Course Description
According to the World Bank, nearly 1 in 8 people on the planet today suffer from chronic hunger, and most of this hunger is rooted in poverty and lack of access rather than insufficient production. 75 percent of the world’s poor live in rural areas in developing countries and rely directly on agriculture for their livelihoods, particularly women. Studies show that growth in the agriculture sector is, on average, at least twice as effective at reducing poverty, and therefore hunger, as growth in other sectors. Meanwhile, as more youth turn their backs on farm labor and move to cities, food systems lag behind. The logistics of getting seed and fertilizer to farms or produce to marketplaces are fraught with barriers. Supply chains have difficulty reaching vulnerable populations and meeting growing demand, both for staple foodstuffs and, as habits evolve, for more protein, fat and sugar. Notwithstanding the scale of chronic hunger, alarming proportions of total food production are wasted.

This comparative course will explore, among other questions:

- What economic development strategies are most effective at increasing food security among the most vulnerable producers and consumers in diverse regions or nations?
- How do international trade and regulatory frameworks affect the production and distribution chains and how can these frameworks contribute to global food security?
- How does income inequality at local, national and international scales affect food security, and therefore nutrition and health, and what strategies can be most effective in reducing food security disparities?
- Which market and land tenure systems help local producers capture more value?
- What role does migration play in local, national and international food production and consumption?
- How does global demand (and supply) in an increasingly global food marketplace impact local development, total waste, energy consumption, and nutrition?
- Where does the majority of every dollar spent on food go along the food chain and how does this vary based on commodity and global market flows?
• How has the concentration of ownership in the food system affected the relative power of farmers, retailers, consumers and planners in shaping the food system?
• How can access to information and digital technology improve the efficiency of both production and distribution systems?
• What new models for organizing supply chains emerge as promising solutions in sustaining livelihoods and ensuring equitable access to healthy food?
• Which financing mechanisms can improve local investment in rural food production, or access for consumers in the mega cities of tomorrow?
• What role can the promotion of traditional foods play in achieving global food security?

Learning Outcomes
The Getting from Field to Fork course comprises 60 class hours of instruction (4 credits). Upon completion of the course, students will be able to:

• **Identify, distinguish between and describe** rural, regional and metropolitan food system supply chains, models, flows and dynamics.
• **Identify, distinguish between and describe** regional, metropolitan, national, and transnational storage, transportation and distribution infrastructure.
• **Distinguish** between and describe the role of major national and international agricultural subsidy regimes in local, national and international food markets.
• **Outline** major international trade agreements and elements of regulation architecture, and describe the role of various actors in defining that architecture.
• **Identify and describe** the major international supply chains related to food production and distribution.
• **Evaluate and discuss** the role of international financial markets on the prices of food staples and in determining local agricultural production patterns.
• **Demonstrate understanding** of the complexity of national and international classification, certification, and marketing regimes.
• **Identify and discuss** market mechanisms and failures affecting rural vs. urban food access and scarcity.
• **Describe** emerging trends in national food sovereignty, alternative models of supply and distribution chains, and next generation international trade regimes.

Course Schedule
Topics covered in each module will draw on site visits, guest lectures, and other activities, in addition to the assigned readings. The order of the modules may be rearranged to respond to activities or opportunities presented in each Country Program.

Oakland, CA, USA

**Session 1:** What are regional and metropolitan food systems?

**Session 2:** The global food system and California’s place in it
**Tanzania**

Session 3: Infrastructure and logistics to feed the metropolis

Session 4: Labor markets, migration and rural food economies

Session 5: Land tenure and the changing role of sovereign powers in global and local food security

Session 6: Changing distribution chains

Session 7: International trade framework: players in global markets

**India**

Session 8: National policy framework, land tenure and reform

Session 9: Cash crop economies, micro-finance and communication technology

Session 10: Commodity pricing and value chain analysis

Session 11: International trade policy: agreements, tariffs and disputes

**Italy**

Session 12: International aid regimes

Session 13: Regulating provenance, methods, safety and quality

Session 14: Pricing waste

Session 15: Accessing clean and fair food equitably

**Key Topics and Proposed Readings**

**Food Economy**


**Globalization, Food Policy and Food Politics**


Morgan, Marsden, Murdoch Worlds of Food: Place, Power and Provenance in the Food Chain. 2006.


