

UNIVERSITY OF MANITOBA  
Department of Political Studies  
**POLS 4160+4170 and 7290**  
**The Geopolitical Economy of  
Food Security and Food Sovereignty  
in a Multipolar World**

Instructor: R. Desai

Office Hours: Tues 12:00-1:00 daily or  
by appointment

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July 6-17 2015

Class: 9 am – 4:30 pm daily

123 St Paul's College

The world food order has been an international one since the beginnings of the modern capitalist world. It could not have been otherwise, many would argue, as a new international division of labour was instituted. Though it is often justified in terms of geography and climate, its historical drivers were class and national power and its key result was the unequal distribution of productive power around the world, including productive power in agriculture. In this course, we examine the structure and dynamics of the world food order and the ways in which it has always endangered and continues to endanger people's access to food. In the postwar period, this endangerment was placed on the international agenda by increasingly assertive third world nations through the idea of food security, though more recently, many movements have emerged to demand even more control over their access to food and nutrition in the demand for food sovereignty against the increasing corporate organization of food production, processing and distribution.

The world food order is not some sort of seamless single unit organized by corporations alone. It consists of specific national organizations of agriculture and food production and specific national articulations to more and less successful industrialization. These national organizations have been, in turn, the results of national 'agrarian transitions' – successful or failed transformation of predominantly agricultural societies into industrial ones – which have posed distinct and nationally specific 'agrarian questions' about the relation of agriculture to industry and the political role of agrarian classes. Finally, in historical terms, many scholars have seen the world food order in terms of a succession of at least three different 'food regimes': the colonial, the 'Fordist' and the neoliberal or corporate.

In this course, we aim to understand the world food order more deeply and critically through these concepts and to appreciate how much it is currently being contested so as to move past recently dominant but never accurate paradigms for understanding the world order, such as 'globalization', 'empire' and US 'hegemony', to come closer to geopolitical economy which emphasises the contested, multipolar and state-driven character of the twenty-first century world order.

### Course Materials:

Readings for each topic are divided into 'Required', which you must read before each class and 'Recommended', which are guides to further reading if the topic interests you. Copies of the following two books can be bought from the campus bookstore or through other outlets. All other material is hyperlinked for access through UM libraries and, where this is not possible, provided through JUMP.

Required:

Philip McMichael, *Food Regimes and Agrarian Questions*

Annette Desmarais, *La Via Campesina: Globalization and the Power of Peasants*

**Please note that you must have done bulk of the reading before the course begins on July 6 as the intensive format will not permit you to do very much reading once the course starts.**

### Course Evaluation for all Students:

Guidelines for each assignment are attached.

Item	Due Date	% of Total Grade
Short Essay	Friday, 10 July by email Guidelines are attached.	25%
Discussion Question Assignments and Class Participation	Due for each session throughout the Course (7 best) by email by 9 pm the day before each class. Guidelines are attached.	25%
Final Exam	In Class Friday, 17 July	20%
Research Essay	Friday, 31 July 2015, by email Guidelines are attached	30%

**Please also note that in order to do well on the short assignment, you ought to have a draft ready before the course starts on July 6<sup>th</sup>, though you may then tweak or improve it just before handing it in.**

### OUTLINE

Sessions marked 'a' will go from 9 am to 12 noon.

Sessions marked 'b' will go from 1 pm to 3:30 pm.

We will have in-depth discussions of the days' work between 3:30 pm and 4:30 pm

Session	Date/time	Session
1a	Mon 6 July	Introduction to the Course: Geopolitical Economy and Food
1b	Mon 6 July	Introduction to the Course: Food Security and Food Sovereignty
2a	Tue 7 July	Capitalism, Agriculture: Agrarian Transition and Agrarian Question
2b	Tue 7 July	Capitalism, Nutrition and Health (Guest Lecturer, Robert Chernomas)
3a	Wed 8 July	Food Regimes: An Introduction

