Resource Economics 121
Hunger in a Global Economy

4-Credit General Education Course:
Social and Behavioral Sciences—Global Diversity

Class Meetings: M W F 9:05 a.m., Integrative Learning Center, Room S331

Instructor: Berna Doğan (Department of Economics)

Contact Information: email: bdogan@econs.umass.edu
You can expect me to respond to emails or phone calls within 1 business day.

Instructor Office Hours: Monday and Wednesday 10:15-11:15 AM, in 215 Stockbridge Hall
and by appointment in 928 Thompson Hall.

Teaching Assistants: Nokhwezi Zwane (nzwane@umass.edu) and
Katherine Lynch (kathybethlynch@gmail.com)

TA Office Hours: Thursday 3:00-5:00, in 215 Stockbridge Hall

Course Objectives:
- Explore the causes of hunger (chronic undernutrition) from an economic perspective.
- Understand how population growth and economic development are increasing demand for food.
- Assess the prospects for food supply to meet needs at affordable prices, while sustaining the environment and responding to climate change.
- Evaluate how our global economy, where increased trade links even the poorest urban and rural residents in developing countries to market forces, affects hunger.
- Discuss policy choices. What policies are effective and which would you choose in order to improve food security for poor families around the world?

Why ResEc 121 is a General Education Social & Behavioral Sciences-Global (SB-G) Course:
(see http://www.umass.edu/gened/learningObjectives/indexObjectives.html)

As a General Education course, our goal is to address fundamental questions, ideas, and methods of analysis in
the social sciences; apply these methods of analysis to the real-world problem of hunger; and stretch our minds. Economics as a social science provides us with basic analytical tools with which to look at the world. These tools can help us to understand why hunger exists and is persistent around the world. But they do not provide complete answers or perspectives and part of our job is to recognize their useful applications and their limitations. We do this through critical thinking using data to analyze food supply and demand and then writing about and discussing what we know as well as what we want to know. Our global focus is on hunger where it is most prevalent in Africa and Southern Asia; where it is present but declining, for example in East Asia and Latin America; and where it persists at significant levels in developed countries in Northern America and Europe.

Required Reading:
3. Other readings as assigned. Available in MOODLE (our on-line course site).
**Required Equipment:**
1. iClicker2 (see next page!). **Available at the Textbook Annex.**
   We will be using the iClicker2 in class meetings.
   - **Friday, Sept 11:** We’ll try out the clickers in class.
   - **Monday, Sept 14:** Our first graded clicker day.

**Register Your iClicker NOW!**
- To receive credit for your iClicker use you must register your clicker on the class MOODLE site.
- Once you are on our class MOODLE site (see below), click on iClicker “Remote Registration” in the block at the upper right and follow the instructions to enter your 8-character remote ID.
- DO NOT use the online database registration at iClicker.com!

**iClickers and Academic Honesty:**
- At all times, there should be the same number of iClickers answering questions as there are students using iClickers in the room. Bringing another student’s clicker to class and answering questions for her/him is cheating by both parties and is academically dishonest (see Academic Honesty policy below).

**MOODLE Course Site:**
1. Go to: [https://moodle.umass.edu](https://moodle.umass.edu) and log in by entering your OIT NetID and Password at the upper left. After log in, under My Courses click on RES-ECON 121.
2. What will you find on our course MOODLE site?
   - **Navigation (Down the Left of the Site)**
   - **Week by Week Modules (Down the Center of the Site):**
     - Pre-Lecture Reading Assignments & Questions
     - Starter Slides for Each Class Day (Bring to Class and Use for Note Taking)
     - After Class—Lectures Posted for your Review
     - Assignments of All Types
   - **Tools (Down the Right of the Site)**
     - Grouping of Activities (e.g., Assignments), News, & More

**Course Outline:**
1. The Luck of the Draw in the Global Economy
2. What is Hunger and Who Are the Hungry?
   - Extreme Undernutrition: Famine
   - Defining and Measuring Undernutrition
3. The Basic Economics of Food Demand and Supply
   - Tools for Analyzing Food Markets
   - Applying the Tools to Study Undernutrition
4. How Much is World Food Demand Going to Grow Due to Population and Income Growth?
5. Can World Food Supply Meet Demand?
6. Approaches to/Policies for Fighting Hunger
   - Demand Side: Raising Incomes, Changing Demographics, Subsidizing Consumption
   - Supply Side: Direct Subsidies, Access to Credit, Technological Change
7. An End to World Hunger?
Course Work Overview—The Weights and Dates Making Up Your Final Grade

<table>
<thead>
<tr>
<th>% of Final Grade</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td><strong>Cases</strong> (5% each, Cases 1-4 (best 3 of 4), Case 5 mandatory)</td>
<td>15%</td>
</tr>
<tr>
<td>Due dates 7 PM: Sept 24, Oct 8, Oct 27, Nov 24, Dec 8</td>
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<tr>
<td><strong>Group Work Days with Group Work Postings</strong> (1% each, best 4 of 5 count, you must participate in at least 4 to earn credit for Group Work—see below)</td>
<td>5%</td>
</tr>
<tr>
<td>Due dates in-class and by 7 PM: Sept 25, Oct 9, Oct 28, Nov 25, Dec 9</td>
<td></td>
</tr>
<tr>
<td><strong>The World Now Discussion Postings</strong> (1% each, best 4 of 5)</td>
<td>5%</td>
</tr>
<tr>
<td>Due dates 10 PM: Sept 20, Oct 4, Oct 18, Nov 8, and Dec 6</td>
<td></td>
</tr>
<tr>
<td><strong>In-Class iClicker Work</strong></td>
<td>5%</td>
</tr>
<tr>
<td>30 iClicker Days in Semester, drop lowest 5 days</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 1</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Tentatively scheduled for Monday, October 6, 7-9 PM</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Tentatively scheduled for Monday, November 10, 7-9 PM</td>
<td></td>
</tr>
<tr>
<td><strong>Cumulative Final Exam</strong></td>
<td>30%</td>
</tr>
<tr>
<td>TBA</td>
<td>100%</td>
</tr>
</tbody>
</table>