Explore: http://www.foodcircles.missouri.edu/discoverCFS.htm (Hefferman & Hendrickson Corporate consolidation food chain).

Films in Action: http://www.filmsforaction.org/search/?s=%22food+deserts%22

Examples of Field Study Sites and Resources

The following list includes organizations and sites that may be included in the program. Due to IHP Rethinking Food Security’s interdisciplinary nature, –study sites and guest lecturers will correspond to multiple courses. This list is preliminary and represents many contacts that have been made to help inform the program development. The final schedule of contacts will evolve.

United States
- Food First Institute for Food and Development Policy, Oakland
- Berkeley Food Policy Institute
- California Certified Organic Farmers, Santa Cruz
- Roots of Change, Oakland
• Oakland Food Policy Council, Oakland
• Chez Panisse Foundation, The Edible Schoolyard Project, Berkeley
• The Trust for Public Land, San Francisco
• Gill Tract Farm Coalition, Gill Tract, Albany
• AG Innovations Network, Sebastopol
• Center for Ecoliteracy, Berkeley
• Berkeley Bowl Market Place, Berkeley
• Ecology Center Farmers’ Markets, Berkeley
• People’s Grocery, Oakland
• California Fresh Works Fund
• Migration and labor rights organizations

Tanzania
• Ministry of Agriculture, Food Security and Cooperatives
• Ministry of Livestock and Fisheries Development
• SWIOFish Project
• Tanzania Investment Centre
• Tanzania Food and Nutrition Centre
• Tanzania Association of Microfinance Institutions
• Sugar Board of Tanzania
• International Crops Research Institute for the Semi-Arid Tropics (Nairobi)
• Tanganyika Farmers Association
• Mwiwata Arusha
• Ministry of Livestock - Livestock Training Institute
• Soil Conservation and Agroforestry Project (SCAPA)
• Traditional Irrigation Improvement Project
• Serengeti National Park
• Ngoro Ngoro Conservation Area
• Lake Manyara National Park
• Southern Agricultural Corridor of Tanzania (Sagcot)
• Pelum Tanzania (Morogoro)
• Mwiwata Iringa
• Hifadhi Maziringa Project (HIMA)
• Concern Tanzania
• Savings and Credit Cooperative
• Marti-Uyole Ag Center
• Indigenous Soil and Water Conservation Program
• Tanzania Media Women’s Association
• Darajani and Forodhani food markets
• Jozani Chwaka Bay National Park

India
• International Food Policy Research Institute, New Delhi
• Center for Environmental Planning and Technology, Ahmadabad
• Research Foundation for Science, Technology and Ecology
• National Commission on Agriculture, Food and Nutrition Security of India
• Institute of Rural Management
• Right to Food Campaign
• Junagadh Agricultural University
• Siddi communities
• Gir Forest National Park
Evaluation and Grading Criteria

**Description of Assignments:**
Student assessment will be comprehensive and include a variety of individual and group assignments and evaluation methods.

**Participation**
Participation in the course activities is evaluated based on punctual attendance at all activities; informed participation in all activities, including group discussions, field trips, and lectures; and encouragement and support of group members in their studies and contribution to maintaining a positive learning atmosphere in the group.

**Assessment:**
- Case-studies          40%
- Discussion Papers     30%
- Field Reports         20%
- Participation         10%

**Grading Scale**
- 94-100%  A      Excellent
- 90-93%    A-
- 87-89%    B+
- 84-86%    B      Above Average
- 80-83%    B-

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Expectations and Policies

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.

- **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.

- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).

- **Respect differences of opinion** (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.