Course Content
The course gives students an in-depth familiarity with central topics in public policy for agricultural development, most of which are encountered in one form or another in almost every developing country. These are policies that can be catalysts of or impediments to growth. The main issues covered are: the effects on agriculture of macroeconomic and exchange rate and trade policy, food aid and food security issues, land tenure, water management, agricultural finance, research and extension, competitiveness analysis, and rural development strategies. Many examples from developing countries are provided. Throughout, the emphasis is on conceptual frameworks that guide policy formation and understanding why given policies have been effective or have not worked. Case studies are analyzed and debated in class.

Course Objectives
The course is designed to provide a working knowledge of major issues in international agricultural development, with emphasis on real world examples of agricultural sector policies from developing countries and the lessons to be drawn from them. An aim is to prepare students to function in the environment of international institutions and academic programs that are devoted to agricultural development in these countries.

Course Organization
This course contains three main components: 1) Classroom presentations, readings, and discussions about the role of agriculture in economic development, the nature of agricultural development, development policies and policy instruments, and overarching issues for agricultural policy such as poverty reduction, gender concerns, and the role of government; 2) classroom presentations, readings and discussions and debates about sector-specific policy areas; and 3)
semester-long student projects (papers) devoted to analysis of real-world experiences with particular issues. The papers also will involve finding and utilizing relevant literature, and they will be presented to the rest of the class for discussion.

Sample topics and countries for the papers will be handed out early in the course but students are encouraged to identify their own topics as well. The topics should be identified by the end of the sixth week of the course. Obviously only part of the course material will have been covered by then, so students are also encouraged to skip ahead in the principal text and read parts of the chapters that will be covered in the latter part of the course in order to be better positioned to develop a paper topic. Guest lecturers will participate in the course.

For many issues there may not be a single best policy approach. Students will be encouraged to read relevant papers and defend different approaches in classroom discussions.

Prerequisites
One of the following AGEC courses: 422, 430 or equivalent macroeconomic course, 452, 604, or 606.

Instructor
Dr. Roger D. Norton, AGSV 228 and 210G AGLS Bldg. Phone: 450-8318, email: roger.norton@ag.tamu.edu

Texts

**Course Modules**

1. **Introduction: The role and importance of agriculture in economic development**
   - Agriculture and economic development
   - Policy, technology and infrastructure investment
   - Agriculture and poverty reduction (Ravallion and Dutt; Timmer)

2. **Strategies and policy instruments** (Lele *et al.*; D. Gale Johnson; Stiglitz)
   - Key characteristics of a sectoral strategy
   - What is policy and why agricultural policy?
   - Policies, institutions and legislation
   - A taxonomy of policies
   - Principles for agricultural policy
   - The role of public and private sectors in agricultural development

3. **Agriculture and the rest of the economy: prices and macro linkages**
   - Agricultural prices in the macro context (Timmer; Josling; Valdés; Schiff and Valdés)
   - Fiscal subsidies in agriculture
   - Role of property rights and public goods
   - Targeting the rural poor with policies
   - Food aid
   - Gender issues in agricultural policy (World Bank)
   - Other policy areas

4. **Land and land tenure for agriculture** (de Janvry, Gordillo, Platteau and Sadoulet; Sadoulet, Murgai and de Janvry; Atwood; Deininger and Binswanger; Feder and Noronha; López; Lin)

5. **Water management for agriculture** (Sharma *et al.*; Moris and Thom;
Plusquellec, Burt and Wolter; Meinzen-Dick and Rosengrant; Hearne and Easter; Subramanian, Jagannathan and Meinzen-Dick; Thobani; FAO)

6. Agricultural and rural finance (Ledgerwood; Yaron, Benjamin and Piprek; Christen and Rosenberg)

7. Research and extension policies (Umali-Deininger; Purcell and Anderson; Ashby et al.; Lawrence, Sanders and Ramaswamy; Qamar; Neuchatel Group; MEAS project papers)

8. Value chains and agricultural competitiveness (K. Larsen, R. Kim, and F. Theus; Norton and Argüello; Porter)

Note: Some of these references may be substituted by others before the reading lists are distributed.

Grading
Grades will be based on a mid-term exam, the class presentation of a project paper, the written paper, and class participation. Each of these four elements will be assigned points on a scale of zero to 100. Then the scores will be summed with the following weights in order to derive an overall point score:

- Mid-term exam, in class part .15
- Mid-term exam, take home part .15
- Paper presentation .25
- Written paper .30
- Participation .15

Overall point scores will be translated into grades as follows:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F
In a graduate course like this one, a grade below a “B” should be considered unacceptable.

Experts in the field will be invited to participate in the discussions of the papers and in developing the grades for the presentations, and to give some lectures in the course.

**Lecture Notes**
All class lectures will be accompanied by powerpoints that will be available on the course website for you to print off at your convenience. You will be expected to print and bring copies of each lecture’s powerpoint to class for taking notes. Please be aware that changes in these powerpoints are likely be made during the semester so be sure you have the latest version in class. A course website is being developed.