Minimum Grade Guarantee: Your grade will be determined based on the above items. To allow you to check your grade to date, I will use the following minimum grade cutoff points based on your percentage of the total points available: A = 93, A- = 90, B+ = 87, B = 83 B- = 80, C+ = 77, C = 73, C- = 70, D+ = 65, D = 60 and F < 60.

Details of What You Do in Each of the Course Elements (See MOODLE for Additional Details)

- **Cases**: In the cases, you do individual research, problem solving, written interpretation of readings, discussion of opposing sides of food issues, and development of your own opinions. If you miss any one of cases 1-4 for any reason, this will be the case that you drop. If you do all of cases 1-4, the lowest score will be dropped. Case 5 is mandatory.
- **Group Work Days & Group Work Postings**: You will be assigned to a small group of 3-4 people for in-class and on-line discussion and collaboration. You will participate in Group Work Days that produce Group Work Postings (made the same day) that synthesize your case work, address new questions, and draw policy recommendations for ending hunger. Good group work requires consistent and dedicated participation. To earn credit for group work you must participate in at least 4 group work days. If you reach a point in the semester where you have missed 2 group days without excused absences, you will be removed from your group.
- **The World Now Discussion Postings**: You will contribute to discussion forums by posting material on current food issues and commenting on posts by other students. Topics will include global hunger, economic, and trade stories.
- **In-Class iClicker Work**: Important Note—You must use a clicker registered to you on MOODLE all the time—this is how we know you are you.) At each regular lecture, roughly 2 to 4 questions will be asked using iClicker. We use these questions to encourage active participation. You must respond to all questions on a day to receive full credit. Many questions will explore your views, opinions, and personal experience, and all answers will be right. Others will have a right answer. Obviously, you must have your clicker with you at each lecture to earn these points. If you must be absent from a particular class day for any reason, this will be one of the 5 days you drop.
- **Exam 1** (20%), **Exam 2** (20%), and the cumulative **FINAL EXAM** (30%): Our exams are in a short answer and essay format, with a very limited number of multiple choice questions. The final exam will be given at a time during Finals Week that is not yet scheduled by UMass—do not book travel until you do know. No makeups will be given on any exam unless prior approval to reschedule it has been given by the instructor.
Academic Honesty Policy:
While you are welcome to discuss individual work assignments with your colleagues, I expect the writing and reasoning in your individual work to be your own. If I find that you have cheated on any aspect of the course, I will pursue the matter to the fullest extent possible under the procedures outlined in your Undergraduate Rights and Responsibilities Handbook: http://www.umass.edu/dean_students/codeofconduct/.

The Respectful Learning Environment
We are all responsible for maintaining a classroom environment that is conducive to learning and discussion. In order to assure that we all have the opportunity to gain from time spent in class, I propose these standards for creating a respectful learning environment.

- The instructor, teaching assistants, and students notice and respect each other.
- Respect includes appropriate humor, enjoyment, or other indications of a comfortable and pleasant classroom community.
- We are on time for class: no late arrivals and no packing up early.
- We avoid disruptions during class such as private conversations, using a laptop or cellphone for something other than current classroom work, reading newspapers, and, of course, sleeping.
- We avoid negative language that is considered racist, sexist, or homophobic or in other ways may exclude members of our campus and classroom community.

The Luck of the Draw
Visualizing World Population

The ribbon you receive on the first day of class assigns you to one of the country groups or countries below. Our class of 150 is scaled to the world population. Here’s what we look like:

<table>
<thead>
<tr>
<th>Country Group or Country</th>
<th>Population in 2015</th>
<th>Population Scaled to Class (# of students)</th>
<th>Ribbon Color</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># (in millions)</td>
<td>% of World</td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>1,171</td>
<td>16</td>
<td>Light Blue</td>
</tr>
<tr>
<td>Asia</td>
<td>4,397</td>
<td>60.0</td>
<td>(No Ribbon Color)</td>
</tr>
<tr>
<td>China</td>
<td>1,380</td>
<td>18.8</td>
<td>Dark Blue</td>
</tr>
<tr>
<td>India</td>
<td>1,314</td>
<td>18.0</td>
<td>Green</td>
</tr>
<tr>
<td>Asia Except China &amp; India</td>
<td>1,433</td>
<td>23.2</td>
<td>Purple</td>
</tr>
<tr>
<td>Europe</td>
<td>742</td>
<td>10.1</td>
<td>Orange</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>630</td>
<td>8.5</td>
<td>Yellow</td>
</tr>
<tr>
<td>Northern America</td>
<td>357</td>
<td>4.9</td>
<td>Red</td>
</tr>
<tr>
<td>Oceania</td>
<td>40</td>
<td>0.5</td>
<td>Silver</td>
</tr>
<tr>
<td>The World</td>
<td>7,336</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

These numbers are based on the 2015 World Population Data Sheet.