

**International Agricultural Development
Summer II 2024 (24IAG213)**

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Course Description

This course offers a comprehensive introduction to international agricultural development, exploring the challenges, opportunities, and innovations that shape agricultural practices worldwide. Students will examine the role of agriculture in global development, the impact of technology and policy, and the pursuit of sustainable farming practices across different regions. The course encourages critical thinking and cross-cultural understanding, equipping students with the knowledge to engage with global agricultural issues.

Goals and Objectives

Goals:

- To provide students with a broad understanding of international agricultural development.
- To explore the global challenges and opportunities in agriculture.
- To encourage students to critically engage with global challenges and develop initiatives for solving them.

Objectives: By the end of this course, students will be able to:

- Explain key concepts in international agricultural development.
- Analyze the impact of technological advancements on global agriculture.
- Evaluate sustainable agricultural practices across various regions.
- Discuss global agricultural challenges and potential solutions.
- Understand the process and stages involved in identifying, designing, and implementing an international agricultural development program.

Attendance Policy

Except for unforeseen technical difficulties, attendance will be required for every class or activity. More than 4 absences will result in “No Pass (NP)” for the course. (The 5th unexcused absence will result in “No Pass” for the course.)

Three tardies (being late) will be counted as one absence.

Grades:

All students will receive letter grades from A+ to D- (from 100% to 60%) as passing grades or NP (under 60%) as a failing grade.

A+ = 97 – 100
A = 93 – 96
A- = 90 – 92

B+	= 87 – 89
B	= 83 – 86
B-	= 80 – 82
C+	= 77 – 79
C	= 73 – 76
C-	= 70 – 72
D+	= 67 – 69
D	= 63 – 66
D-	= 60 – 62

Certificate:

Students who have passed all classes will receive a certificate of successful completion from UC Davis.

Policy for make-up exams & homework:

Make-Up Quizzes/exam:

- **Eligibility:** Students who miss an exam due to a documented and valid reason (e.g., illness, family emergency, religious observance) may request a make-up exam. Documentation must be provided within 48 hours of the missed exam.
- **Notification:** Students must notify the instructor as soon as possible, preferably before the scheduled exam time, if they anticipate missing an exam. Failure to notify the instructor in a timely manner may result in forfeiting the opportunity for a make-up exam.

Make-Up Homework:

- **Late Submissions:** Homework assignments are due at the beginning of class on the specified due date. Assignments submitted after the deadline will incur a late penalty of 10% per day, up to a maximum of 50% of the total points. After five days, late homework will not be accepted, and a grade of zero will be recorded.
- **Extensions:** Students may request an extension for homework assignments due to extenuating circumstances. To request due date extensions, please email the course instructor before the due date and give a clear reason for the request **well ahead of the due date**. An extension request must be supported by documentation, such as a note from a medical professional.
- **Make-Up Work:** If a student misses a homework assignment due to a valid and documented reason, they may submit the assignment without penalty within an agreed-upon time frame. The content of the make-up homework will be consistent with the original assignment.
- **No Make-Up Without Valid Reason:** Homework assignments missed without a valid reason or proper documentation will not be eligible for make-up, and a grade of zero will be recorded.

General Note:

- **Communication:** It is the student's responsibility to communicate promptly with the instructor regarding any issues that might prevent them from meeting exam or homework

deadlines. Open communication is encouraged to ensure that all students have the opportunity to succeed.

Grading Criteria: *(subject to change with the needs of this class)*

- ✖ Active Engagement in class activities and projects: 15%
- ✖ Canvas Asynchronous Assignments: 25%
 - Nine Reflections to be submitted on Canvas (2% each = 18% total)
 - One short essay (7%)
- ✖ Quizzes: 20%
 - Two quizzes
- ✖ Final Project and Group Presentation: 40%

Plagiarism

Plagiarism is the act of turning in someone else's work as one's own, turning in a paper/work from the Internet, or not giving credit for information obtained from source material, including electronic translations. Plagiarism in any form is unacceptable. If a student plagiarizes, they will receive no credit (0 points) for that assignment. To avoid plagiarism, students must clearly acknowledge the source of any borrowed language or ideas that they use in their papers.