		Guest Lecturer: Professor Haroon-Akram Lodhi
3b	Wed 8 July	Famines: An Introduction to a Surprisingly Controversial Subject
4a	Thu 9 July	Food Regimes: Colonial, Fordist and Corporate Guest Lecturer: Professor Haroon Akram Lodhi
4b	Thu 9 July	The Myth of Comparative Advantage and the Colonial Food Order Guest Lecturer Professor Utsa Patnaik
5a	Fri 10 July	Gender, Food and Agriculture Guest Lecturer: Professor Haroon Akram Lodhi
5b	Fri 10 July	Agriculture and Ecology Guest Lecturer: Professor Haroon-Akram Lodhi
6a	Mon 13 July	The Origin of the Modern International Food Chain Guest Lecturer: Professor Utsa Patnaik
6b	Mon 13 July	Food Security in Winnipeg and Manitoba over the decades: A Local Perspective from Winnipeg Harvest Guest Lecturer: Janelle Duerkeon
7a	Tue 14 July	Capitalism, Austerity and Food Security Guest Lecturer: Professor Utsa Patnaik
7b	Tue 14 July	Food Security and Climate Change in Small Island Developing States Guest Lecturer: Professor John Sereix
8a	Wed 15 July	Resistance to Corporate agriculture: La Via Campesina and Food Sovereignty Guest Lecturer: Professor Annette Desmarais
8b	Wed 15 July	Manitoban Traditions of Food Aid: The Canadian Foodgrains Bank Guest Lecturer
9a	Thu 16 July	The Global Food Sovereignty Movement Guest Lecturer: Professor Annette Desmarais
9b	Thu 16 July	The Quinoa Question: peasants vs. foodies? Guest Lecturer: Professor Fabiana Li
10	Fri 17 July	Review of the Course
10b	Fri 17 July	Final Exam

## READINGS

### **1a: Introduction to the Course and to Geopolitical Economy and Food:**

In the first two sessions the basic concepts behind the course as a whole will be introduced. We begin with the concept of geopolitical economy which constitutes, *inter alia*, a critique of ‘economic cosmopolitanisms’ like globalization and hegemony/empire and installs the economic roles of states and contestation between them centrally in the understanding of world affairs. It also demonstrates how capitalism, colonialism, imperialism and development are all intimately tied up with food and agriculture.

#### Required:

Radhika Desai, [Geopolitical Economy: After US Hegemony, Globalization and Empire](#), Chapters 1, 2, 5 and 9

#### Recommended:

Ilene Grabel (2013) [Global Financial Governance and Development Finance in the Wake of the 2008 Financial Crisis](#), *Feminist Economics*, 19:3, 32-54. (on how multipolarity is changing international economic governance)

Leon Trotsky, *History of the Russian Revolution*. [Chapter 1](#) (*locus classicus* of the idea of Uneven and Combined Development)

Thomas Helbling, et al., 2007, ‘[Decoupling the Train? Spillovers and Cycles in the Global Economy](#).’ World Economic Outlook, pp. 121–60. (the famous ‘decoupling’ thesis that unsettled the ‘globalization’ as well as ‘empire’ paradigms’)

Jim O’Neill. 2001. [Building Better Global Economic BRICs](#). Global Economics Paper No 66. New York: Goldman Sachs. (the famous ‘BRICs’ thesis)

### **1b: Introduction to Food Security and Food Sovereignty and Food Crisis**

We familiarise ourselves with the concepts of Food Security, Food Sovereignty and some key ways in which the world food order is being contested.

#### Required:

Shona Hawkes and Jagjit Kaur Plahe, ‘[Worlds apart: The WTO’s Agreement on Agriculture and the right to food in developing countries](#)’. *International Political Science Review*. 34(1), 21-38.

Jennifer Clapp, ‘[Food security and food sovereignty: Getting past the binary](#)’ *Dialogues in Human Geography*. 2014, Vol. 4(2) 206–211

Margaret Sommerville et al, ‘[The ‘Global Food Crisis’ and the Geopolitics of Food Security](#)’ *Geopolitics*, 19:2, 239-265, 2014.

Fairbairn, Madeleine. 2010. “Framing Resistance: International Food Regimes & the Roots of Food Sovereignty,” in Hannah Wittman, Annette Aurélie Desmarais and Nettie Wiebe (eds.) *Food Sovereignty: Reconnecting Food, Nature and Community*, Fernwood Publishing, FoodFirst Books and Pambazuka Press: Point Black, Oakland and Oxford, pp. 15-32.

Recommended:

Utsa Patnaik, '[The Costs of Free Trade: The WTO Regime and the Indian Economy](#)' in *Republic of Hunger*, New Delhi: Three Essays, 2007.

