

**AGRICULTURAL ECONOMICS 250**  
**THE ECONOMIC GEOGRAPHY OF WORLD FOOD AND**  
**RESOURCES**

**Fall Semester, 2017**

**Lectures 9:00-10:15 AM**

**Tuesdays and Thursdays in EE170**

This course is an introduction to the world's agriculture, natural resources and environment. We provide the basic background knowledge and a framework for you to assess and make informed judgments about critical food, resource, environmental, and economic issues and policies around the world. Special emphasis is given to emerging markets like Latin America, Asia and Africa enabling cross comparisons to the US reality.

**Instructor:** Professor Luciano Thome e Castro

**Office Hours:** Scheduling by email on Thursdays and Tuesdays; 720 Krannert Bldg; E-Mail: [castrol@purdue.edu](mailto:castrol@purdue.edu)

**Required Texts:** A set of digital texts and case studies are available to you on line.

**Objective:** To instill knowledge of the world's food and resource systems, an understanding of why things are the way they are today, and a familiarity with the history, policies and institutions that have shaped nations' development. This should enable you to assess and make judgments about long term resource sustainability and economic conditions around the world. The course also helps understanding how agribusiness organizations generally deal or have adapted to a very challenging resource reality and institutions.

**Procedure:** Major topics will be covered as a block. Information from the readings will be discussed and given context by the lectures - so it is essential to keep up with readings and the proposed class work and certainly attend lectures. Professor will stimulate the debate over the issues being discussed, therefore reading and thinking ahead on the issues will make the class more productive for you and everyone present.

**Course work:** Every class students are required to bring answers to the "main class questions" placed in the course content table. You should do it individually when it is just a reading material or in groups up to 5 or 6 participants, when there is a case. You should upload you answer to the Course BlackBoard, right before the class starts. Your

case group will also pick one case and lead the discussion based on the presented questions and the answers the team brought. Grades will vary according to quality of answers (logic, used references, text organization). You don't need to be limited to the course references, but they might guide you and be sufficient for the answers.

**Students Evaluation Criteria:** There will be two exams, being one in the middle and other at the end of the course. Case resolutions and answers to the readings' fundamental questions will be all graded individually and the average will be computed for the final grade. All grades range from 0 to 10 and have the following weight to the final grade:

**Partial Exam: 20%**

**Final Exam: 20 %**

**Case Resolutions Average Grade: 20%**

**Reading Questions Average Grade: 20%**

**Case Presentation and Discussion: 20%**

**Late or missed class questions and cases:** You may miss in total up to three cases/reading questions. Up to this limit you make up for them preparing the work at home and delivering to the professor within 10 days after the activity is missed.

**Attendance:** You will find it hard to do well if you do not attend class. The lectures introduce new material, organize what you are learning, and help you understand the readings. The lectures also explain what is important to learn and are intended to be interesting and useful!

**Harvard Case Studies:** Specifically for Harvard Case studies, there is a coursepack created by the professor for this course available at the following link <http://cb.hbsp.harvard.edu/cbmp/access/66379708> . There you can find the cases and download them at special discount student prices.

**Academic integrity:** Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18]

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

We want you to use the full set of resources available to you including the internet. That said, cutting and pasting from the internet is never acceptable in this course. The goal is to assess your expertise in the material, not your ability to Google an answer.

**Use of Copyrighted Materials:** Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

**Grief Absence Policy for Students:** Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family.

**Violent Behavior Policy:** Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

**Students with Disabilities:** Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications.

**Nondiscrimination:** Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit [www.purdue.edu/report-hate](http://www.purdue.edu/report-hate) to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

**Emergency preparedness** : Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Indoor Fire Alarms mean to stop class or research and immediately evacuate the building. Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building. “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

\*In both cases, you should seek additional clarifying information by all means

possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at [http://www.purdue.edu/ehps/emergency\\_preparedness/warning-system.html](http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)

Emergency Response Procedures: Review the Emergency Procedures Guidelines [https://www.purdue.edu/emergency\\_preparedness/flipchart/index.html](https://www.purdue.edu/emergency_preparedness/flipchart/index.html) Review the Building Emergency Plan (available from the building deputy) for: evacuation routes, exit points, and emergency assembly area

- when and how to evacuate the building.
- shelter in place procedures and locations
- additional building specific procedures and requirements.