Class Rules

- **Compassion and Respect:** Treat others with compassion, empathy, and respect, creating a safe and supportive learning environment. This includes being proactive about communicating our preferences, such as gender pronouns or sensitive topics, and avoiding assumptions based on appearances.
- **Valuing Diverse Viewpoints:** Respect and give voice to your own viewpoints, even if they seem conflicting or contradictory, recognizing that every contribution is unique and important.
- **Supporting Others' Views:** Support and respect your peers and instructor in expressing their viewpoints, even if they differ from our own.
- **Balanced Participation:** We should strive to avoid dominance in discussions, being mindful of how much we contribute compared to others. Those who tend to be quiet will speak up more, while those who dominate discussions will listen more. We will also address dominance when it occurs.
- **Using "I" Statements:** Introduce your views with "I think" or "I feel," especially when discussing conflicting perspectives, to foster respectful and personal communication.
- **Respecting Silence:** We support the choice to be silent in difficult discussions and recognize the right to withdraw from any interaction if feeling unsafe.
- **No Questions are Stupid:** We acknowledge that all questions are valid and contribute to the learning process, benefiting both the individual and the class.
- **Providing Honest Feedback:** We should commit to giving honest feedback to classmates and instructors without fear of being belittled or attacked.
- **Embracing Imperfection:** We recognize that perfectionism can be harmful and give ourselves permission to be wrong, avoiding harsh judgment of ourselves or others when mistakes occur.

- **Taking Responsibility:** Take full responsibility for your learning, coming to class prepared to engage with and discuss the assigned materials.

Tentative Course Schedule

Week 1: Introduction to International Agricultural Development

Class 1: Course Introduction and Overview

- **Objectives:**
 - Explore the different perspectives of development.
- **Readings and Videos**
 - **Read:** Handout 1: Sen on development
- **Videos to watch before class:**
 - <https://www.youtube.com/watch?v=rKKs1rqdlmo>
 - <https://www.youtube.com/watch?v=R08tIdvs0AY>
- **Videos to watch during class:**
 - Dapo Oyewole at TEDxIkoy: <https://www.youtube.com/watch?v=X3aJnP4nwNo>
 - Amartya Sen's definition of development: <https://www.youtube.com/watch?v=BunGwSCuksE>
- **Activities:**
 - Icebreaker - Introduce yourself and discuss your interest in agriculture.
 - **Mentimeter:** What is the first thing that comes to mind when you hear/read the word, "Development?"

Class 2: History and Paradigms in international (ag) development discourses

- **Objectives:**
 - Explore the brief history
 - Understand the difference between international development and foreign aid
 - Understand the importance of international agricultural development
- **Readings and Videos:**
 - Read: Handout 2: Historical perspective to international development
- **Videos to watch before class:**
 - International Development Theories Compared (7:38 minutes): <https://www.youtube.com/watch?v=rGl64vtu38k>
 - Truly sustainable economic development: Ernesto Sirolli at TEDxEQChCh (): <https://www.youtube.com/watch?v=SpIxZiBpGU0>
- **Videos to watch during class:**
 - Aid isn't the solution, it's the problem (1:57 minutes): <https://www.youtube.com/watch?v=PKIIGxpMx0M>

- **Activities:**

Group discussion: students in groups will discuss the successes and pitfalls of the first green revolution and volunteers will share their responses with the class.

Class 3: The Role of Agriculture in Global Development

- **Objectives:**

- Understand the critical role of agriculture in economic development and poverty reduction.
- Explore how agricultural practices and innovations contribute to global food security.
- Discuss the interconnection between agriculture, environment, and sustainable development.

- **Readings and Videos:**

- **Read** Handout 3: The role of agriculture in global development
- **Read** “Why Is Agriculture Important? Benefits and Its Role:”
<https://online.maryville.edu/blog/why-is-agriculture-important/> (Read chapter 2, 3, and 5. If you can, read all)

- **Videos to watch before class:**

- Why Was Farming So Important? | Big History Project (10:02 minutes):
<https://youtu.be/Hx6-m510hjU>

- **Videos to watch during class:**

- Why Agriculture is important? (2:17 minutes):
<https://www.youtube.com/watch?v=66XzvlI3Drc>
- Why Transforming Agriculture is Key to Asia and the Pacific's Development (2:42 minutes): <https://www.youtube.com/watch?v=EP2Hckd7ziI>

- **Activities:**

Group Discussion: Discuss the role of agriculture in global development as presented in the videos. Share insights from your home countries or regions, comparing agricultural practices and their impact on development.

Reflection Exercise: From the readings and videos, write a brief reflection on the importance of agriculture in global development and how it intersects with other development goals like poverty reduction and environmental sustainability.

Class 4: Agricultural Systems Around the World

- **Objectives:**

- Understand the diversity of agricultural systems across different regions of the world.