**2a. Capitalism and Agriculture: Agrarian Transition and the Agrarian Question**

What effects do capitalism and industrial development have on agriculture? This question has not, historically, been a simple one. In the most penetrating analyses, it has been discussed under the rubric of at least 4 major sets of literature: on the origin of capitalism, on the 'articulation of modes of production', on agrarian transition and on the agrarian question. We try to understand what all these things mean to set up what comes in the rest of the course.

Required:

Haroon Akram Lodhi and Cristobal Kay, '[Surveying the agrarian question \(part 1\): unearthing foundations, exploring diversity](#)' *Journal of Peasant Studies*, Vol. 37, No. 1, January 2010, 177–202.

Haroon Akram-Lodhi and Cristobal Kay, '[Surveying the agrarian question \(part 2\): current debates and beyond](#)' *Journal of Peasant Studies* Vol. 37, No. 2, April 2010, 255–284

Recommended:

K. Marx, Excerpts from 'The So-Called Primitive Accumulation'

V. I. Lenin, Excerpt on the Differentiation of the Peasantry

K. Kautsky, Excerpt on the Agrarian Question

Banaji, J. 1977. '[Modes of production in a materialist conception of history](#)' *Capital & Class*, 3, 1–44.

Byres, T.J., 1991. '[The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with Reference to Asia](#)'. In *Rural Transformation in Asia*, eds Jan Breman and Sudipto Mundle, 3–76. Delhi: Oxford University Press.

Utsa Patnaik, 'Introduction' to *The Agrarian Question in Marx and his Successors*, Volume I

**2b. Capitalism, Nutrition and Health**

**Guest Lecturer: Robert Chernomas**

We explore the surprising centrality of nutrition and the class struggle (yes!) to the decline of infectious disease as a major factor in human mortality.

Required:

Robert Chernomas and Ian Hudson, 'Medical Miracle?' and 'Political Economy of Infectious Disease', chapters 2 and 3 of [To Live and Die in America: Class, Power, Health and Healthcare](#).

### **3a Food Regimes: An Introduction**

**Guest Lecturer: Professor Haroon-Akram Lodhi**

The concept of Food Regimes is the principal way in which the world food order has been understood. Professor Akram-Lodhi introduces the subject, discusses its chief forms and the power and limits of the concept.

Required:

Philip McMichael, *Food Regimes and Agrarian Questions* Chapters 1, 5 and 6

### **3b The Politics of Famine**

Famines are not just the shortage of food but the results of profound social, economic and political dislocations. Studying them takes us to the roots of what is wrong with the capitalist organization of society and the world. We critically survey the historical evolution of our understanding of famines. We also criticise the limitation of Nobel Memorial Prize Winner, Amartya Sen's understanding of famine.

Required:

Amartya Sen, '[Famines](#)', *World Development*, Vol. 8, Issue 1, September 1980.

Peter Nolan, 'The Causation and Prevention of Famines: A Critique of A. K. Sen' in *Journal of Peasant Studies*. Vol. 21, Issue 1, pp. 1-28.

Cormac O'Grada, '[Making Famine History](#)', *Journal of Economic Literature*, Vol. 45, No. 1, March 2007.

Recommended:

Cormac O'Grada, '[Markets and Famines in Pre-Industrial Europe](#)' *Journal of Interdisciplinary History*, Vol. 36, No. 2, Autumn 2005.

Cormac O'Grada, *Famines: A Short History*

Mike Davis, *Late Victorian Holocausts*.

Utsa Patnaik, 'Food Availability and Famines: A Longer View'. *Journal of Peasant Studies*, Vol. 19, No. 1. 1991.

### **4a Food Regimes: Colonial, Fordist, Corporate**

**Guest Lecturer: Professor Haroon-Akram Lodhi**

Professor Lodhi concludes his discussion of Food Regimes with an outline of the three major food regimes that have successively characterised the capitalist world food order and discusses its connection with the concepts of agrarian transition and agrarian question.

Required:

Philip McMichael, *Food Regimes and Agrarian Questions*, Chapters 2 and 3

Recommended:

Farshad Araghi, 'The Invisible Hand and the Visible Foot: Peasants, Dispossession and Globalization' in Akram-Lodhi and Kay (eds), *Peasants and Globalization*

Michael Watts, 'The Southern Question: Agrarian Questions of Labour and Capital' in Akram-Lodhi and Kay (eds), *Peasants and Globalization*

#### **4b The Myth of necessary Mutual Benefit from Trade based on Comparative Advantage, and the Colonial Food Order**

##### **Guest Lecturer Professor Utsa Patnaik**

Professor Patnaik introduces her pioneering work on the colonial food order and how many of its key aspects persist to this day, including the international division of labour and its justification through the idea of 'comparative advantage'.

