

I. POLITICAL ECONOMY OF AGRICULTURE AND FOOD

AGEC 4613
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UNIVERSITY OF ARKANSAS, FAYETTEVILLE
COLLEGE OF AGRICULTURE AND HOME ECONOMICS
DEPARTMENT OF AGRICULTURAL ECONOMICS AND AGRIBUSINESS

Course Outline – Fall 2016

II. Catalog Description

4613 Political Economy of Agriculture and Food (I) Agricultural and food policies are studied from domestic and international perspectives. Laws, regulations, decisions and actions by governments and other institutions are examined in terms of rationale, content, and consequences. Economic and political frameworks are used to assess policies in terms competitive structure, operation, and performance of farming and food systems. Current real-world controversies and debates will focus the course discussions on economic principles, policy analysis and contemporary data.

Prerequisites: AGECE 1103, and AGECE 2103 or equivalent, and PSYC 2003 or SOCI 2013 or RSOC 2603.

This course syllabus/outline is subject to change throughout the semester. An up-to-date course syllabus will be maintained at the class website on Blackboard. Access to the class website is achieved by accessing <http://learn.uark.edu> on the web which gets you to the Blackboard website portal. The class website will include hyperlinks to reading assignments, lecture notes, videos, audios, exercises, examination reviews, course summary and other useful information. Please make a habit of using this course website daily.

III. Course Outline

This course is ultimately about getting you to think critically about the economic and political rationale, content and consequences of domestic and international food and agricultural controversies and policies.

In the U.S. this is a particularly interesting time for farm and food policy. National policy-making has become polarized and culturally divisive. Traditional power clusters have become fragmented as a result of an increase in the number of complex and cross-cutting issues about agriculture and food. The economic structure of agricultural production, food processing, distribution and household consumption of food continues to change. Information technologies and particularly social media play a larger role in speeding up public dialogue and interests in agricultural and food controversies. Over the past couple of years, the American public, the U.S. Congress, the President and his staff, the courts, and the news and social media have questioned how U.S. government intervention in agriculture and food including public expenditures can be cut in a significant way. Even though food and agriculture account for less than 2% of the federal budget, no one questions that public spending on this sector would remain immune from the chop of the deficit reduction axe. Major differences exist between the parties from where the cuts should come. What less funding will mean for agricultural and food legislation and policy has many in the food and agricultural sector concerned. Arkansas is a significantly large agricultural and food producing state, as one of the top U.S. producer-states of rice, soybeans, cotton and poultry. At the same time Arkansas has a relatively high poverty rate, associated paradoxically with both food insecurity/hunger and obesity among individuals and households. Therefore, Arkansas benefits heavily from

government food and agriculture programs that significantly subsidize crop producers and that provide significant food assistance to eligible households, individuals and in particular school age children.

Domestic markets are important destinations for Arkansas food production. However, Arkansas agriculture is also very dependent on international agricultural export markets. This makes what happens to policies that affect our international competitiveness through research and promotion and agricultural trade policy and food assistance programs of critical importance.

In seeking energy independence, the U.S. set out a bio-energy program that has created a new market for grains and oilseed to produce ethanol and biodiesel. This has inextricably linked food and agriculture markets with energy/oil markets with both positive and negative impacts on the agricultural sector. As a leading poultry producer and an increasingly important corn producer, Arkansas agriculture is in the cross-hairs of how the U.S. government moves forward on bioenergy policy.

The agricultural sector is resource intensive, using more than 80% of the nation's water supply, much of the arable land and consequently is a significant emitter of greenhouse gases. Sustainability initiatives as well as climate change policy have become increasingly important not only for national and international policy but also for major food firms such as Walmart, (the world's largest retailer headquartered in Arkansas) which has sought to limit its carbon footprint.

One in six jobs in this state are tied to the activities of the food and agriculture sector. Food and agriculture accounts for over \$17 billion in value added to the state economy or nearly 20% of the State's GDP. So while the focus of this course is on food and agricultural policy at the national and international levels, keep in mind that at our own doorstep what, why and how the U.S. and other country governments intervene in food and agriculture has great significance for Arkansas.

