

Food, Environment, and Development (Spring 2019)
ENVS 2313, GOV 2482, LAS 2513

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Course Overview

The primary goal of this course is to explore the nexus of food, environment, and development in global environmental politics. The course examines the interconnected challenges of governing across trans-boundary socio-ecological systems amidst competing demands on scarce natural resources—to sustain a global food system, foster economic development, and promote equity and justice. The course aims to prepare students to engage with interdisciplinary scholarship from political science, international development, public policy, and food studies and draws on comparative cases from local to global scales, with an emphasis on Maine, the U.S., and Latin America.

Class meetings will include small group discussion, group activities, and presentations on different food commodities, presented by students in pairs or groups of three. Students are expected to participate, learn from one another, and be tolerant towards a diverse perspective of opinions and ideas. Technology use (cellphones, laptops) in the classroom will be limited.

Prerequisites

ENVS 1101 or ENVS 2330 (same as GOV 2910)

Readings and Blackboard

There are no textbooks for this class. Readings for the course will be posted to Blackboard in folders labeled for the food commodity or topic that is the focus for each class period. Course readings will cover a variety of food and development policy issues through a comparative commodity lens. It will be helpful for students to bring paper copies of readings to class in order to better engage with lecture material and participate in activities.

Assignments and Grading

The final course grade will be determined by:

- Participation
- Reading Quizzes
- Leading Class on Date of Assigned Commodity Presentation
- Midterm and Final Exams

Participation: Attendance and contributions to small and large group discussions are required for the course. Coming prepared having seriously considered the readings will be important to ensuring that the activities by presenters for each class period are successful and meaningful.

Reading Quizzes: There will be one reading quiz per week. All readings assigned prior to the taking of a previous quiz can be used in potential quiz questions. Quizzes will consist of multiple choice and brief short answer questions and are designed to reward students for coming to class having read.

Leading Class: Students, in groups of two, will each be assigned a specific food commodity to present on at the beginning of one class period. Presentations should be approximately 20 minutes in length and can be based on the readings and videos within the assigned commodity folder for the specific class date (although additional research is encouraged). After the presentation, students will be required to facilitate a group activity to last the remainder of the course. This can simply entail facilitating group discussion with interesting questions based on the readings and presentation, or include an element of creativity. Debates, mock forums, and political simulations are encouraged. Shana and Aaron will provide presentations on commodities over the first three weeks to provide examples of what lectures can entail and what class activities can look like. Shana and Aaron can both also be contacted to discuss ideas, review slides, or provide class activity suggestions.

Midterm and Final Exam:

Both exams will invite you to apply the insights gained by that point in the course to either a new case or commodity not previously discussed in class.

McKeen Center Course Liaison: Aaron Rubin will serve as our course liaison this semester. He can be reached at arubin@bowdoin.edu by email or (860) 490-7602 by text and is happy to meet with students at night to help with presentations or to answer questions.

Reading Assignments and Course Outline

(All readings can be found in folders labeled with the class topic and lecture date)

Week 1

Jan 22 Class 1: Course Introduction

Jan 24 Class 2: Introduction Part 2

Week 2

Jan 29 Class 3: Development and Institutions

Steinberg, Paul (2015). *Who Rules the Earth?: How social rules shape our planet and our lives*,

pp 5-33.

Maniates, Michael (2001). "Individualization: Plant a Tree, Buy a Bike, Save the World?," pp 31-52.

Video: Forget Shorter Showers (blackboard link)

Jan 31 Class 4: Honey (Case)

Starobin, Shana (2018). "Beekeepers vs Biotech: Commodity Characteristics and Regulatory Interdependence in the Global Environmental Politics of Food." *Global Environmental Politics*, pp 1-19.

Strayer, Sarah (2014). "Economically Motivated Adulteration of Honey: Quality Control Vulnerabilities in the International Honey Market," pp 1-7.

Schneider, Andrew (2011). "Asian Honey, Banned in Europe, Is Flooding U.S. Grocery Shelves," pp 1-14.

Videos: Between Honeys: On Mayan honey cultivation, Ethiopia - Beekeeping as rural development opportunity for women, Bangladesh - Sundarban wild honey collecting (blackboard links)

Week 3

Feb 5: Environment

Ostrom, Elinor (2009). "A General Framework for Analyzing Sustainability of Social-Ecological Systems," pp 419-422.