##### Required:

Patnaik, Utsa. 2005. "Ricardo's Fallacy: Mutual Benefit from Trade Based on Comparative Costs and Specialization?" Jomo K. S. ed. *The Pioneers of Development Economics*. London: Zed.

Patnaik, Utsa 2006. "The Free Lunch — Transfers from the Tropical Colonies and their Role in Capital Formation in Britain during the Industrial Revolution." K. S. Jomo ed. *Globalization under Hegemony*. Delhi: Oxford University Press.

##### Recommended:

Amiya K. Bagchi, 'Nineteenth Century imperialism and structural transformation in colonized countries' in Haroon Akram-Lodhi and Cristobal Kay (eds) *Peasants and Globalization*

#### **5a Agriculture, Food and Gender**

##### **Guest Lecturer: Professor Haroon Akram-Lodhi**

Women's participation in agriculture is fraught with multiple disempowerments, deprivations, dispossessions and exploitations

##### Required:

Carmen Diana Deere, 'What Difference does Gender Make? Rethinking Peasant Studies', *Feminist Economics*, Vol. 1, issue 1. Pp. 53-72.

Sahara Razavi, '[Engendering the Political Economy of Agrarian Change](#)', *Journal of Peasant Studies*, Vol. 36, no. 1, January 2009.

Brigitte O'Laughlin, 'Gender Justice, Land and the Agrarian Question in Southern Africa' in Akram Lodhi and Kay (eds), *Peasants and Globalization*

Philip McMichael, *Food Regimes and Agrarian Questions* Chapter 4.

##### Recommended:

Bina Aggarwal, [A Field of Her Own](#)

#### **5b Agriculture and Ecology**

##### **Guest Lecturer: Professor Haroon-Akram Lodhi**

##### Required:

- Watts, M (2000) "[Political ecology](#)" in Sheppard, E and Barnes, T (eds) *A Companion to Economic Geography*, Oxford: Blackwell, pp. 257 – 274.
- Weis, T. (2010) "[The accelerating biophysical contradictions of industrial agriculture](#)", *Journal of Agrarian Change* vol 10 no 3 pp. 315 -341.
- Clark, B and Foster, John Bellamy (2010) "[Marx's ecology in the 21st century](#)", *World Review of Political Economy*, vol. 1 no. 1
- Jason W. Moore (2011) "[Transcending the metabolic rift: a theory of crises in the capitalist world-ecology](#)", *The Journal of Peasant Studies*, 38:1, 1-46
- Philip McMichael, *Food Regimes and Agrarian Questions* Chapter 7

## **6a The Origin of the Modern Industrial Food Chain**

### **Guest Lecturer: Professor Utsa Patnaik**

Professor Patnaik discusses the postwar food order, its historical peculiarities, and its transformation under neoliberalism.

#### Required:

- Utsa Patnaik, '[Export Oriented Agriculture and Food Security in Developing Countries and India](#)' in *Economic and Political Weekly*, Special Number September 1996, reprinted in Utsa Patnaik *The Long Transition – Essays in Political Economy* (1999)
- Utsa Patnaik, 'On the inverse relation between primary exports and domestic food absorption under liberalized trade regimes' in J Ghosh and C P Chandrasekhar (eds) *Work and Well being in the Age of Finance* (2003)
- Harriet Friedman, 'The Family Farm' excerpt 32 in Theodor Shanin (ed). *Peasants and Peasant Societies*.
- Prabhat Patnaik, '[The Peasant Question and Contemporary Capitalism: Some Reflections with Reference to India](#)' *Agrarian South: Journal of Political Economy* April 2012 vol. 1 no. 1 27-42

#### Recommended:

- Harriet Friedman 'The Origins of Third World Food Dependence' in Henry Bernstein, Ben Crow, Maureen Mackintosh and C. Martin (ed) *The Food Question :Profits versus People?* London: Earthscan, 1990.
- David Pimentel and Marcia Pimentel '[Sustainability of meat-based and plant-based diets and the environment](#)' *American Journal of Clinical Nutrition* 2003; 78(suppl):660S–3S

## **6b Food Security in Winnipeg over the decades:**

### **Guest Lecture: Janelle Duerksen, Winnipeg Harvest**

Winnipeg Harvest has long worked for Food Security in Winnipeg and one of its staff, Janelle Duerksen will talk about the food bank's work, how it started, how its work and aims have changed over the decades and how it has responded to changing challenges. Winnipeg Harvest has long worked for Food Security in Winnipeg and a representative from it will talk about how it started, how its work and aims have changed over the decades and how it has responded to changing challenges.



