

Eckerd College  
International Relations and Global Affairs  
Fall 2017  
PO 342S-001

Prof. Bill Felice  
Office: FO122  
864-8994  
felicewf@eckerd.edu

## **Hunger, Plenty and Justice**

TF, 1:40-3:10; CMLS 099

### **Course Description**

This course will examine the extent of hunger, malnutrition and starvation in the world. The past, present and future world food supply will be considered in terms of the social factors that determine food production and distribution. Political, economic, religious, historical, geographic, and other dimensions of hunger will be reviewed. A major objective of this course is to not only develop a general perspective on world hunger, but also to explore solutions to this economic, social and ethical quandary. Do the actions of international organizations (United Nations, Food and Agriculture Organization, and so on) alleviate suffering and create a road map forward? How do governmental policies, technological change, international trading patterns, and private interests (both corporate and individual) affect the way in which food is produced, processed and distributed? These issues will be analyzed in light of global food interdependence.

We will explore specific issues affecting hunger, including population growth, environmental destruction, and the debt crisis. We will analyze current debates on the role of technology, specifically genetic engineering, in food production and hunger alleviation. We will examine how gender bias works to prevent poor women from escaping conditions of hunger and malnutrition. Finally, we will investigate local, national, and international approaches to the eradication of hunger.

### **Course Requirements**

- \*Reflective Service Learning Project (10 hour minimum) – 20%
- \*"Think Papers" and quizzes – 20%
- \*Class Participation – 20%
- \*Midterm In-Class Essay – 20%
- \*Final In-Class Essay – 20%

Note: One grade is automatically deducted from any student who has more than two unexcused absence.

## Office Hours

Monday, 1-5pm  
Wednesday, 3-5pm

Please stop by my office to discuss any questions or concerns about the class (or to chat).

## Major Readings

**Required texts** available for purchase at the bookstore:

Clapp, Jennifer, *Hunger in the Balance: The New Politics of International Food Aid* (Ithaca, N.Y.: Cornell University Press, 2012).

Coetzee, J.M., *The Lives of Animals* (Princeton, N.J.: Princeton University Press, 1999).

Giagnoni, Silvia, *Fields of Resistance: The Struggle of Florida's Farmworkers for Justice* (Chicago, IL: Haymarket Books, 2011).

Lappé, Frances Moore and Joseph Collins, *World Hunger: Ten Myths* (N.Y.: Food First Books, 2015).

Thurow, Roger and Scott Kilman, *Enough: Why the World's Poorest Starve in an Age of Plenty* (N.Y.: Public Affairs, 2009).

## Think Papers

In-class “think papers” are designed to help you focus on some of the key issues raised in the readings. I will pose questions that will allow you to demonstrate to me that you have not only done the reading, but also intellectually grappled with the issues the authors discuss. Class discussion will often focus on the responses to these “think papers.” You should come to each class prepared for the possibility that you will be asked to comment in writing on the reading.

I will keep a log assessing and keeping track of your responses. Your answers will be graded on a 0 - 2 point scale:

2 = thoughtful response that clearly incorporates the reading;

1 = grappled with the question, but didn't incorporate the reading;

0 = did not turn in an answer.

## Reflective Service Learning

Students will complete a minimum of 10 hours of service with one of the community organizations working on issues of the access and affordability of food, the conditions of farmworkers and migrant labor, homelessness, poverty alleviation and economic justice. You can complete this service with one of the organizations listed below or with an organization approved by Professor Felice. Please note that while you may work in groups on your service project, you will be graded individually. **You will also have to provide your own transportation to and from the service site.** Your service hours must be verified with the site supervisor's signature.

20% of your grade will be based on completion of the service project hours, the submission of reflections, and a 5-7 minute summary of your service reflections to the class.

Your reflections should be approximately five pages and should provide a space for you to suggest how your service experience relates to the different topics explored in class and specific service-learning goals.

You should be able to connect the material we are studying in class on agribusiness, poverty, worker exploitation, and food production and distribution to your service projects. Such engagement with the community should present issues of values identification and a deeper understanding of these social issues.

Examples of service activities: helping to organize food distribution to the homeless; working with migrant workers in Immokalee, working at a day-care center for low-income families, and so on.

