(4201-410)

Agricultural and Food Policy

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Syllabus

Winter Term 2007/08 (November 08th – November 30th, 2007)

Lectures will be held daily, at 14.15 - 17.30, Room HS 23

Lecture Topics:

1. Policy Setting and Policy Problems of the A-F Sector

2. Economic Foundations of Policy Intervention

3. Essential Economic Tools for A-F Policy Analysis

4. Policy Analysis of General Policy Instruments

5. Policy Paradigms and Path Dependencies

6. The Political Economy of Agricultural Policy

7. Agricultural Trade and Trade Policy

8. Agricultural Income Policy

9. Agri-Environmental Policy

10. Structural Adjustment and Rural Development Policy in Developed Countries

11. A-F Policy in Developing Countries

12. Nutrition, Food Safety and Food Quality

References:

- Lecture notes and additional readings will be distributed in class.

- There is no text book covering all the material in the course. The following books are only recommended as supplements to what is covered in the lectures.

KNUTSON, R.D., J.B. PENN AND B.L. FLINCHBAUGH (2004): *Agricultural and Food Policy, 5th Edition*. Pearson, New Jersey

DRUMMOND, H.E. AND J.W. GOODWIN (2004): *Agricultural Economics, 2nd Edition*. Pearson, New Jersey

MCNUTT, P.A. (2002): *The Economics of Public Choice*. Elgar, Cheltenham

YEW-KWAN, N. (2004): *Welfare Economics. Towards a More Complete Analysis*. Palgrave, New York

Further information: http://www.uni-hohenheim.de/apo

Objectives of the module:

On successful completion of the module students should be able to

- explain the reasons for government intervention in the agri-food sectors of several countries, and identify the policy objectives being pursued;

- analyse critically how policy programs affect agriculture as well as the domestic and world economy;

- evaluate the issues of producers, consumers, food safety, agri-environment, rural development and the impact of policy on agribusiness;

- understand that agricultural and food policy requires a knowledge of the overall nature of the problems being solved, the process of policy formulation, and the role of the various interest groups in the process.

My personal goal is to see all of the students develop a useful understanding of Agricultural and Food Policy, have a reasonable amount of fun getting to that point, and be personally satisfied with their performance.

Guidelines for the Role Playing Project: "WTO Ministerial Conference in Hohenheim"

Students will act as representatives of selected countries in a WTO Ministerial Conference held in Hohenheim. Therefore the class will be divided into teams of 3-4 members, based on personal preferences and on the need to cover important countries or trade negotiation blocks. For the team oral presentation and discussion, the teams have to prepare a PowerPoint presentation (including relevant graphs, charts, tables, economic analyses, etc.).

The following questions must be addressed in the presentation:

- How does the structure of the A-F Sector look like? (Note: be careful with averages, i.e. have a closer look at the statistics).

- Which *economical* importance does the A-F Sector have?

- Which *political* importance does the A-F Sector have?

Note: Apart from GATT, don't forget to consider GATS and TRIPS.

Addressing these questions should lead to a bargaining position that each team will have to defend in the "WTO Ministerial Conference in Hohenheim".

The role playing project has 4 parts:

1. Students will look for data sources and economic analyses to support their position.

2. Teams have to prepare and present a PowerPoint-Presentation. After the presentation there will be a short discussion with the audience.

3. After the students have heard all presentations, some teams might need to reconsider their bargaining position and look for (further) alliances, strengthening their position and making a favourable outcome of the negotiation more likely.

4. Closing WTO Ministerial Conference in Hohenheim. Are we able to bring Doha to an end? How could a compromise that everyone accepts look like?

Grading:

70 % Written Exam

30 % Role Playing