**Course Readings**
All required and recommended readings may be accessed through the readings section of the course website, by clicking on the hyperlinked references. Some documents will be available on the internet and others will be available in PDF files for which you will need a password, which will be provided in class.

**Class Papers**
The class papers provide an opportunity to apply the conceptual tools learned in class and enrich your knowledge of real-world development issues by applying those tools. The topics can be slanted toward the conceptual issues and debates or more toward analyzing a country experience, or comparing two or more country experiences, in all cases developing recommendations. The topics may cover a diverse range of possibilities. For example:

--On the basis of discussions in the literature, summarize the pros and cons of international food aid and discuss its effects in country x (for example, Egypt, Honduras or other country for which published material on food aid is available).
--Develop a program and action plan to empower women in agriculture in a developing country, and discuss the issues associated with each thrust of the program and each action.

--Land reform has been a difficult and contentious issue in countries like South Africa and Colombia. Analyze the approach to land reform used in one of those countries, explain why it has not advanced more rapidly and present alternative arguments with supporting arguments.

--Discuss ways to get smallholder farmers more involved in high-value markets and the risks and rewards of doing so. How do these considerations vary by type of product?

--If you were to start from scratch, in a hypothetical setting with sufficient resources and support from political leaders, how would you structure agricultural research and extension services, and what would be their goals and ways of functioning?

Extensive readings will be available on the course website to help define a topic and compile the relevant literature. The course professor will be available to meet in his office outside of class hours to assist with the development of the papers.

**Important Dates**
- September 27: paper topic due
- October 11: paper outline due
- October 18: mid-term exam in class (take home part handed out)
- October 25: mid-term exam, take home part due
- November 8: draft of written papers due
- November 8, 15, 22: class presentations of papers
- December 6: written papers due

**Americans with Disabilities Act**
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students
with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

Copyright Notice
Please note that all on-line materials, handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to the syllabus, exams, in-class materials, review sheets, problem sets, and on-line lecture notes. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Scholastic Honesty
Students are expected to observe the norms of scholastic honesty at all times. It is important to note that plagiarism is failing to credit sources used in your work in an attempt to pass off someone else’s work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from other individuals or sources. You are guilty of plagiarism if you copy someone else’s work and turn it in under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources, or even being careless or sloppy in documenting those sources, constitutes plagiarism. Plagiarism is a serious academic sin for which the penalties are severe under student rules. You are responsible for understanding what plagiarism is and how to avoid it, including appropriate and ethical use of sources. Let me know if you have questions about how to use sources in your paper. If you have questions regarding plagiarism, please refer to the section on “Scholastic Dishonesty” in the Texas A&M University Student Rules.

Note on the Written Papers
Topics will be approved by the course professor. The papers should be 18-25 pages in length, typed and double-spaced, including figures, tables and references. A detailed outline should be prepared and reviewed with the course professor before starting the writing of the paper.
Writing skills will be an important element of your professional career so pay attention to grammar and good, clear style. Please follow consistently a standard format for references. Formats are found in journal articles and in the Modern Language Association (MLA) guidelines: http://library.tamu.edu/help/help-yourself/citing-sources/filesUsing MLA format.pdf. For more general help with writing, you can work with an advisor at the University Writing Center (UWC, 1.214 Sterling C. Evans Library, 979-458-1455) or consult the UWC website for writing tips and help at http://writingcenter.tamu.edu/resources/.

The paper must concentrate on analysis, with as much country background material and notes from the literature as needed to frame the arguments. Avoid personal opinions and develop the logic and supporting evidence for each assertion and recommendation. Do not use the first person. Papers should not include phrases like “I believe,” “I think,” “I feel” and “I conclude.”

Sloppy writing and ungrammatical expressions will cause the paper’s grade to be marked down.

**Notes on the Class Presentations of Papers**

Presentation skills are also important for your professional development. The presentations should be planned for 15-20 minutes and 10-15 minutes should be allowed for discussion. The presentations will be graded 35% on the quality of the presentation and 65% on its content. Here are some of the criteria that will be used to grade the quality of the presentation:

- How clear and effective was the oral delivery?
- How effective was the powerpoint or other presentation method?
- How effective was the use of illustrative devices (charts, tables, graphs, other)?
- Was the presentation given in a professional manner?
- Did the presentation effectively bring out the main points of the paper?
Here are some of the criteria that will be used to grade the content of the presentations:

- Did the presentation give an adequate overview of the topic?
- Did the presentation bring out key contributions in the literature?
- Did the presentation make clear the relevance of the issue in the country case(s), if used?
- Are the conclusions adequately supported by analysis and/or empirical evidence?

Based on previous experience, here are some of the reasons that presentations are marked down:

- Running out of time.
- Presentation that is not well organized (sloppy).
- Inaccurate information.
- Inadequate or inaccurate answers to questions, indicating lack of expected expertise on the topic.
- Not taking the presentation seriously as indicated by unprofessional attitude, careless dress, or flippant behavior.
- Lack of confidence in making the presentation.
- Failure to provide specific, well supported conclusions.

Revised, August 14, 2013