Potential community partners:

Doug Brown Street Ministry – homelessness/food distribution

Feed St. Pete—social services, food distribution to needy

Sallie House (of Salvation Army) – children, food distribution and aid

St. Vincent DePaul Society—programs for the homeless

Edible Peace Patch Project—food production

Beth El Farmworkers Ministry – programs for migrant workers

Coalition of Immokalee Workers – programs for migrant workers

**The deadline to complete your RSL hours and submit your reflections is Tuesday, November 21.**

## **Honor Code**

All students are expected to uphold the Eckerd College honor code:

“On my honor, as an Eckerd student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others.”

You are required to write “pledged” on every assignment to indicate your work is consistent with the Honor Code.

## **Classroom Technology Policy**

All digital and electronic devices, including laptops, ipads, e-readers, and cell phones, should not be visible and should not be turned on during class. The classroom is a place where we gather to exchange ideas in person, and to give and receive respect for those ideas. For that reason cell phones and all electronic devices should be turned off and put away during class. They should not be visible to you or others.

## **Accessible Education Services**

*If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Accessible Education Services at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu) as soon as possible. Appropriate accommodations can only be arranged through that office, and may not be made retroactively.*

*Eckerd College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Accessible Education Services (located in Edmundson Hall) at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu).*

*Students with physical, cognitive, or psychological disabilities must contact Accessible Education Services, located in Edmundson Hall, at extension 8248 or via email at [aes@eckerd.edu](mailto:aes@eckerd.edu) to discuss potential accommodations of other helpful services. All information will be kept confidential.*

## **Title IX Reporting Policy**

Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit <http://www.eckerd.edu/titleix/>.

## Class Schedule and Reading Assignments

### I. Hunger Amidst Plenty

Sept 5 Introduction: Hunger Facts and Myths

Sept 8 Overview of World Hunger

Reading: “Hunger Notes: 2016 World Hunger and Poverty Facts and Statistics” at <http://www.worldhunger.org/2015-world-hunger-and-poverty-facts-and-statistics/#definitions>

Speaker: Dr. Ronald Porter, Office of Service-Learning

Film: “What’s Going on in St. Petersburg”

Speaker: Kellie Harper, Edible Peace Patch Project

### II. Food Production: Florida Farmworkers & Worker’s Rights

Sept 12 Florida Farmworkers

Reading: Gignoni, Chs. Chs 1-3 (pp. 3-115)

Speaker: Rob Snipes, Pinellas Community Center Food Pantry (Feed St. Pete)

Javier Izaguirre, Beth El Farmworkers Ministry

Sept 15 Slavery

Reading: Gignoni, Chs. 4-5 (pp. 117-167)

Speaker: Caitlyn Peacock, Tampa Bay Network to End Hunger

Sept 19 Workers Rights

Reading: Gignoni, Chs. 6, 7 & Epilogue (pp. 169-250)

Speaker: Natali Rodriguez, Student/Farmworker Alliance (SFA) and Coalition of Immokalee Workers (CIW)

### III. Population and Hunger

- Sept 22 Too Many People?  
Reading: Lappé & Collins, Intro, Myths 1 & 2 (pp. 1-65)  
2015 and 2016 World Population Data Sheets at:  
[2015 World Population D#1228D9C](#)  
[2016 World Population D#1228D9B](#)
- Sept 26 Not Enough Food?  
Reading: Lappé & Collins, Myths 3 & 4 (pp. 67-130)  
Two *New York Times* articles:  
“Doubts About the Promised Bounty of Genetically Modified Crops”  
at: [Promised Bounty File.webloc](#)  
“Broken Promises or Genetically Modified Crops” at:  
[Broken Promise \(GMOs\) F#1228E08](#)

### IV. Food Supply and Hunger

- Sept 29 Food Supply  
Reading: Lappé & Collins, Myths 5 & 6 (pp. 131-170)
- Oct 3 Food Storage  
Reading: Lappé & Collins, Myths 7 & 8 (pp. 171-215)
- Oct 6 Food Distribution  
Reading: Lappé & Collins, Myths 9,10 & conclusion  
(pp .217-286)
- Oct 10 Frances Moore Lappé, author of *World Hunger: Ten Myths*, will speak to our class (at 1:40pm) and answer your questions. In the evening, Lappé will present a CPS lecture at 7:30pm in Fox Hall. Your attendance and participation at both of these events is required.
- Oct 13 **Midterm In-Class Essay**

Oct 16-17 Fall Recess.

