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## FRE 340

# International Agricultural Development

### 2022W

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#### ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

#### COURSE INFORMATION

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Course Title	Course Code Number	Credit Value
International Agricultural Development	FRE 340	3 credits

#### Prerequisites/Corequisites

None.

#### CONTACTS

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<b>Course Instructor</b>	Sean Holowaychuk - <a href="mailto:sean.holowaychuk@ubc.ca">sean.holowaychuk@ubc.ca</a> Office: MacMillan Building - <b>221</b> Office Hours: <b>1230-1330 Tu/Th</b> or by appointment, or Zoom Administration: Instructor contact via email through Canvas
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#### COURSE DESCRIPTION

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FRE340 offers students an understanding of the critical role that agriculture plays in international economic development – including but not limited to:

- an examination of theories of growth and development, and their relationship to the agricultural sector, along with;
  - the factors responsible for growth and transformation in rural and urban areas;

- the role of agriculture in least developed countries' (LDCs) economic development;
- government policies that enhance the prospects for sustainable growth;
- the environmental impact of economic development;
- the social impact of economic development;
- the linkages among the industrial, natural resource, and agricultural sectors;
- methods of analysis in development in order to help shape government policy;
- analysis of agricultural development problems using economic concepts;
- an analysis and critique of policies related to international agricultural development; and
- an analysis of the challenges facing contemporary international agricultural development.

Examples will be drawn from a variety of developing countries and political units. Although the agricultural sector will be covered in detail, the complementary role of other industries will also be given attention to show how to apply, more broadly, the lessons learned in agriculture to other sectors of the economy. Our studies will reveal the complex aspects of economic development, the actuality that growth paths are difficult to achieve, and that our understanding of the intricacies of economic development is not complete.

### Target Audience

FRE340 is intended for students who are interested in a career in international development, economics, agricultural economics, political science, international relations, global resources, or the agriculture sector, in general. The agriculture sector plays a major role in the economic lives of people living in developing nations. This course contemplates the past, present, and future research into government policy that promotes enabling conditions for nations to develop through the vehicle of the agriculture sector.

### LEARNING OUTCOMES

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Upon completion of this course students should be able to:

1. Identify the role that agriculture plays in the world economy.
2. Identify historical growth patterns; critically assess their origins and their consequences.
3. Analyze the root causes of poverty and the develop an understanding of the economic lives of the poor.
4. Identify the role and importance of agriculture in the economy of a developing nation or region.
5. Identify the mechanisms by which development takes hold, and by which stagnation persists.

6. Analyze and appraise the factors and policies by which the agriculture sector advances economic development.
7. Analyze and appraise the consequences of ignoring environmental outcomes in economic development.

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## COURSE FORMAT

### In-Person Classroom Lectures

All course materials will be available at Canvas: <http://www.canvas.ubc.ca>. You are required to regularly login to your course page for FRE340. Your syllabus, course lecture slides, additional material, announcements, assignments, and grades are available online.

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## LEARNING MATERIALS

### Required Readings

Selected chapters from the following excellent works will be presented for study during this course. You will not be expected to read the entire text. Most of these works can be found through the UBC library as eBooks. Those that are not will be provided online.

The reading assignments are listed below in chronological order:

Alston, Julian M. and Philip G. Pardey. 2014. "Agriculture in the Global Economy." *The Journal of Economic Perspectives* 28 (1): 121-146. (Required Reading: Entire text – no numbers; concepts only)

Maddison, Angus, OECD iLibrary, and Organisation for Economic Co-operation and Development. Development Centre. 2006. *The world economy*. Paris, France: Development Centre of the Organisation for Economic Co-operation and Development. - Full text online through the UBC Library (Required Reading: Introduction and Summary, Chapter One: *The Contours of World Development*)

Rodrik, Dani. 2014. The past, present, and future of economic growth. In. Oxford: Oxford University Press. (Required Reading: Up to end of p.28 with the focus on material up to p.14)

Banerjee, Abhijit V., and Esther Duflo. 2007. The economic lives of the poor. *The Journal of Economic Perspectives* 21 (1): 141-67. (Required Reading: Entire text – no numbers; concepts only)

Patton, Carl, and Taylor & Francis eBooks A-Z. Basic Methods of Policy Analysis and Planning. Routledge [Imprint], Abingdon, 2017. (Nothing in here is required reading. I have a handout that summarizes Ch1, Ch2, & Ch4. But there is good information in this text about procedures for policy analysis.)