Altieri, Miguel and Toledo, Victor (2011). "The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants," *Journal of Peasant Studies*, pp 587-612.

Ellickson, Robert (1993) - "Property in Land," pp 1317-1400 (focus on 1375-1381).

Feb 7: Almonds (Case)

Cho, Austin (2017) - "California Waterfix: A Snapshot of the SWRCB Water Rights Change Hearings," pp 1-9.

Gumbel, Andrew (2015) - "Nut empire battles conservationists over water tunnel for California orchards," pp 1-4.

Kasler, Dale (2017) - "Dozens are suing to block Delta tunnels. Will it matter," pp 1-8.

Charles, Dan (2015) - "Beyond Almonds: A Rogue's Gallery of Guzzlers in California's Drought," pp 1-11.

Hamblin, James (2014) - "The Dark Side of Almond Use: People are eating almonds in unprecedented amounts. Is that okay," pp 1-13.

Westervelt, Amy (2015) - "Is it fair to blame almond farmers for California's drought," pp 1-6.

Week 4

Feb 12: Coffee (Case)

Ponte, Stefano (2002) - "The 'Latte Revolution'? Regulation, Markets and Consumption in the Global Coffee Chain," pp 1099-1122.

Bacon, Christopher (2004) - "Confronting the Coffee Crisis: Can Fair Trade, Organic, and Specialty Coffees Reduce Small-Scale Farmer Vulnerability in Northern Nicaragua, pp 497-511.

Wilson, Bradley (2008) - "Indebted to Fair trade? Coffee and crisis in Nicaragua," pp 84-92.

Videos: The Journey of the Coffee Bean #TheCoopWay. From the fields of Nicaragua to the store shelves in Madison, Wisconsin (blackboard links).

Feb 14: Chocolate (Case)

Tampe, Maja (2017) - "From Rules to Practices: Local Performances of a Sustainability Standard in Bahia, Brazil," pp 1-44.

Fair Labor Association (2012) - "Sustainable Management of Nestle's Cocoa Supply Chain in the Ivory Coast - Focus on Labor Standards," 1-67.

O'Keefe, Brian (2016) - "Inside Big Chocolate," *Fortune Magazine*.

Optional, but highly recommended - Documentary Film: The Dark Side of Chocolate

Week 5

Feb 19: Food (general)

Feb 21: Tea (Student Case #1)

Mulley, Brad and Unruh, Jon (2004) - "The role of off-farm employment in tropical forest conservation: labor, migration, and smallholder attitudes toward land in western Uganda," 193-205.

Nel, Etienne, Binns, Tony, and Bek, David (2007) - "'Alternative foods' and community-based development: Rooibos tea production in South Africa's West Coast Mountains," 112-129.

Chan, Kathy (2015) - "What Exactly Is Matcha and Why Is Everyone Talking About It?: Everything you need to know about matcha," 1-5.

Videos: The history of tea -Shunan Teng, Uganda: Child Labour in Tea Plantations (links on blackboard).

Week 6

Feb 26: Corn (Student Case #2)

Pollan, Michael (2006) - *Omnivore's Dilemma*, pp 86-108

Powers, Melissa () - "King Corn: Will the Renewable Fuel Standard Eventually End Corn Ethanol's Reign," pp 674-682.

Haspel, Tamar (2015) - "In Defense of Corn, the world's most important crop," pp 1-4.

Ackerman, Frank et al. (2003) - "Free Trade, Corn, and the Environment: Environmental Impacts of US - Mexico Corn Trade Under NAFTA," pp 1-24.

Feb 28: Rice (Student Case #3)

Suriyagoda, Lalith et al. (2018) - "Mechanisms of arsenic uptake, translocation, and plant resistance to accumulate arsenic in rice grains," pp 23-37.

Half of class as posted on blackboard read articles in GMO folder discussing benefits of GMO Rice: Search for the Rice of the Future, The 3,000 Rice Genomes Project, Lessons from Golden Rice, Toxic Side of Rice, Golden Rice Project.

Other half of class as posted on blackboard read articles focusing on small rice farmers and the environment (Greenpeace): The Future of Rice, Integrated Rice Duck Farming in Asia, Happy Hellish Lives of Cambodian Rice Farmers.