Some of the questions that we will explore this semester include:

- What is a nature of public policy making? What are the general reasons for government intervention? What and who are the basic government institutions and actors? What are the alternative theories, processes, and instruments of public policy?
- Why do governments become so heavily involved in protecting, regulating, promoting, subsidizing—in general, intervening—in the food and agricultural sector?
 - What are the fundamental characteristics and problems that make the sector unique—economically, environmentally, socially, politically, and technologically?
 - What have been the consequences of government intervention? Who gains and who loses?
- What is the food and fiber production landscape and how and why is it changing?
 - Do the changes have positive or negative implications for control of the food system and the choices that consumers have and the prices that they pay?
- What is the domestic and foreign market landscape of food and fiber consumption and how and why is it changing?
 - What is the public's interest in nutrition, diet, and food assistance?
 - How are diet's changing and how is this related to the changes in the food supply chains? How does the control of food markets affect choices for consumers?
 - What impact has sustainable and organic food production had on nutrition and health?
 - How does international food assistance help in relieving health and nutrition concerns of the world's impoverished populations?
 - What role can GM food have in helping to feed the world's growing population?

- What are the consequences of the significant share of U.S. food production that is exported to the rest of the world? Should we be seeking more free trade agreements, such as bilaterals and the regional TPP and T-TIP?
- Conservation of resources and making production more sustainable on working lands has been a major focus of resource policies
 - What are the externalities at play and what role should the government have?
 - How have bio-energy policies that seek to support energy independence altered the economics of crop and livestock production?

A. Course Objectives

The objectives of the course are to develop the student's understanding of the political, economic, social and cultural approach to domestic and international food and agricultural policy regarding:

- 1) **Why do we have public policies for food and agriculture?** - What are the conditions of the food and agricultural sector that give rise to public concern and government intervention? How do economic conditions and issues in food and agriculture evolve as a country develops over time? What is the role of food and agriculture to the economic development of a country? How do the political economy, the political institutions, participants, and legal environment affect the nature of government intervention and outcomes?
- 2) **What are some of the key issues, their policies and programs that affect food and agriculture -** What is the nature of government intervention, what issues are and should be addressed by public policies in food and agriculture? Here we will examine six key policy issues using a case study approach. What is the issue? Who are the key stakeholders? What are the policies, programs and policy instruments used in addressing these issues of food and agriculture? How do these programs work? How well are they working? Should they be restructured? Or eliminated?
- 3) **What are the impacts and consequences?** – What are the benefits and costs of government intervention? What are the intended and unintended effects of government intervention? How do these consequences lead to or constrain the ability of governments to change or reform policies as issues change? How do these consequences enhance or constrain the private sector from achieving efficiency and growth to meet competitive demands?

Students should gain knowledge of the theoretical and empirical analysis public policy for the food and agricultural sector. Fundamental to this framework is the notion that domestic and international food and agricultural policies are intertwined and subject to a broader set of economic, social, political, and technological factors. An understanding of how nations intervene in agriculture and food through domestic and international policies will be investigated. The impact of globalization, multilateral, regional, and national policy approaches, the role of agricultural trade and international resource externalities has resulted in a growing emphasis on decoupled policies, green ‘environmental’ payments, and regulatory approaches to food safety and biotechnology through approval, traceability and labeling. These and the more traditional “closed economy” approaches to public intervention in food and agriculture will be explored.

Students will develop skills in:

- Understanding the processes of public policy making in agriculture and food,
- Estimating and discovering the costs and benefits of public policies,
- Evaluating the economic and political feasibility of policy change,
- Preparation of policy case studies within a group/team setting, and
- Critical thinking about the need for policies and policy reforms.