Schultz, Theodore W. 1964. *Transforming traditional agriculture*. Vol. 3;3. New Haven: Yale University Press. (Required Reading: Ch3-5 & Ch9 – Text available on Canvas)

Schultz, Theodore W. 1979 Nobel Prize Lecture. (Required Reading: Entire text – Full text available on Canvas)

JOHNSTON, B. F., and J. W. MELLOR. "Agriculture, the Role of, in Economic Development." *The American Economic Review*, vol. 51, 1961, pp. 566. (Required Reading: Entire text – no numbers; concepts only)

Cervantes-Godoy, D. and J. Dewbre (2010), "Economic Importance of Agriculture for Poverty Reduction", OECD Food, Agriculture and Fisheries Working Papers, No. 23, OECD Publishing. doi: 10.1787/5kmmv9s20944-en (Required Reading: Entire text – no numbers; concepts only)

Monke, Eric A., and Scott R. Pearson. 1989. The policy analysis matrix for agricultural development. Ithaca: Cornell University Press. (Required Reading: Part I (Ch I – p.5-p.12 – Full text available on Canvas)

Panaïotov, Todor (Theodore Panayotou). 1993. *Green markets: The economics of sustainable development*. Vol. no. 7; no. 7. San Francisco, Calif: ICS Press. (Required Reading: Ch2 & Ch3 – Text available on Canvas)

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### **Extra Reading**

Schultz, Theodore W. 1993. *The Economics of Being Poor*. Cambridge, Mass: Blackwell.

Easterly, William. 2001; 2002. *The elusive quest for growth: Economists' adventures and misadventures in the tropics*. 1st ed. Vol. 1. Cambridge, Mass: MIT Press. - Full text online through the UBC Library. (Ch3 – Solow's Surprise: Investment Is Not the Key to Growth)

Collier, Paul. 2007; 2008. *The bottom billion: Why the poorest countries are failing and what can be done about it*. New York: Oxford University Press. - Full text online through the UBC Library. (Ch3 – The Natural Resource Trap)

Acemoglu, Daron, James A. Robinson, and Ebooks Corporation. 2013; 2012. *Why nations fail: The origins of power, prosperity, and poverty*. London: Profile. - Full text online through the UBC Library. (Ch3 – The Making of Prosperity and Poverty & Ch15 – Understanding Prosperity and Poverty)

Easterly, William. 2013; 2014. *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. New York: Basic Books. - Full text online through the UBC Library (Ch1 - Introduction & Ch2 – Two Nobel Laureates and the Debate They Never Had; [Ch12 Optional])

**Websites:**

[www.undp.org/content/undp/en/home/sustainable-development-goals.html](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html)

[www.fao.org](http://www.fao.org)

**Other Course Materials**

Additional contextual material may be posted on the Canvas website.

**LEARNING TOPICS**

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**I. Introduction to International Agricultural Development (Week 1)**

Topic 1.1: What is development? - Introduction (W1 Day 1)

**II. Agriculture in the Global Economy (Week 2)**

Topic 2.1: Course Orientation | Major Assignment – Topics Discussion (W2 Day 1)

Topic 2.2: Alston-Pardy – *Agriculture in the Global Economy* (W2 Day 2)

**III. The World Economy (Week 2 & 3)**

Topic 3.1: Maddison – *The World Economy – A Millennial Perspective* (W3 Day 1)

Topic 3.2: Rodrik – *The Past Present & Future of Economic Growth* (W3 Day 2)

**IV. The Economics of Poverty (Week 4)**

Topic 4.1: Policy Paper Assignment – Topics (W4 Day 1)

Topic 4.2: Banerjee/Duflo – *The Economic Lives of the Poor* (W4 Day 2)

**V. Policy Analysis (Week 5)**

Quiz #1 – Covering all material up to here (W5 Day1)

Topic 5.1: Patton – *Basic Methods of Policy Analysis & Planning* (W5 Day 1)

Topic 5.2: Policy Paper Planning (W5 Day 2)

**VI. Informing Policy (Week 6)**

Topic 6.1: Policy Paper Planning (W6 Day 1)

Topic 6.2: Policy Paper Planning (W6 Day 2)

**VII. Transforming Traditional Agriculture (Week 7)**

Topic 7.1: Schultz – *Transforming Traditional Agriculture* (W7 Day 1)

Topic 7.2: Schultz – *Transforming Traditional Agriculture* (W7 Day 2)

**VIII. The Links Between Agricultural Growth & Poverty Reduction (Week 8)**

Topic 8.1: Johnston/Mellor – *The Role of Agriculture in Economic Development* (W8 Day 1)

Topic 8.2: OECD – *Economic Importance of Agriculture for Poverty Reduction* (W8 Day 2)

IX. Agriculture Policy Analysis (Week 9)

Quiz #2 – Covering all material up to here (W9 Day 1).

