

Film Screening

Watch the powerful documentary film and write your reaction essay (4-500 words).

Food Inc.

Watch free on your own on YouTube: <https://youtu.be/RV0RC-m9qBg>

10. October 28

Industrial Corn

Pollan, Michael. 2006. *The Omnivore's Dilemma*. New York: Penguin: Chapters 4 (65-84) and 6 (100-108).

Recommended

Striffler, Steve. 2005. *Chicken: The Dangerous Transformation of America's Favorite Food*. New Haven: Yale University Press.

Kanis Dursin. 2013. "Putting Food Security on the Calendar." IPS, 29 March, <http://www.ipsnews.net/2013/03/putting-food-security-on-the-calendar/>

"Pepsi to drop artificial sweetener aspartame." BBC. April 27, 2015. <http://www.bbc.com/news/health-32478203>

11. November 8

*****Finding and Analyzing Data: Preparation for Analytic Paper*****

Assignment: Find interesting data about food trade and its environmental impacts between countries that you're studying. Then, write one paragraph (200 words) about why the data you've found are worthy of and useful for research. You can choose three kinds of data. You can submit your assignment to Moodle by 5pm.

12. November 11

Unpacking the World Food Economy

Clapp, Jennifer. 2012. "Unpacking the World Food Economy." In *Food*. Cambridge: Polity Press: 1-23.

Recommended

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. London: Zed Books. Pp. 1-46 ("Preface" and "The Global Food Economy: Contradictions and Crises").

McMichael, Phillip 2000. "The Food Regime and the Changing Division of World Labor". In *Development and Social Change: A Global Perspective*. 2nd edition. Pine Forge Press. Pp. 59-76.

13. November 15

Global Food Market

Clapp, Jennifer. 2012. "The Rise of a Global Industrial Food Market." In *Food*. Cambridge: Polity Press: 24-56.

Recommended

NYT. 2016. "ChemChina Deal for Syngenta Reflects Drive to Meet Food Needs." *New York Times* Feb. 3.

Weis, Tony. 2007. "The Temperate Grain-Livestock Complex". In *The Global Food Economy: The Battle for the Future of Farming*. London: Zed Books. Pp. 47-88.

Watts, Michael. 2004. "Are Hogs Like Chickens? Enclosure and Mechanization in two 'White Meat' Filières." In Alex Hughes and Suzanne Reimer eds. *Geographies of Commodity Chains*. London: Routledge. Pp. 39-62.

Watts, Michael. 2007. "Agro-Food Systems". In *The Dictionary of Human Geography*. 4th Edition. Ronald John Johnston, Derek Gregory, Geraldine Pratt and Michael Watts (Eds). Malden: Wiley-Blackwell. Pp. 15-17.

II. International Policy Arena

14. November 18

The Impact of the WTO on the Environment and Agriculture

Clapp, Jennifer. 2012. "Uneven Agricultural Trade Rules." In *Food*. Cambridge: Polity Press: 57-89.

Recommended

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. London: Zed Books. (Pp. 128-160 "Entrenching an Uneven Playing Field; the Multilateral Regulation on Agriculture").

Blandford, David and David Orden. 2008. "United States: Shadow WTO Agricultural Domestic Support Notifications" *IFPRI Discussion Papers*. 00821/2008. Pp. 1-44.

15. November 22

Transnational Corporations in Global Food Market

Clapp, Jennifer. 2012. "Transnational Corporations." In *Food*. Cambridge: Polity Press: 90-124.

Guardian. 2020. "Revealed: Development Banks Funding Industrial Livestock Farms Around the World." Guardian July 2:
<https://www.theguardian.com/environment/2020/jul/02/revealed-development-banks-funding-industrial-livestock-farms-around-the-world?fbclid=IwAR2YF3m9dikjROrtGdJZZlxj4br6TSpiKDbXz5ZiOjKyxcKf3y1ROJhliEg>

Suggested

Jennifer Clapp and Doris Fuchs. 2009. "Agrifood Corporation, Global Governance, and Sustainability: A Framework for Analysis." In Jennifer Clapp and Doris Fuchs eds. *Corporate Power in Global Agr-food Governance*. Cambridge: MIT Press. Pp. 1-15.

Nestle, Marion. 2004. "Food Politics: How the Food Industry Influences Nutrition and Health". *Sustainable Agriculture and Food: Volume III Agriculture and Food Systems*. Jules Pretty. London, Earthscan (Pp. 314-339)

Whatmore, Sarah. 2002. "From Farming to Agribusiness: Global Agri-food Networks". In Johnston, R. J., Taylor, P. J. and Watts, M. J. (eds) *Geographies of Global Change: Remapping the World*. Oxford: Blackwell. Pp. 57-67.

Gillis, J. and N. Fleur. 2015. "Global Companies Joining Climate Change Efforts." NYT. September, 23.