**Emergency Preparedness Awareness Videos:** "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

**More Information:** Reference the Emergency Preparedness web site for additional information:

[http://www.purdue.edu/emergency\\_preparedness](http://www.purdue.edu/emergency_preparedness)

## Classes Schedule and Content

Week & Topics	Date	Subtopics	Materials	Class Fundamental Questions To Students*
Week 1	Aug 22 <sup>nd</sup>	Course Overview	Course Syllabus FAO. 2017. The future of food and agriculture – Trends and challenges. Rome.	
	Aug 24 <sup>th</sup>	Trends for Future Food and Agriculture	FAO. 2017. The future of food and agriculture – Trends and challenges. Rome.	(Part 1 – Trends 1 to 8) In this first group of trends, which one and why is the most important to you?
Week 2	Aug 29 <sup>th</sup>	Trends for Future Food and Agriculture	FAO. 2017. The future of food and agriculture – Trends and challenges. Rome.	(Part 2 – Trends 9 to 15) In this second group of trends, which one and why is the most important to you?
	Aug 31 <sup>st</sup>	Trends for Future Food and Agriculture	FAO. 2017. The future of food and agriculture – Trends and challenges. Rome.	Which are the <i>10 challenges</i> for the global food and agricultural production according to the FAO? Classify the 10 challenges in a 2-axis graph (X – Easy/Hard to implement / Y - Low to High Positive Impact)
Week 3	Sep 5 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 1: Codevasf. Harvard - The Brazilian Government Challenge to develop the Semi Arid Region (see link for coursepack above)</b>	In terms of agricultural resources what are the strengths and weaknesses of a region such as the Brazilian Semi-arid? In the group opinion, what is critical for the Pontal project success? In the group opinion, what is critical for the sustainable development of the region? Do you see a connection between this case and the FAO Trends and Challenges report?
	Sep 7 <sup>th</sup>	General Demographic Changes	Does population matter? The economist December 2002 (printed).  Falling Fertility. The Economist, 2009 (printed).  10 demographic trends that are shaping the U.S. and the world.: <a href="http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/">http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/</a>  Attitudes about Aging: A Global Perspective: <a href="http://www.pewglobal.org/2014/01/30/attitudes-about-aging-a-global-perspective/">http://www.pewglobal.org/2014/01/30/attitudes-about-aging-a-global-perspective/</a> (China) <a href="http://www.bbc.com/news/world-asia-34665539">http://www.bbc.com/news/world-asia-34665539</a>	Which are the main global demographic changes?  How do these changes may impact food and agricultural value chains?  Which are the specific trends regarding demographic changes in countries from African Continent and China?

			(Africa) The young continent. The economist. December, 12 <sup>th</sup> 2015. (printed)	
			9 billion? Science. 29 July 2011. (printed)	
Week 4	Sep 12 <sup>th</sup>	Labor Challenges in Agriculture	<b>Chapter 1</b> IFAMR Special Issue on People: Discussions on the Development of Human Capital in Agribusiness.	Do we have a labor problem in agriculture? Which are the main Ag labor issues in other important agricultural producers (Latin America Countries, Europe)? What countries/companies are doing to solve these challenges?
	Sep 14 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 2: ViniBrasil Harvard Case Study (see link for coursepack above)</b>	What fundamental resources which ViniBrasil founding partner brought to the Joint Venture? Why did the JV end? What is your suggestion for the success of this company?
Week 5	Sep 19 <sup>th</sup>	Climate Change	The Burning question (The Economist, November 26 <sup>th</sup> 2016 ) Beating a retreat (The economist, September 24 <sup>th</sup> 2011) Spiking temperatures in the Artic Startle Scientists (New York Times) How to live with Climate change (The Economist)	Do we really face climate change? What will be the impacts on agricultural value chains in terms of production geography, cost, input utilization, other aspects?
	Sep 21 <sup>st</sup>	Climate Change and Its Impacts on Agriculture	U.S. Corn Belt expands to north (US. News) and others Mahato, A. Climate Change and its Impacts on Agriculture. International Journal of Scientific and Research Publications, Volume 4, Issue 4, April 2014	How these impacts may be different in different parts of the globe? How agricultural policies (and other issues such as production cost, technologies) on a country level may be impacted by climate change?
Week 6	Sep 26 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 3: Good Livestock Production Practices reduce GHG emissions and increase meat production in the Amazon / Marina Piatto, Ciniro Costa Junior - Piracicaba, SP: Imaflora, 2016. 68 p.</b>	How meat production relates to climate change? What`s the issue about cattle production in the amazon region in Brazil? What is the <i>Imaflora</i> study is about? Speak about GHG. What are the results of these studies? What can we take from them?
	Sep 28 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 4: The Bayer Case – The Global Food Chain Partnerships (environmental certification processes)</b> <b>Additional information:</b> <a href="http://www.foodchainpartnership.cropscience.bayer.com/">www.foodchainpartnership.cropscience.bayer.com/</a>	First two bullet questions in the case (page 9).
Week 7	Oct 3 <sup>rd</sup>	Course Wrap Up so far		
	Oct 5 <sup>th</sup>	<b>Partial Exam</b>		All previous course content
Week 8	Oct 10th	October Break		