- Explore how various agricultural practices are adapted to local environmental, cultural, and economic conditions.
- Discuss the strengths and challenges of different agricultural systems in contributing to global food security and sustainable development.
- **Readings and Videos:**
 - Read: “13 Different Types of Farming Practices Around The World”
<https://www.spudnik.com/13-different-types-of-farming-practices-around-the-world/>
- **Videos to watch during class:**
 - 15 Different Types of Farming (14:13 minutes):
<https://www.youtube.com/watch?v=ETZF-oyPSy0>
- **Activities:**

Group Discussion: Discuss the different agricultural systems presented in the readings and videos. Compare these systems, considering factors such as sustainability, productivity, and cultural relevance.

Reflection Exercise: After watching the videos and participating in discussions, students will write a brief reflection on how different agricultural systems contribute to global food security and the challenges they face in adapting to environmental and economic changes.

Week 2

Class 5: Global Challenges and Opportunities for International Agricultural Development

- **Objectives:**
 - Explore the global challenges that affect international agricultural development, including climate change, food insecurity, water scarcity, and biodiversity loss.
 - Understand the opportunities that arise from technological innovations, sustainable practices, and policy interventions in agriculture.
 - Discuss how these challenges and opportunities shape agricultural practices worldwide.
- **Readings and Videos:**
 - **Read:** Handout 4: Global Challenges and Opportunities for International Agricultural Development.

- **Activities:**

Class Discussion:

- Each group will read about 3 global challenges and opportunities for international agricultural development from Handout #6 on Canvas. The group will discuss the 3 challenges they read and teach/explain it to the class.

- Explore the opportunities for addressing these challenges through sustainable practices and innovations.

Reflection Exercise #4: Write a brief reflection on the most pressing challenge or opportunity in international agricultural development and how it could be addressed in the next decade.

Class 6: Stages of Carrying Out an International Agricultural Development Program

- **Objectives:**

- Understand the systematic process involved in carrying out an international agricultural development project.
- Learn about the importance of each stage in ensuring the success and sustainability of development initiatives.
- Prepare for a deeper dive into each stage of the development process in the following classes.

- **Readings and Videos:**

- **Read:** Handout 5: Stages of Carrying Out an International Agricultural Development Program.

- **Activities:**

Class Discussion: Discuss the five stages of carrying out an international agricultural development program. Why is each stage important? Share your answer with the class.

Class 7: Stage One - Needs Identification & Assessment

- **Objectives:**

- Dive deeper into the first stage of the development process: Needs Identification & Assessment.
- Learn how to effectively conduct stakeholder consultations, collect baseline data, and use assessment tools.
- Understand the importance of identifying the correct needs to ensure the project's success.

- **Readings and Videos:**

- **Read:** Stage 1: Needs Identification & Assessment.

- **Videos to watch before class:**

- Needs Assessments Made Easy (7:43 minutes):
<https://www.youtube.com/watch?v=kKEAe6kiLNA>

- **Videos to watch during class:**
 - Community Needs Assessments (3:42 minutes):
<https://www.youtube.com/watch?v=8-uEzSzCM9Y>
- **Activities:**
 - **Think-Pair-Share:**
 - **Think (2 minutes):** Individually, think about various methods used to identify the needs in agricultural development projects. Reflect on methods such as surveys, focus groups, stakeholder interviews, community assessments, or participatory rural appraisals (PRA). Consider the strengths and weaknesses of each method.
 - **Pair (3 minutes):** Pair up with a classmate and discuss the methods of needs identification that you reflected on. Share which method(s) you believe are the most effective in agricultural development and why.
 - **Share (4 – 6 minutes):** As a class, each pair will share the key points of their discussion. Compare the effectiveness of different methods and evaluate which ones are most suitable for specific types of agricultural development projects or regions. Discuss how combining methods can improve the accuracy and relevance of needs identification.

Class 8: Stage Two - Program Design & Planning

- **Objectives:**
 - Explore the process of designing and planning an agricultural development program based on identified needs.
 - Understand how to set objectives, design interventions, allocate resources, and involve stakeholders.
 - Learn about the importance of flexibility and adaptation in the planning process.
- **Readings and Videos:**
 - **Read:** Stage 2: Program Design & Planning.
- **Activities:**

Workshop: In small groups, develop a detailed plan for a hypothetical agricultural development project. Define clear objectives, interventions, and resource allocations. Present your plan to the class.