## **V. Animal Rights?**

- Oct 20 The Lives of Animals  
Reading: Coetzee, 1-69
- Oct 24 Singer and Animal Rights  
Reading: Coetzee, 73-120

## **VI. Globalization and Food Security**

- Oct 27 The Green Revolution  
Reading: Thurow and Kilman, Preface & Chs., 1-4 (pp. 3-70)
- Oct 31 Famine and Market Failure  
Reading: Thurow and Kilman, Chs 5-8 (pp. 71-125)
- Nov 3 Speaker: Eckerd Alumni Molly Rockamann, the founding Director of Earth Dance Organic Farm. Please review the Earth Dance website:  
  
<http://earthdancefarms.org/>
- Nov 7 Food as a Public Good  
Reading: Thurow and Kilman, Chs 9-12 (pp. 129-188)
- Nov 10 Enough is Enough  
Reading: Thurow and Kilman, Chs 13-15 (pp. 189-241)

## **VII. The Environment and Hunger**

- Nov 14 Environment (1)  
Student Presentations: RSL Projects  
  
Reading: Thurow and Kilman, Chs 16 – end (pp. 242-283)

Nov 17 Environment (2)  
Student Presentations: RSL Projects  
Reading: Michael Pollan, “Big Food Strikes Back” at:

[Pollan--Big Food Strike#1228E77](#)

Nov 21 Environment (3)  
Student Presentations: RSL Projects

**Deadline to complete RSL hours and to submit RSL reflections.**

**Thanksgiving Break – Nov 22-24**

### **VIII. The New Politics of International Food Aid**

Nov 28 Food Aid Politics  
Reading: Clapp, Preface & Chs 1 & 2 (pp. 1-45)

Dec 1 Tied Food Aid  
Reading: Clapp, Chs 3 & 4 (pp. 46-93)

Dec 5 Food Aid and the WTO  
Reading: Clapp, Chs 5 & 6 (pp. 94-138)

Dec 8 Global Governance of food Aid  
Reading: Clapp, Chs 7 & 8 (pp.139-172)

**Dec 12 Final Exam—3:00-6:00pm  
Tuesday**

## Hurricane Instructions

If for any reason, Eckerd College is evacuated, students who leave campus for stays overnight or longer should bring their texts, notes and syllabus so that they are ready to continue their course work. In such an event, check your Eckerd e-mail from your off-campus location and continue with the course work according to the syllabus and as delivered via Moodle on [myeckerd.edu](http://myeckerd.edu).

Specific hurricane instructions for our class:

- 1) **Emergency Contact Information:** On the first day of class, each student must submit to me the following emergency contact information: address, phone number, cell phone, alternate email address. In addition all students should fill out the emergency contact information form posted on the Eckerd College Intranet ([myeckerd.edu](http://myeckerd.edu)).
- 2) **Books:** For all evacuations (no matter how short or long in duration), you must take your text books and continue your course work outlined in the syllabus.
- 3) **Moodle Questions:** I will post Moodle questions on all the reading assignments. Working with the texts, you should get as far as you can in answering the questions and posting your responses. I will be reading and responding to your postings. During all evacuations, the Eckerd College website will continue to provide access to email and Moodle on [myeckerd.edu](http://myeckerd.edu). I expect you to keep up with the reading and post careful responses to the Moodle questions.  
During evacuations, please read the chapters carefully and thoughtfully, taking notes and underlining key concepts. I will provide comments on your work and grades as the term goes along. Moodle allows us to engage in a “virtual classroom” discussion of the key issues we will be studying this semester.
- 4) **Communication with me:** The primary method to communicate with me during a hurricane evacuation is via email at [felicewf@eckerd.edu](mailto:felicewf@eckerd.edu).
- 5) **Significant break in the semester (2-4 months):** If we have a significant break in the semester, I will convert this course to a form of an independent study. I will contact you via your emergency contact information. You will be asked to follow the course syllabus and the individual homework/Moodle discussion question assignments. But, in addition, I will be assigning you either a final analytic/research paper or an open book final exam essay. Depending on the circumstances, you will either return your work to me via email or the postal service.