	Oct 12 <sup>th</sup>	Brazilian Agribusiness – Figures and Challenges	Agribusiness in Brazil: An Overview. PWC. 2013.  Dynamic info resource: <a href="http://apps2.fiesp.com.br/outlookDeagro/en-US/Publicacao#">http://apps2.fiesp.com.br/outlookDeagro/en-US/Publicacao#</a>	What role Brazil plays in the global food and agricultural value chains?
Week 9	Oct 17 <sup>th</sup>	<b>Brazil Agribusiness</b>	OECD/Food and Agriculture Organization of the United Nations (2015), <i>OECD-FAO Agricultural Outlook 2015</i> , OECD Publishing, Paris.	Which are the main Brazilian issues on fundamental agricultural resources?
	Oct 19 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 5: Coopersucar Brazil – Sugar Exports from Brazil</b>	Case Questions
Week 10	Oct 24 <sup>th</sup>	Argentinean Agribusiness - Figures and Challenges	Read pages 1 - 17. Regúnaga, M.; Tejada Rodriguez, A. (2015); Argentina's Agricultural Trade Policy and Sustainable Development; Issue Paper No. 55; International Centre for Trade and Sustainable Development, Geneva, Switzerland, <a href="http://www.ictsd.org">www.ictsd.org</a> .	What role Argentina plays in the global food and agricultural value chains? Which are the main Argentinean issues on fundamental agricultural resources?
	Oct 26 <sup>th</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 6: Cresud and Argentina / 2016 Update: Argentina Turns the Page</b> (Additional: Senesi S., Daziano M. F., Chaddad F. R. ; Palau H. Ownership versus management: the role of farming networks in Argentina. <i>International Food and Agribusiness Management Review</i> : 20 (2) - Pages: 221 – 238.) <b>(see link for coursepack above)</b>	Case Questions
Week 11	Oct 31 <sup>st</sup>	The Role of China in Global Agribusiness	China Agricultural Challenges: Roads to be Travelled. PWC 2015 Gooch, E., and F. Gale. 2015. "Get Ready for Chinese Overseas Investment in Agriculture". <i>Choices</i> . Quarter 2.	What are the main agricultural challenges for China?
	Nov 2 <sup>nd</sup>	The Role of Chinese Investments in Global Agribusiness - China	Understanding China's Agricultural Investments in Africa. Sun, H.L. SAIIA. 2011. Myers, M.; Jie G. China agricultural Investments in Latin America: A critical Assessment, 2015. <i>The Dialogue</i> .	How China has invested in agriculture in <i>Africa</i> ? How China has invested in agriculture in <i>Latin America</i> ?
Week 12	Nov 07 <sup>h</sup>	Food and Agriculture Challenges <i>in Practice</i>	<b>Case 7: Taota, H; Xieb C. A Case Study of Shuanghui International's Strategic Acquisition of Smithfield Foods. International Food and Agribusiness Management Review Volume 18 Issue 1, 2015</b>	Case Questions



	Nov 9 <sup>th</sup>	Agribusiness Challenges In Africa	C.J. Van Rooyen Towards 2050: <i>Trends and Scenarios for African Agribusiness</i> . International Food and Agribusiness Management Review Volume 17 Special Issue B. 2014.	What role Africa plays in the global food and agricultural value chains?
Week 13 –	Nov 14 <sup>th</sup>	Food and Agriculture Challenges in Practice	<b>Case 8: Key Success Factors for Ethiopian Agribusiness Development International Food and Agribusiness Management Association Review / Volume 17 Special Issue B, 2014</b>	Case questions
	Nov 16 <sup>th</sup>	Food and Agriculture Challenges in Practice	<b>Case 9: Yamoah et al. The Journey from Subsistence to Commercial Viability: The Case of Meru Herbs, Kenya. International Food and Agribusiness Management Association Review / Volume 17 Special Issue B, 2014</b>	Case Questions
Week 14	Nov 21 <sup>st</sup>	Global Trade Policies	Issues In Agricultural Trade Policy: Proceedings Of The 2014 Oecd Global Forum On Agriculture. OECDE 2015  Additional Printed short texts: Trade deals and US agriculture A Quick primer on US Agricultural Trade	What are the roles trade policies have globally?  Speak about main countries' issues and concerns when speaking about trade policies?
		Thanks Giving		
Week 15 –	Nov 28 <sup>th</sup>	Reserved for US agricultural issues	<b>Prof. Dr. Otto Doering - Invited</b>	T.B.D
	<b>Nov 30<sup>th</sup></b>	Reserved for US agricultural issues	<b>Prof. Dr. Otto Doering - Invited</b>	T.B.D
Week 16 –	Dec 05 <sup>th</sup>	Global Trade Policies	Cotton Global Trade Disputes - Brazil X US X China	Students to bring articles and answer the question: Why the main disputes over cotton international trade among Brazil, US and China? What are the main consequences of these disputes?
	Dec 07 <sup>th</sup>	Food and Agriculture Challenges in Practice	<b>Case 10: “Sou de Algodão Case” - An Initiative from Brazilian Cotton Growers Association</b>	<b>Case Questions</b>
		<b>Final Exam</b>		<b>All course Material</b>