U.S. agricultural and food policy will receive paramount consideration given its importance not only for domestic U.S. producers and consumers but also for global agricultural trade because the U.S. is the largest food and agricultural exporter and one of the largest importers. Much of domestic U.S. agricultural and food policy is framed in the so-called 'Farm Bill' that provides authorization for a period of five years. Current legislation was enacted in 2014 when the U.S. Congress passed a new farm bill known as The Agricultural Act of 2014. This legislation is authorized for the years 2014 through 2018. It covers everything from farm price supports, to nutrition, agricultural trade, bio-energy, conservation and research funding and beyond. We will review some the content and development of this legislation.

European Union policy will also be considered where a comparison is relevant. Reforms initiated in 2008 known as the 'Health Check' have moved their policies toward greater market orientation and increased attention to food quality, the environment and rural development. In June 2013, the EU adopted a reform package for food and agriculture CAP 2014-2020. The U.S. and EU have initiated free trade agreement negotiations (T-TIP) as well and agriculture will be a prime area of concern. Another key regional trade agreement being negotiated with Pacific Rim nations (TTP) will also have key impacts on agriculture and food. The World Trade Organization (WTO) Doha Development Round negotiations on agriculture and its multiple collapses over the past decade will also be examined. Policies of other countries, notably, the developing countries or regions will be noted when relevant to understanding the policy environment of global food and agriculture, trade liberalization, food security and sustainability.

IV. Conduct of the course

The objectives of this course will be achieved through a combination of:

- **Class discussions/Lectures.** Power-point notes will be posted on the class website for class periods. I expect you to download the notes, review them before class and if you have questions or need additional explanations regarding the notes, come to the class period and ask questions and be prepared to discuss. You must be informed because the quizzes and exams will be drawn from these notes, particularly the preliminary exam. Presentations during the class period will be based on these notes and responses to your questions and discussions about the lecture notes, the posted videos, audios, assigned readings, etc.
- **In-class quizzes.** Quizzes (unannounced) will be given to provide you with feedback from me about what concepts, information, etc that I think you should be learning in this class. These quizzes will count towards your participation score for the final grade and it will be in your interest to come to class and learn from the quiz.
- **Reading assignments, videos, and audios.** Assignments will be listed along with the lecture notes and will address the topic of the lecture, hopefully providing you access to the resources and people who are involved in the policy area being discussed, whether it be the Chairs of the House or Senate Agriculture committees, commodity group leaders, foreign agricultural policy makers or farmers and consumers who are addressing their concerns about the issue.
- **Formal exams,** one preliminary exam and a final exam will be given, comprehensive on material covered to date. Make-up exams will be given if the student is engaged in a university-sponsored event and provides the instructor with advance notice of one week. If the student misses the exam because of illness, a letter from a doctor will be required. All make-up exams will be taken within one week. (Exams will include short and long answer essays and concept definitions.)

- **Written/presentation assignments – the Case Study.** The case study will be a central part of this course. You will be assigned to a group, to develop and present as a team, one policy case study over three class periods. The case study will be a group effort and includes three elements:
 1. **A Backgrounder**, not more than 10 pages in length to be prepared by the assigned group. The content will address the following descriptive questions: What is the issue? Who are the major actors, their positions and institutions involved? What are the causes and consequences of the issue? What is current policy? This backgrounder report will be the basis for a power point presentation by the group during the team's first class period.
Due date: The draft of the background report and the PowerPoint documents are due by noon the day before the group's assigned presentation date.
 2. **Interview of key stakeholder(s).** For the second class period, the group will arrange, with help from the professor, for a leading policy actor involved with the issue to attend the class or participate via skype. The purpose is to have a live interaction with the team and class with regard to the issues, current policy and challenges. Prior to the interview, the team will develop a set of questions that they would like the stakeholder to address.
Due date: The questions should be provided to the interviewee one week before the interview.
 3. **Policy Analysis and Evaluation.** For the third class period, the group will present their key analytical findings, summarizing the issue, causes and consequences, the group's policy analysis and evaluation in a power point presentation in class. The key component is the use of evaluative criteria that will help the team determine the best course of action with regard to the issue being studied. This analysis and evaluation will be submitted as a final paper, not more than 10 pages, due the last week of classes. Except for the final presenting team, the group will submit a draft of the paper two class days after their presentation.
Due date: The draft of the policy analysis and PowerPoint presentation documents are due at noon the day before the group's assigned presentation date.