16. November 25

Research and Preparation

17. November 29

Group Consultations

I will meet the groups to answer questions regarding the collaborative project with UP students.

18. December 2

Research and Preparation

On December 9, we will hold a live session and discuss food justice matters with the Global Environmental Justice class at UP. Before this event, students are expected to watch all the group presentation videos and prepare one question for each presentation.

19. December 6

Financialization of Food

Clapp, Jennifer. 2012. "Financialization of Food." In *Food*. Cambridge: Polity Press: 125-157.

Reading Guide:

- What factors were linked to the world food crisis of 2007-2008?

- The diversion of food to energy?
- The rising populations and demands from China and India?
- What is the financialization of food, and how is it linked to the food prices hikes?
- How and why is the financialization of food linked to large-scale foreign acquisitions of land and biofuel investment?
- Who are the main actors behind “land grabbing”? Why are they doing it?

Recommended

Oakland Institute. 2017. *Down on the Seed: The World Bank Enables Corporate Takeover of Seeds*. Oakland: Oakland Institute. (19 pages)

Clapp, J. 2014. “Financialization, distance and global food politics.” *Journal of Peasant Studies* 41(5), pp. 797-814.

20. December 9

***** Student Discussion with UP*****

III. Ecology and Food Systems

21. December 13

Four Domestications

Scott, J. 2011. “The Late Neolithic Multispecies Resettlement Camp.” The Tanner Lectures on Human Values pp. 185-198.

22. December 16

Industrial Agriculture and Its Environmental Impacts

Saladino, D. 2021. “Wild Atlantic Salmon.” In *Eating to Extinction*. London: Jonathan Cape. pp.190-202.

Vidal, J. 2017. “Salmon farming in crisis: ‘We are seeing a chemical arms race in the seas.’” *Guardian*, April 1.

https://www.theguardian.com/environment/2017/apr/01/is-farming-salmon-bad-for-the-environment?CMP=fb_gu

Suggested

Film

Artifishal: The Fight to Save Wild Salmon (2019) Watch the full movie on

Youtube: <https://youtu.be/XdNJ0JAwT7I>

Vanden Heuvel and Julius. 2020. “Snake River Dams in Hot Water.” *Seattle Times* June 29, <https://www.seattletimes.com/opinion/snake-river-dams-in-hot-water/>

[water/](https://www.seattletimes.com/opinion/snake-river-dams-in-hot-water/)

Kolmes, S. 2004. “Salmon Farms and Hatcheries.” *Environment: Science and Policy for Sustainable Development*: pp. 40-43.

23. December 20

Sophia Sustainable Farm Visit

24. December 23

Sophia Sustainable Farm Visit

25. January 6

Food Systems and the Biosphere

Gordon, et al. 2017. "Rewiring food systems to enhance human health and biosphere stewardship." *Environmental Research Letters*. 1-9.

Recommended

Oxfam. 2013. "Food For All." Oxfam Fact Sheet, May.

Kanis Dursin. 2012. "Cultivating Food Security in Their Own Backyards." IPS 31 May. <http://www.ipsnews.net/2012/05/cultivating-food-security-in-their-own-backyards/>

Holt-Gimenez, Eric and Annie Shattuck. 2011. "Food Crises, Food Regimes and Food Movements: Rumbblings of Reform or Tides of Transformation?" *Journal of Peasant Studies*, 38(1): 109-144.

Eric Holt-Gimenez. 2008. "From Food Rebellion to Food Sovereignty - Urgent Call to Fix a Broken Food System". *FoodFirst Backgrounders* 14(1): 1-6.

Patel, Raj and Phillip McMichael. 2009. "A Political Economy of the Food Riot." *REVIEW* 32(1):9-35.

McMichael, Philip. 2009. "The World Food Crisis in Historical Perspective." *Monthly Review* 61(3).

Magdoff, Fred and Tokar, Brian. 2009. "Agriculture and Food in Crisis: An Overview." *Monthly Review* 61(3), 1-27.

26. January 10

Fixing Broken Food Systems and Alternatives

Pretty et al. 2010. "Food Security: The Challenge of Feeding 9 Billion People." *Science* 327.

Patel, Raj. 2011. "Can the World Feed 10 Billion People." *Foreign Policy*, 4 May.

Pearce, Fred. 2018. "Can the World Find Solutions to the Nitrogen Pollution Crisis?" *Yale Environment* 360. <http://e360.yale.edu/features/can-the-world-find-solutions-to-the-nitrogen-pollution-crisis>

Recommended

Sacchi, G. et al. 2019. "The Valorisation of Wheat Production through Locally-Based Bread Chains: Experiences from Tuscany." *Journal of Rural Studies* 71, pp.23-35.

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27. January 17

Back-up Session

28. January 20

*****Analytic Paper Due*****