Week 7

Mar 5: Wheat (Student Case #4)

Gonzalez, Angel (2015) - "Patterns of World Wheat Trade, 1945-2010: The long hangover from the second food regime," pp 87-111.

Pritchard, W. (1998) - "The Emerging Contours of the Third Food Regime: Evidence from Australian Dairy and Wheat Sectors," pp 64-74.

Jabr, Ferris (2015) - "Bread is Broken," 1-11.

Mar 7: Quinoa (Student Case #5)

Carimentrand, Aurélie and Ballet, Jérôme (2010) - "When Fair Trade increases unfairness: the case of quinoa from Bolivia," pp 1-16.

Sven-Erik, Jacobson. (2003) - "The Worldwide Potential for Quinoa," pp 167-177.

Richardson, Jill. (2014) - "The Dark Truth Behind the Popular Superfood, Quinoa," ~ 10 pages.

The Economist (2016) - "Against the grain: the fad for the Andean superfood has not hurt the poor," ~ 5 pages.

Spring Break!

Week 8

Mar 26: Guest Presentation on Fisheries/Tuna

Baird, Ian and Quastel, Noah (2011) - "Dolphin-Safe Tuna from California to Thailand: Localisms in Environmental Certification of Global Commodity Networks," pp 1-19.

Havice, Elizabeth and Campling, Liam (2010) - "Shifting Tides in the Western and Central Pacific Ocean Tuna Fishery: The Political Economy of Regulation and Industry Responses," pp 89-114.

NPR Podcast (2018) - "Was Your Seafood Caught With Slave Labor? New Database Helps Researchers Combat Abuse."

Mar 28: Guest Presentation or Midterm (TBD)

Week 9

Apr 2: Strawberries and Blueberries (Student Case #6)

Wells, Miriam (1996) - *Strawberry Fields: Politics, Class, and Work in California Agriculture*, pp 1-3, 166-173.

Holmes, Seth (2007) - "Oaxacans Like to Work Bent Over: the Naturalization of Social Suffering Amongst Berry Workers," 39-68.

Lee, Esther - "Berry Farmworkers Toil 12 Hours a Day for \$6. Now They are Demanding a Raise," ~ 4 pages.

Video: Driscoll Workers Call for Global Boycott Over Alleged Abuses at World's Biggest Berry Distributor

Skim/Recommended:

Sanchez-Torres, Joanna (2014) - "Why Campesinos Sometimes Win: Leadership, Organization, Strategy, and Indigeneity in the Western Washington Farm Worker Movement," pp 1-22.

Apr 4: Bananas (Student Case #7)

Week 10

Apr 9: French Beans (Student Case #8)

Fischer, Edward (2005) - "Something Better - Hegemony, Development, and Desire in Guatemalan Export Culture," pp 3 - 20.

Freidberg, Susanne (2003) - "French beans for the masses: a modern historical geography of food in Burkina Faso," 445-463.

Dugger, Celia (2004) - “Supermarket Giants Crush Central American Farmers,” 1-6.

Skim/Recommended

Minten, Bart (2009) - “Global Retail Chains and Poor Farmers: Evidence from Madagascar,” pp 1728-1741.

Apr 11: Avocados (Student Case #9)

Althaus, Dudley and Steven, Dudley (2018) - “Mexico’s Security Dilemma: Michoacan’s Militias,” pp 1-12 (stop at 12).

Barsimantov, James (2012) - “Forest cover change and land tenure change in Mexico’s avocado region: Is community forestry related to reduced deforestation for high value crops,” pp 844-853.

Gilbert, Sophie (2017) - “The Political Saga of Avocados,” *The Atlantic* (~ 4 pages).

Henderson, Violet (2017) - “The True Cost of Our Avocado Obsession,” ~ 4 pages.

Week 11

Apr 16: Soy (Student Case #10)

Apr 18: Eggs/Chicken (Student Case #11)

Week 12

Apr 23: Dairy (Student Case #12)

Apr 25: Meat (Student Case #13)

Week 13

Apr 30: Olive Oil (Student Case #14)

May 2: Palm Oil (Student Case #15)

Week 14

May 7: Conclusion

Final Exam: Take home.