Required:

Readings will be circulated before the class.

## **7a Capitalism, Austerity and Food Security**

**Guest Lecturer: Professor Utsa Patnaik**

Professor Patnaik's second lecture discusses the evolution of the postwar food order with a discussion of the food crisis and its origin and the prospects for the future.

Required:

Utsa Patnaik, '[Global Capitalism, Deflation and Agrarian Crisis in developing countries](#)', *Journal of Agrarian Change*, Vol. 3, Nos 1 & 2, January and April 2003.

Utsa Patnaik, 'Origins of the Food Crisis in India and the Developing Countries' Monthly Review Vol.61 No.3 July-August 2009, published also in

F. Magdoff and B. Tokar eds. *Agriculture and Food in Crisis – Conflict, Resistance and Renewal*. Monthly Review Press, 2011

Utsa Patnaik, 'Aspects of Food Security: the Production and Absorption of Foodgrains in India in recent years' Forthcoming in *Social Development Report 2013* (Oxford University Press, Delhi).

Recommended

Timothy Wise, '[The cost to Developing countries of US corn ethanol expansion](#)' Working Paper No,12-02, Global Development and Environment Institute, Tufts University

Timothy Wise, 'The damaging links between Food, Fuel and Finance : a growing threat to food security' Global Development and Environment Institute, Tufts University

Utsa Patnaik *The Republic of Hunger and other Essays* (2007, Three Essays Collective Delhi, and Merlin Press) selected essays.

## **7b Food Security and Climate Change in Small Island Developing States (SIDS)**

**Guest Lecturer: Professor John Sereix**

Required:

Philippe Hein (2004). "[Small island developing states: Origin of the Category and definition issues](#)," Chapter 1 of: *Is a special treatment of small island developing states possible?* UNCTAD.

Roberts, T.G. & Rodriguez, M. T. (2014). "An Overview of Climate Change and Impacts on Food Security in Small Island Developing States" in Wendy-Ann P. Issac & Wayne Ganpat eds. *Impact of Climate Change on Food Security in Small Island Developing States*, IGI Global.

## **8a: Resistance to Corporate Agriculture: La Vía Campesina and Food Sovereignty (Part One)**

**Guest Lecturer: Professor Annette Desmarais**

Professor Desmarais's work focuses on peasant resistance to the neoliberal, industrial and corporate-led agriculture. In this session, we will begin by examining how peasants, farm workers, rural women, indigenous agrarian communities and small/medium-scale farmers from the global North and South joined together to form what is today the most powerful transnational agrarian movement, La Vía Campesina. This class will examine how and why La Vía Campesina emerged and what obstacles they faced along the way to successfully consolidating a transnational movement intent on building alternative food systems built on the food sovereignty framework.

### Required:

Desmarais, Annette. 2007. *La Vía Campesina: Globalization and the Power of Peasants*, Fernwood Publishing and Pluto Books: Halifax and London. Pp. 5-39, and pp. 74-134.

## **8b The complex nature of working towards a world without hunger: A case study of the Canadian Foodgrains Bank organization**

Guest Lecturers: Carol Thiessen and Roberta Gramlich

The Canadian Foodgrains Bank is a Canadian NGO that works on international food security issues. This first part of the session will introduce the history and work of Canadian Foodgrains Bank. In particular it will explore its relationship with a multifaceted set of stakeholders. The second part will explore how the organization works to shape national and international public policy.

### Recommended:

*Food Sovereignty and the Foodgrains Bank* (2008)

Untying the Knot: The Story of the Canadian Foodgrains Bank and Canadian Food Aid Untying (2012)

<http://foodgrainsbank.ca/campaigns/good-soil/> (This webpage explains CFGB's current policy campaign. Please read the page and some of the supporting documents).