The Final policy case study report (encompassing the background report, summary of the interview and policy analysis) is due December 9 by midnight.

- **The case study critique.** You will also be required to choose one of the other five case studies and write a one-page critique of the content, organization, and presentation of the case study. This critique will be due the first class period following the presentation of the policy analysis and evaluation of the case study you have chosen to critique. You will evaluate the success of the background report, the stakeholder interview, and the final analysis.
- Written assignments must be submitted no later than midnight 12 a.m. on the due date and must be submitted on Blackboard.
- **Exercises.** For graduate students and undergraduates who want to be a bit more challenged, I will hold a separate 1 hour period each week to review material covered in the course. The professor will have at least one mandatory meeting with each team and as many subsequent meetings as necessary to provide guidance so that the case studies achieve excellence.

The case studies will be conducted for the following six general issues: The case study will address a very specific topic within each of these policy arenas. As a group you will narrow down a topic which is specific, currently controversial, and of importance for agriculture and/or food.

1. **Farm level policy:** this could include specifically issues of price and income supports for U.S. agricultural producers, crop insurance policy, beginning farmers' policy, animal welfare, specific commodity policy, e.g. rice, sugar, dairy, etc.
2. **Nutrition and dietary assistance policy for U.S. and/or foreign consumers:** this could include issues such as SNAP (food stamps), WIC (women-infants-children), school lunch program, food labeling, GM labeling, organic labeling, country-of-origin labeling, biofortification, food safety and inspection, power and concentration of food retailers, food manufacturers, obesity policy and other issues related to food.
3. **International development policy:** international development assistance, Feed the Future, Aid vs. trade, national vs. multilateral assistance, private vs public assistance.
4. **Environmental/Sustainability policy for food and agriculture:** this could include policies responding to conservation of resources—land, water, sustainable technologies and organics or biotechnology, impact of social media and NGOs.
5. **Research funding or human capital policy:** This could include national and international strategies for funding agricultural and food research, policies to facilitate extension and outreach of new technologies such as GMOs, precision agriculture/drones, water for irrigation, ground/surface water policy, private vs. public takings of land, regulatory policy (WOTUS), immigration and farm labor policy.
6. **International Agricultural Trade and Foreign Food and Agriculture:** This could include free trade (regional/multilateral/bilateral) trade agreements such as TPP, TTIP, WTO, food as a political weapon—U.S. Cuba trade potential, trade with Iran; food security and international development assistance (ODA—official development assistance), role of international institutions such as FAO, World Bank, CGIAR.

Purpose of case studies. The goal of these case studies is to demonstrate not only your knowledge of subject matter but also to demonstrate your ability to communicate concisely, clearly and in-depth on a leading public policy issue in agriculture and food. Generalized background and analysis paper outlines will be made available on the class website for each of the six case policy studies. Papers should be typed, properly cited, and should be the work of each group and/or individual student. Each team member will be asked to assess the relative contribution of each of the other team members, primarily as a means to encourage active participation of all team members and avoidance of free riders.

Academic Honesty. Material included in the paper that is explicitly quoted from a source should be identified as such, providing author, publication title, page number and other relevant citation information. A paper that is mostly a set of quotations will be evaluated unfavorably. A common type of academic dishonesty is plagiarism. Papers will be checked using online tools for plagiarism and if found will be given a grade of zero. If this occurs a second time for the same student, a course grade of “F” will be given and the student will be referred to the university judicial process for further sanctions. No personal calculators, smart phones, etc will be allowed during the class period or exams unless being used to make presentations. Students will have access to departmental supplied calculators during exams if the instructor finds it necessary to answer exam questions.

Graduate Student Requirements. In addition to the above assignments, graduate students enrolled in this course will answer additional questions on the exams and provide leadership for the case study groups.