Topic 9.1: Pearson/Monke – *The Policy Analysis Matrix for Agricultural Development* (W9 Day 1)

Topic 9.2: Pearson/Monke – *The Policy Analysis Matrix for Agricultural Development* (W9 Day 2)

X. Agriculture Policy Analysis (Week 10)

Topic 10.1: Pearson/Monke – *The Policy Analysis Matrix For Agricultural Development* (W10 Day 1)

XI. Green Markets (Week 11)

Topic 11.1: Panayotou – *Green Markets* (W11 Day 1)

Topic 11.2: Panayotou – *Green Markets* (W11 Day 2)

XII. Green Markets / Market Failures (Week 12)

Topic 12.1: Panayotou – *Green Markets* | Market Failures (W12 Day 1)

Topic 12.2: Not sure (W12 Day 2)

XIII. Policy Paper Exercises (Week 13)

Topic 13.1: Policy Paper Exercises (W13 Day 1)

Topic 13.2: Policy Paper Exercises (W13 Day 2)

XIV. Policy Paper Exercises (Week 14)

Quiz #3 – Covering all material up to here.

Topic 14.1: Policy Paper Exercises (W14 Day 1)

**ASSESSMENTS OF LEARNING**

Assessments to student learning include the following components in this course. During the second week of classes students will have the opportunity to choose the weight of selected components of the rubric highlighted in **green** totaling 100%.

Components	Points/ Marks	Weight
<b>Individual Work</b>		
Individual Assignment #1.3-#1.6: Discussion Groups (4)	10ea	16%
Individual Assignment #1.7: Quiz #1 – Approx. following Week 5	50	8%-12%
Individual Assignment #1.8: Quiz #2 – Approx. following Week 8	50	8%-12%
Individual Assignment #1.9: Quiz #3 – Last day of classes.	50	8%-12%
Session Participation (Not an attendance grade)	30	8%-15%
<b>Group Work</b>		
Team Assignment #1.1 & #1.2: Agriculture in the Global Economy	30	3%
Team Assignment #2.2: Policy Matrix Assignment	50	5%
Team Assignment #2.3: Policy Analysis Paper	150	32%-38%

Student final letter grade will be given based on the following:

Letter Grade	Percentage
A+	90% - 100%
A	85% - 89%
A-	80% - 84%
B+	76% - 79%
B	72% - 75%
B-	68% - 71%
C+	64% - 67%
C	60% - 63%
C-	55% - 59%
D	50% - 54%
F (Fail)	0% - 49%

### **Policy Analysis:**

The bulk of the grade for this course will come from a team policy paper. The idea is to use the analysis from course readings, lectures, and discussions to examine a *policy failure* of your choice - in groups of up to 5 - and present a policy matrix, which examines the economic, social and environmental costs of this policy failure, and its researched alternatives. The reports will be in research format as if they were being presented to a government agency that has the power to execute policy change. Teams will give 5-7-minute presentations periodically, in class, as we develop analysis tools and techniques. The project is intended to elicit the challenges of working in a group situation, and your individual contribution will be graded by your peers. Details and examples to follow.

### **Peer Multiplier**

For all team/group assignments there will be a confidential peer multiplier ranging from 0.80 – 1.05 to assess individual contribution to the group effort. Collaborative skills and a keen understanding of group dynamics are essential to working in the field of international development.

### **Policies on Late Submissions and Re-grading**

If you anticipate having difficulty meeting deadlines, please talk to me sooner rather than later. Within reason, I am more than open to discussing alternative deadlines. Unless negotiated with me or accompanied by official documentation from UBC or a health professional, late submissions will be penalized 5% (out of a mark of 100%) per day. Unexcused late submissions will only be accepted up to seven days (including holidays and weekends) after the due date. For obvious reasons, extensions cannot be granted for in-class activities.

I am very open to a discussion on re-grading; however, please note that the entire assignment will be re-graded.

## Participation Expectations

This is not an attendance grade; it is a participation grade. Working with people and adding your voice to the discussion will be an unavoidable component of profession life. Use this experience to work on your communication skills. Come to class having read the assigned papers, and be prepared to share your analysis with the cohort. Class participation is a key component of the student experience in FRE340. Problem-based learning relies on the shared learning experience. Throughout the course we will be completing exercises as a cohort and students are expected to contribute to discussions. I strongly encourage students to ask questions and to be a part of classroom debates, as well as the discussion boards. All students have a unique global perspective on topics and many of you have experience in developing countries, which would be valuable to share with the class. There is more than one point-of-view on many topics, and there are many myths or misunderstandings that pervade the problems of economic development. The group projects always benefit from the insights and perspectives of another students' work. I want to encourage you, if you feel we have neglected important elements, to raise these points in class.

## UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

## OTHER COURSE POLICIES

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### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course



## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.