## **9a: Resistance to Corporate Agriculture: La Vía Campesina and the Global Food Sovereignty Movement (Part Two)**

**Guest Lecturer: Professor Annette Desmarais**

In this class we continue our examination of what it takes for a transnational agrarian movement to succeed by looking more closely at the Vía Campesina's forms of resistance, tactics and strategies. We will work to better understand La Vía Campesina's notion of food sovereignty and how this changed as it fostered links with urban-based food movements, fisher-folk movements, pastoralists and selected non-governmental organizations.

Required:

Desmarais, Annette. 2007. *La Vía Campesina: Globalization and the Power of Peasants*, Fernwood Publishing and Pluto Books: Halifax and London. Pp. pp. 134-200.

Nyéleni. 2007. [Proceedings of the Forum for Food Sovereignty](#) held in Selingué, Mali. Feb. 23-27. Available at

Recommended:

Utsa Patnaik, Agrarian Crisis under Neo-Imperialism and the Importance of Peasant Resistance in *Republic of Hunger*, New Delhi: Three Essays, 2007.

**9b: The question of Quinoa: Foodies versus Peasants?**

**Guest Lecturer: Professor Fabiana Li**

In this class Professor Li introduces us to her new research on the consequences of a major food fad, that for quinoa, for the peasants who farm it and have consumed it as a staple of their diet so far.

Required:

Joshua Berson, '[The Quinoa Hack](#)', *New Left Review* 85, January-February 2014.

Lisa Hamilton, 'The Quinoa Quarell: Who Owns the World's Greatest Superfood?' *Harper's Magazine*

**10a: Review of Course:**

In this section, we will review what we have covered in the course in preparation for the exam.

**10b: Final Exam**

## Guidelines for Writing in General

1. Please pay attention to grammar, punctuation, spelling, usage etc.
2. Any good piece of writing, must be well organised and clearly written. Avoid florid writing, that is writing that is unnecessarily ornate or flowery and often uses words that the writer does not know well. Focus on what you want to say and how to say it most accurately. If you are not sure of a word's meaning, consult a dictionary. There are no writers too skilled to do this.
3. Write economically: If 3 words will do instead of 4, use 3.
4. Any good piece of writing must make a clear argument and this works best if you frame your work around a question. Making a good argument means many things, including taking responsibility for your views, being able and willing to defend them, and making sure they are internally consistent.
5. You are entitled to your opinions, even very strong ones, but you must support them with evidence and argument (and change them in case there is better evidence and logic favouring a different view). We all have opinions. The real question is how much responsibility you are willing to take for yours by supporting them with evidence and logic.
6. While assignments will differ in terms of how much research is involved, research is never wasted and when you do any it should be appropriately referenced.
7. You may use any referencing style you like so long as you use it completely and consistently. If you don't know any, you could try the [Chicago Manual of Style Quick Guide](#).
8. Finally, no matter what you are writing, there will be things you have read in the past, whether for a course or not, which may have helped you understand the issue you are now writing about better: always reference those too. It shows off your wider reading and you leave a paper trail for yourself, in case you want to investigate any topic further later on!
9. Your reading may range as far as you like, but gross displays of ignorance of the material and ideas covered in the course will be appropriately penalised.
10. Students are responsible for informing themselves about what constitutes scholarly material and what material can be relied on. I will be available for consultation on this. Let me just say this here: just because you found it on the web does not mean it's not scholarly and just because it's in print does not mean that it is. A rough rule of thumb is that it should be published in a scholarly journal or by a reputed press, rather than just being found somewhere on the web.

## Guidelines for the Short Essay

**On the basis of the readings of Session 3b, The Politics of Famine, write an essay on any particular aspect of famines and their causes.**

1. The Short Essay must be typed and double-spaced.
  - a. For undergraduates, it must be a minimum of 2000 words or 8 pages up to a maximum of 2500 words or 10 pages
  - b. For graduates, it must be a minimum of 2500 words or 10 pages up to a maximum of 3000 words or 12 pages

2. You are not required to read beyond the required readings though you may find the recommended readings helpful.
3. While you will inevitably focus on some aspects more than others, ignorance or evasion of relevant facts and arguments in the required reading will be penalised.
4. You are free to use any citation style but please use it consistently and fully.
5. A final piece of advice. Start early.