B. Teaching Units

Unit 1. Course overview, content, scope, and method of agricultural and food policy and policy analysis tools. Lectures 1-4. The objective of this unit is to provide an overview of the course objectives and approach. Students will learn what is, who makes, and how are food and agricultural policies determined. Evaluation of this section will be based on mid-term and final exams and class discussion and participation on homework assignments.

Unit 2. Economic and political foundations of public policy analysis for agricultural and food policy. Lectures 5-8. This section will focus on understanding U.S., EU and other country domestic agricultural policy. Objectives will be to use supply and demand frameworks to examine the U.S. situation for food and agricultural policy.

Unit 3. Policy Case Studies. Lecture 9 and Six Case Studies. This section will focus on the case study method and the specific six case studies selected for in-depth description and analysis.

Textbooks and Tools: Readings are available on the University library ebrary hyperlinks given below. Other readings will be made available on reserve in Mullins Library or on Blackboard.

Texts:

Herring, Ronald J (ed.). 2015. *The Oxford Handbook of Food, Politics, and Society*. Oxford University Press. New York. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=10995809>

Kraft, Michael E. and Scott R. Furlong. 2013. *Public policy: politics, analysis, and alternatives*. 4th Edition. CQ Press, a division of SAGE. Thousand Oaks, CA

Novak, James L., Pease, James W., and Sanders, Larry D.. Routledge Textbooks in Environmental and Agricultural Economics : Agricultural Policy in the United States : Evolution and Economics. Florence, GB: Routledge, 2015. ProQuest ebrary. Web. 22 August 2016. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=11023370>

Paarlberg, Robert L. 2013. *Food politics: what everyone needs to know*. 2nd Edition. Oxford University Press. Oxford, United Kingdom. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=10740038>

A set of blogs that you will find interesting and useful include:

<http://blogs.usda.gov/> Gateway to official blogs by the US Department of Agriculture

<http://www.foodpolitics.com/> by Marion Nestle at NYU

<http://usfoodpolicy.blogspot.com/> by Parke Wilde at Tufts University

<http://www.foodintegrity.org/> Center for Food Integrity is led by Charlie Arnot. Its members include a wide array of US agricultural producer groups.

<http://www.geneticliteracyproject.org/> The Genetic Literacy Project is led by Jon Entine, Senior Fellow at the Center for Health and Risk at George Mason University.

<http://sustainableagriculture.net/blog/> alliance of various groups, environmental, organic, sustainable, etc.

<http://www.iatp.org/blog> Institute for Agricultural and Trade Policy focus on a wide variety of agricultural and food policy issues

<http://www.agandfoodlaw.com/> Ag & Food Law Blog provided by a partnership of the National Agricultural Law Center, University of Arkansas and the American Agricultural Law Association.

<http://irjci.blogspot.com/> The Rural Blog, focuses on news, policies and events that affect rural America out of University of Kentucky.

<http://www.nal.usda.gov/> National Agricultural Library website.

<http://blog.farmaid.org/> Family farm support group opposed to multinationals and large corporate agribusinesses.

<http://about.extension.org/blog/> US Cooperative Extension Service blog on food and agriculture

<http://www.beginningfarmers.org/> Blog on policy affecting beginning farmers

<http://www.chlpi.org/food-law-and-policy/about/> Harvard Food Law and Policy Clinic

<http://food-ethics.com/category/public-policy/> A food ethics from farm to table blog by Chris MacDonald

<http://pollan.blogs.nytimes.com/> Michael Pollan's blog page on the New York Times. See also <http://michaelpollan.com/resources/politics-policy/>

<http://www.consumerfreedom.com/> Anti-food police blog to support consumer's choice and oppose regulation of nutrition and diet.

<http://www.worldwatch.org/> A sustainability NGO and website.

<http://www.biofortified.org/blog/> Independent blog to provide factual information on biology and particularly plant genetics and genetic engineering.