Class Discussion: Discuss the challenges of designing a program that is both effective and adaptable to changing circumstances. Each group will share their discussions with the class

Week 3

Class 9: Stage Three - Implementation

- **Objectives:**
 - Understand the implementation phase of a development project, where plans are put into action.
 - Explore the importance of capacity building, monitoring progress, and adapting to challenges.
 - Learn how to manage resources effectively during the implementation phase.
- **Readings and Videos:**
 - **Read:** Stage 3: Implementation.
- **Videos to watch before class:**
 - What is Implementation (2:17 minutes):
<https://www.youtube.com/watch?v=TiSkmYMICZw>
 - Implementation Plan (2:59 minutes):
<https://www.youtube.com/watch?v=fbOWsVP2h40>
- **Activities:**
 - Group Simulation Exercise:**
 - You're implementing an agricultural project to increase crop yield, but you're faced with an unexpected drought. How will you adapt your plan to mitigate this challenge?

Class Discussion: Share your discussion with the class.

Reflection Exercise: Write a brief reflection on the importance of adaptability in the implementation phase and how it can determine the success of a project.

Class 10: Stage Four - Monitoring & Evaluation (M&E)

- **Objectives:**
 - Delve into the monitoring and evaluation stage, where the project's progress is tracked and its effectiveness assessed.

- Learn how to collect and analyze data, conduct evaluations, and apply feedback to improve project outcomes.
- Understand the role of M&E in ensuring the long-term success and sustainability of development projects.
- **Readings and Videos:**
 - **Read:** Stage 4: Monitoring & Evaluation (M&E).
- **Videos to watch before class:**
 - Evaluating Development Projects and Programs (3:05 minutes):
<https://www.youtube.com/watch?v=2KqwMleovVU>
 - How to measure success of international development projects (5:09 minutes):
<https://www.youtube.com/watch?v=OMhLrHPI0Tw>
- **Activities:**

Group Discussion:

 - Discuss the methods of M & E and the impacts. Which do you think is most effective and why? Share your response with the class.

Workshop:

 - Design an M&E plan for a hypothetical agricultural project, including key performance indicators, data collection methods, and timelines for evaluations.

Class 11: Stage Five - Closure & Sustainability

- **Objectives:**
 - Understand the final stage of a development project, where activities are wrapped up and long-term sustainability is ensured.
 - Explore the importance of knowledge transfer, community ownership, and sustainability planning in maintaining project benefits after closure.
 - Learn how to conduct a successful project handover and ensure that interventions continue to deliver value.
- **Readings and Videos:**
 - **Read:** Stage 5: Closure & Sustainability.
- **Activities:**

Workshop: In your groups, you have completed your agricultural project and it is time to conclude your project and transfer knowledge to community members. How would you

go about it to ensure sustainability, community ownership, and long-term resource management. Present your plan to the class.

Reflection Exercise: Reflect on the importance of sustainability in development projects and how it can be achieved even after the project has ended.

Class 12: Quiz and Reflection

- **Objectives:**
 - Test students' understanding of the stages of carrying out an international agricultural development project.
 - Assess students' ability to apply the concepts learned in the course to real-world scenarios.
- **Activities:**
 - **Quiz:** Students will complete a 20-minute quiz covering the topics discussed in Weeks 1, 2, and 3, including the stages of international agricultural development, global challenges and opportunities, and sustainability practices.
 - **Review Session:** After the quiz, review key concepts and address any lingering questions or areas of confusion.

Week 4

Class 13: Final Project Group Presentation

- **Group 1 and 2 will present their final project.**
 - Each group and the corresponding project will be discussed for 25 minutes.
 - The group will present their project for 7 – 10 minutes and will take questions from the class and the instructor.
 - The instructor will then take the remaining time to provide feedback and suggestions on the project.

Class 14: Final Project Group Presentation

- **Group 3 and 4 will present their final project.**
 - Each group and the corresponding project will be discussed for 25 minutes.
 - The group will present their project for 7 – 10 minutes and will take questions from the class and the instructor.
 - The instructor will then take the remaining time to provide feedback and suggestions on the project.

Class 15: Final Project Group Presentation, Final Quiz and Course Reflection

- **Group 5 will present their final project.**
 - The group project will be discussed for 25 minutes.
 - The group will present their project for 7 – 10 minutes and will take questions from the class and the instructor.
 - The instructor will then take the remaining time to provide feedback and suggestions on the project.
- **Quiz:** Students will complete a 20-minute quiz covering the topics discussed throughout the entire course.
- **Course Reflection:** Reflect on the knowledge gained and how it applies to real-world agricultural challenges and opportunities.
- **Final Wrap-Up:** The instructor will provide final thoughts on the course, discuss career opportunities in international agricultural development, and share advice for continuing engagement with the topics covered in the course.