## Guidelines for Discussion Questions

1. Your main task is to raise interesting questions from the required readings for each class.
2. They are due by 9 pm the evening before the class.
3. Separate the clarification questions from substantial discussion questions
4. Do not ignore the points made in the readings that relate to the points you are raising: part of the point of the questions is to demonstrate your understanding of the readings. Show your understanding of the reading before raising a question you believe is still outstanding.
5. Always give the page numbers and quotations of the sentences or passages which give rise to your question.
6. Think your questions through: do they make sense? What more do you need to say in order that others will understand what you are getting at? Sometimes the initial form in which a question emerges in one's mind needs work to make it comprehensible to others.
7. Raise questions about what is in the readings first, only then, in a last question perhaps, list the things you felt were not discussed and should have been. Indicate briefly why you think they should have been discussed.

## Guidelines for Essays

1. The **essays** must be typed and double-spaced and between 3,000 words or 12 double-spaced, typed pages minimum to 3,500 words or 14 double-spaced typed pages maximum for undergraduates and 3,500 words or 14 double-spaced, typed pages minimum to 4,000 words or 16 double-spaced typed pages maximum
2. Please make sure to OK the essay topic with me before you devote too much time to research on it.
3. The relatively short length should not be taken to mean that the essays require less work: indeed, it is more work. You have to do a substantial amount of research *and* produce an argument which is clear and short out of it. This is a bigger challenge than writing rambling 15 or 20 page essays. Here, it is important not to try to just fill pages but to figure out how to say something substantial in a brief, to the point and business-like way.
4. Choosing the essay topic:
  - a. First identify, from the course outline, the *general area* in which you are interested.
  - b. Do the readings on the subject. *Please do not leave out the footnotes/references.* They are not there for decoration: they *lead you to literature on related questions.* This also applies to the materials you find by other means.
  - c. Identify the themes which you find most interesting. Following the references will also tell you if the theme has been widely and interestingly written about. This is important: since you are not going to do primary research, you need to know if

- you've got enough material for a good essay on your topic.
- d. If following the footnotes and references has not already lead you to interesting material, or if you need/want to search further (and this is a good idea even if you've found lots of material through footnotes), search in the electronic databases, *first for the latest articles* by subject or keyword. *Articles are best because they tend to be more up-to-date than books* and lead you to the most recent and relevant material faster.
  - e. Keep track of the **authors** who occur most often in footnotes: they have usually written other books and articles on related subjects which you might find interesting. Find them on the library catalogue and the article databases
  - f. For recent articles please use Web of Science. Make sure you select social sciences (for politics, economics, sociology, anthropology and geography), Humanities (for history, philosophy and area studies) and Economics databases. You may not realise this but we cover all these disciplines in our course. And they are all interesting!
  - g. **Document delivery**. This excellent resource means that you are never far from all the books and articles you may need, even if our library does not have them. Please start using it *now*. All it requires is that you start your research early, at least 4 weeks early.
  - h. Articles will usually lead you to the more important of the books but you might still want to do a search on the library catalogue for books through keyword and/or subject searches.
5. I shall be available for consultation on any or all of these stages of your research and conceptualisation.
  6. Essays whose topics are (or can be) formulated in terms of a **question** are usually the best. And 'Why' questions are usually better than 'How' or 'What' questions. The formulation of a question (at a relatively early stage of your research) does at least two things. It orients and focuses your research in a fruitful direction, and later it gives a clear coherence and structure to your essay. Your question may change over time, indeed often does, especially if you find new, more interesting lines of argument. But always having one makes your research focused.
  7. The formulation of a question can be made easier if you realise that, for any topic you choose, if there is enough written about it, this literature is typically organised around a series of debates/questions which have exercised scholars working on the subject. Once you encounter these, your ask is easy: find the debate that most interests you, assess the various positions taken on it and take your own. Voilà! You have a question and, more or less, an essay!
  8. Choose a topic that is narrow enough that it can be dealt with satisfactorily in the space allotted. Choosing too wide a topic will lead to your being unable to address the issues raised (and to therefore write a good essay) within the word limit. Typically, you will narrow to a country, a time period, a particular phenomenon and then a particular question about that phenomenon.
  9. Essays which are based solely on on-line non-scholarly sources will *not* be acceptable.
  10. Normally one would expect you to consult 2-5 books and 7-10 articles, depending on your need. The lower limits apply to undergraduates and upper to graduates, though both are indicative.