<http://www.fooddemocracynow.org/blog> A food justice blog site

<http://www.ethanolrfa.org/exchange/author/bob-dinneen-president-and-ceo/> Renewable Fuels Association CEO Bob Deneen blog

<http://www.voxeu.org/vox-talks/we-are-what-we-eat-how-and-why-governments-intervene-food-markets>
Rachel Griffith, why governments intervene to improve health impacts from diet

<http://www.voxeu.org/article/changing-economic-factors-and-rise-obesity>
Charles Courtemanche et al. Changing economic factors and the rise in obesity

Additional blog sites will be added through the term.

A set of additional books that address aspects of this course include the following:

Paarlberg, Robert. 2010. *Food Politics*. Oxford University Press. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=10740038>

Pinstrup-Andersen, Per and Derrill D. Watson II. 2011. *Food Policy for Developing Countries: The Role of Government in Global, National and Local Food Systems*. Cornell University Press.

Nestle, Marion. 2013. *Food politics. How the Food Industry Influences Nutrition and Health*. 10th anniversary edition. Revised. University of California Press. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=10704704>

Browne, William P. et al. *Sacred Cows and Hot Potatoes: Agrarian Myths in Agricultural Policy*. Westview Press (Boulder). 1992.

Lusk, Jayson. 2013. *The food police: a well-fed manifesto about the politics of your plate*. Crown Publishing Group, Random House, Inc. New York.

Wilde, Parke. 2013. *Food policy in the United States: an introduction*. Routledge. Milton Park, Oxford, United Kingdom. Available on the University Library ebrary at: <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=10676501>

Schmitz, Andrew, Charles Moss, Troy Schmitz, Harley Furtan, and Helen Schmitz. *Agricultural Policy, Agribusiness, and Rent-Seeking Behaviour*. 2nd Ed. University of Toronto Press. 2010.

Gritter, Matthew. *The Policy and Politics of Food Stamps and SNAP*. New York, US: Palgrave Macmillan, 2015. ProQuest ebrary. Web. 22 August 2016. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=11096045>

Ichijo, Atsuko, and Ranta, Ronald. *Food, National Identity and Nationalism : From Everyday to Global Politics*. Basingstoke, GB: Palgrave Macmillan, 2015. ProQuest ebrary. Web. 22 August 2016. <http://0-site.ebrary.com.library.uark.edu/lib/uark/detail.action?docID=11118370>

a. Student evaluation

The course grade will be based on exams, case study components, and class participation as noted below. Students enrolled in the graduate section will be required to do additional work such as answer additional exam questions and take leadership/organizational roles in the case studies:

	Undergraduates	Graduates
Preliminary exam	20%	20%
Case Study Backgrounder	10	10
Case Study Interview with key actor	10	10
Case Study Analysis and Evaluation	15	15
Case Study Critique	10	10
Class participation	10	10
Final exam	25	25

The final grade will be assigned approximately as follows:

93-100 = A

88-92 = A-

84-87 = B+

79-83 = B

75-78 = B-
71-74 = C+
67-70 = C
62-66 = C-
57-61 = D+
53-56 = D
50-52 = D-
< 50 = F

b. Class Attendance, Office Hours, Disabilities, and Course revisions

Attendance is expected. If you come to class be prepared by having reviewed the lecture notes ahead of class and ask questions or make comments about the notes or topic in general. If you expect to miss a class please inform the instructor beforehand. Policies for excused absences will follow the university attendance policy as posted in the catalog of studies. **Why is attendance important?** Exams are based heavily upon the lecture notes and case studies and therefore on the discussions that we will have during the class periods. Specific assignments regarding readings, the case studies and class exercises also will be given at the class period throughout the term. Class participation is one component of your final grade.

The instructor will provide office hours by appointment on Tuesday, Wednesday, and Thursday from 8-10 a.m.

Disabilities. If you need to request accommodations for this class due to a disability, you must first register with the Center for Students with Disabilities (CSD) and hand-deliver an official Accommodation Letter from the CSD to me during my office hours or after class.

