

AGEC 4163
Agricultural and Rural Development
Fall 2014

- Instructor:** Dr. Lawton Lanier Nalley
AGRI 225
(479)575-6818
llnalley@uark.edu
- Office Hours:** Tuesday & Thursday 1:00 p.m. - 3:00 p.m. AGRI 225
I have an open door policy and welcome any questions that you may have. While my official office hours are listed above I am in my office most of the time and encourage you to stop by and ask questions.
- Prerequisites:** AGECE 1103 or ECON 2023
- Required Text:** *The World Food Problem: Third Edition*
Leathers, H. and P. Foster.
- The End Of Poverty: Economic Possibilities For Our Time*
Jeffery Sachs.
- World Hunger: Twelve Myths*
Lappe, F, J. Collins, P. Rosset, and L. Esparza. (Second Edition)
- International Agricultural Development: Third Edition*
Eicher, C. and J. Staatz
- Course Objectives:** To describe and analyze the interdependencies between the world's food, population and equitability/poverty problems. To assess alternative solutions to these problems, in particular the role of technological and policy/institutional changes, in fostering equitable and sustainable development. Specific emphasis will be placed on relationships between wealthy and poor countries particularly in terms of policies, trade and aid. Examination of these problems and issues involves the use of basic economic principles. At the conclusion of this course the student should have an understanding and proficiency of some of the key concepts in agricultural development, including:
- 1) Hunger and Poverty
 - 2) Agricultural Sustainability
 - 3) Food Security and Food Safety
 - 4) The Effects of Exchange Rate Regimes on Agricultural Development
 - 5) Interdependence of the Agriculture and Non-Agriculture Sectors
 - 6) Regional Population Growth Issues
 - 7) Measuring and Impacts of Undernutrition
 - 8) Seasonality of Undernutrition
 - 9) Economic-Related Causes of Hunger
 - 10) Nutrition Policy Implications

- 11) Factors Affecting Income Distribution
- 12) Impact of Demographic Changes on Food Demand
- 13) Determinants of Changes in Demand for Food in Low-Income Countries
- 14) Effects of the Green Revolution
- 15) Can the Free Market End Hunger?
- 16) Programs to Redistribute Wealth or Income
- 17) The Urban Bias Problem in Low-Income Countries
- 18) Policies Aimed at Lowering the Price of Food by Subsidizing Consumption
- 19) The Pros and Cons of Subsidizing Credit and Agricultural Inputs
- 20) Hunger and Poverty within the U.S. and the Arkansas Delta

Course Evaluation <u>Undergrad</u>:	Class Participation	10%
	Exam I	20%
	Exam II	20%
	Exam III	30%
	Homework	<u>20%</u>
		100%

Course Evaluation <u>Graduate</u>:	Class Participation	10%
	Exam I	20%
	Exam II	20%
	Exam III	30%
	Project	<u>20%</u>
		100%

Grades will be assigned as follows:

A: > 90%	C: 73 - 75 %
A-: 88 - 90 %	C-: 70 - 72 %
B+: 85 - 87 %	D+: 67 - 69 %
B: 82 - 84 %	D: 64 - 66 %
B-: 79 - 81 %	D-: 60 - 63 %
C+: 76 - 78 %	F: < 60 %

Exams will cover material since the last exam, but may include comprehensive principles.

Country Bios:

At the beginning of most lectures students will take turns to present a country bio (this will account for some of the class participation grade):

A brief (4-5) minute summary of a low-income country. Information such as: major exports and imports, HIV rate, caloric consumption per day, political atmosphere, and percentage of population living on a dollar per day are examples of information that can be shared. The country must be a low-income country as defined by the World Bank. I have resources in my office to assist students in data collection for the country of their choice.

Conditions regarding late work: Late work will be penalized 25% per day (not per class period) and will not be accepted after the beginning of the next class period on which they were due.

Make-Up Exams: Make-up exams will be given for students on university-sponsored activities if advance notice is given.

Inclement Weather: If the University is open we will have class. Please use your best judgement before getting on the road. Students who live off-campus will have the opportunity to make up a missed exam.

ACADEMIC DISHONESTY

The University of Arkansas, Fayetteville, presents this policy as part of its effort to maintain the integrity of its academic processes. Academic honesty should be a concern of the entire university community, and a commitment to it must involve students, faculty members, and University administrators.

Students must understand what academic integrity is and what the most common violations are. With that understanding they must commit themselves to the highest standards for their own, as well as for their peers', academic behavior.

Public support and encouragement of the faculty is a second critical component necessary to strengthen academic integrity on campus. Faculty members must be continually vigilant in the management of their classes, their assignments, and their tests. To see the entire policy text and provisions, please visit the web site at <http://advancement.uark.edu/catalogofstudies/03-04/html/academicregs.html#02>

STUDENTS WITH DISABILITIES

The Center for Students with Disabilities (CSD), located in 104 Arkansas Union, serves as the central campus resource for students with disabilities. Working in partnership with students, faculty, and staff, the goal of the CSD is to ensure a physically and educationally accessible university environment. CSD staff work individually with students and assists academic and non-academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs, services, and activities offered through the University. For more information contact the CSD at:

Center for Students with Disabilities
University of Arkansas
104 ARKU
Fayetteville, AR 72701,
479-575-3104 (Voice) or 479-575-3646 (TTY)
479-575-7445 (Fax)

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.