Inclement Weather Policy. This course will follow University policy regarding class cancelation if the University is closed. Class periods will be rescheduled to avoid you missing course material or an exam. If an exam is being given, a student who is unable to get to class because of inclement weather will be given the opportunity to make up the exam or take the score received for the final exam as a proxy for the missed exam.

Syllabus Updates. The instructor reserves the right to revise this syllabus/outline during the course of the semester with adequate notice to the students.

Internship/Job Seeking in agricultural and food policy? Check out

<http://blogs.law.harvard.edu/foodpolicyinitiative/files/2012/06/CAREER-GUIDE-JUNE-2012-v4.pdf>

**POLITICAL ECONOMY OF AGRICULTURE AND FOOD
AGEC 4613**

Fall 2016 Class Schedule

<u>Date</u>	<u>Topic</u>
August 23	Period 1: Course Organization and Overview – Student and Instructor introductions, Review of lectures and Issue Case Studies
August 25	Period 2: Agriculture and Food Public policy – political, economic, social, cultural, moral/ethical contexts and rationales, key concepts and tools for analysis Reading: Herring, Chapter 1 Kraft and Furlong, Chapter 1 Reading: Paarlberg, Chapter 1
August 30	Period 3: Lesson on public policy for the U.S. agricultural and food sector Reading: Paarlberg, Chapter 8 Reading: Novak, Pease and Sanders, Chapters 1&4
September 1	Period 4: Government institutions and policy actors Reading: Kraft and Furlong, Chapter 2
September 6	Period 5: Policy process, mechanisms and policymaking Reading: Kraft and Furlong, Chapter 3
September 8	Period 6: Policy analysis, understanding the cause and consequences of policy issues, and evaluation of alternative public policy responses. Agricultural and Food Sector; the political and economic environment and policy challenges. Reading: Kraft and Furlong, Chapter 4
September 13	Period 7: Policy analysis, understanding the cause and consequences of policy issues, and evaluation of alternative public policy responses. Agricultural and Food Sector; the political and economic environment and policy challenges. Reading: Kraft and Furlong, Chapter 5
September 15	Period 8: Policy analysis, understanding the cause and consequences of policy issues, and evaluation of alternative public policy responses. Agricultural and Food Sector; the political and economic environment and policy challenges. Reading: Kraft and Furlong, Chapter 6
September 20	Period 9: Preliminary Exam
September 22	Period 10: Policy case study approach. Class notes and selected readings.
September 27	Period 11: Case 1 Farm level policy. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?

September 29	Period 12: Case 2 Nutrition and dietary assistance policy for U.S. and/or foreign consumers. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?
October 4	Period 13: Case 3 International development policy. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?
October 6	Period 14: Case 4 Environmental/Sustainability policy for food and agriculture. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?
October 11	Period 15: Case 5 Research funding or human capital policy. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?
October 13	Period 16: Case 6 International Agricultural Trade and Foreign Food and Agriculture. Backgrounder: What is the issue? Understanding the cause and consequences of the issue. What is current policy?
October 18	Fall Break
October 20	Period 17: Case 3 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
October 25	Period 18: Case 5 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
October 27	Period 19: Case 6 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
November 1	Period 20: Case 1 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
November 3	Period 21: Case 4 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
November 8	Period 22: Case 2 Interaction with a key actor(s) on the policy issue. What is their position? Who do they represent? How do they impact on the policy process? Who is in opposition? What are the counter arguments?
November 10	Period 23: Case 6 Policy analysis and evaluation.

November 15	Period 24: Case 4 Policy analysis and evaluation
November 17	Period 25: Case 2 Policy analysis and evaluation.
November 22	Period 26: Guest Lecture
November 24	Thanksgiving Holiday
November 29	Period 27: Case 5 Policy analysis and evaluation.
December 1	Period 28: Case 1 Policy analysis and evaluation.
December 6	Period 29: Case 2 Policy analysis and evaluation.
December 8	Period 30: Case study summaries and Final Review
December 13	Final Examination, 10:15 a.m. – 12:15 p.m.