

Food System Governance and Institutions (E 46)

Winter term 2023/2024

Andreas Thiel

Please, register for the course in advance via Ecampus: https://ecampus.uni-kassel.de/qisserver/pages/cs/sys/portal/hisinoneIframePage.faces?id=qis_vvz_anonym&navigationPosition=link_qis_vvz_anonym&noDBAction=y&init=y

Study Programs: M.Sc. Agriculture, Ecology and Societies, Sustainable International Agriculture, International Food System and Consumer Studies, Ökologischer Landbau

Time: Friday, 2 pm – 6 pm

Start: 27.10.2023

Where: Room: H 33 in Witzenhausen

Virtual excursion dates t.b.a., call for collaboration by students to submit by 2 November

Website: <http://www.uni-kassel.de/go/iapug>

Contents and objectives of the module

What are food systems, what are some key features of the European food system and its global impact and what is the role of Europe and the European Union for global food systems and agriculture? Further, what are governance and institutions and how do they structure the role of Europe in global food systems and agriculture, respectively how does Europe structure institutions and governance? What are fora in which agriculture and food systems are negotiated and how do institutions and governance structure these negotiations? The course subscribes to an understanding of institutions as formal and informal rules (i.e. regulations, contracts, agreements, conventions, etc.) and to an understanding of governance as processes (political and societal processes) which structure interaction between actors, for example in the food system. These are the questions that the course aims to address. For that purpose, it will iterate between concepts and theories on the one hand and discuss their empirical application to the food system on the other. Conceptually, the course will adopt an understanding of institutions and governance in food systems and natural resource management starting from the perspective of the Bloomington School of Political Economy. It will apply this lens to a diverse set of situations in which actors interact including broader Social-ecological systems and Food Systems. Subsequently, it will focus on particular theories that address contracting, property rights, cooperatives, value chains or collective action and co-management and change of institutions in food and agri-environmental systems and it highlight critiques of these approaches. Approaches and their critique will be illustrated through group exercises, presentations and discussion of literatures.

Against this background the aims of the course are

- a. to introduce the role of Europe in agriculture worldwide and its role for sustainability (i.e. social, economic and environmental dimension)
- b. to introduce main actors and actor groups shaping agriculture and food systems from the perspective of Europe but also worldwide
- c. to discuss some debates and issues in relation to the current development of agriculture and food systems worldwide

- d. to introduce the concept of food systems and its implications for analysis
- e. to introduce the role of institutions and governance and enable institutional analysis of agriculture and the food system relying on approaches the Bloomington School of Political Economy (Institutional Analysis and development framework (IAD), SES analysis, institutional fit, polycentric governance and network of adjacent action situations)
- f. to introduce institutionalist theories of particular fields of analysis such as property rights, contracts, cooperatives, co-management and multi-level governance and methods to apply them
- g. to discuss critique of institutionalist approaches
- h. to apply ideas of institutional analysis throughout meetings with stakeholder as part of virtual excursions

Methods and approach

The module is divided into lectures (1/3), explicitly interactive periods such as student-led seminars / presentation (1/6), exercises and group work (1/3) and virtual discussions with key stakeholders and their preparation (1/6).

Teaching methods will be applied as follows:

- (a) Preparation of all participants through directed reading of the relevant literature (for each session literature is available on moodle, grouped into core and advanced readings). Literature relevant for a specific session will be made available at least two weeks in advance. Students are expected to read the literature specified for each session before the session. Literature will be separated into core literature and deepening literatures.
- (b) Explanation of the main topics and the “chain of thoughts and arguments” by the lecturers;
- (c) In-depth study and discussion through student-led seminars, literature discussions, exercises and group work;
- (d) Virtual discussions with stakeholders and their preparation to deepen the understanding of institutions in the food system;
- (f) Course work

Desirable previous knowledge for participation in the module

Interest and knowledge of Agricultural and Environmental Policy Studies, Economics, Environmental and Resource Economics, Development Economics.

Moodle

For participation in the course students are required to subscribe to the internet platform Moodle of University of Kassel. It can be found under <https://moodle.uni-kassel.de/moodle/index.php>

<https://moodle.uni-kassel.de/course/view.php?id=10590>

The course is openly accessible.

Details - course work:

a) Weekly course work

Students will be asked to undertake different kinds of weekly course work throughout the entire semester. This course work may for example comprise of written, concise answers to 2-4 specified questions on course contents. It may also imply formulating questions to a visitor to the course or it may imply entries into moodle (e.g. into our glossary). Questions could also relate to a scientific article. Written **answers should never surpass 350 words per question**. Finally, short presentations in class may also be asked for.

Course work can be done in changing groups of up to three students and if marks are given then they relate to the entire group. Not all course work will be marked because this is difficult to do for some course work (e.g. glossary entries or work on certain documents). In-class presentations will be marked as well as selected responses to questions. 80% of the tasks need to be fulfilled in order to be able to pass the course.

The **average mark of all marked weekly course work** will account for 50% of the final mark of the module. If submissions are requested these need to be submitted by Thursday, 6 p.m. before the next session.

Submissions will be checked with softwares to detect plagiarism.

b) For the second piece of course work students have three options out of which they need to choose one. This course work accounts for 50% of the final mark of the module.

- I. Students can prepare student-led seminars in groups of up to three students. These seminars include presentations and should contain interactive elements such as guided discussion, role play, group work throughout. Topics should be agreed with the lecturer and should address a question that goes beyond the course materials, applying the approaches discussed to particular topics/empirical contents of interest to you. It could also critically assess an approach. **Please, fix the topic and date for a student-led seminar by 17 November with the lecturer.**

Assessment criteria will be discussed in class. Altogether seminars should last no more than the duration of the presentation + 10 - 15 minutes for interactions with module participants. One student has 15 minutes for presentation and 10 for discussion, 2 have 25 minutes for presentation and 10 for discussion, 3 student have 35 minutes for presentation and 15 minutes for discussion. Presentation and discussion do not need to be strictly in that sequence and separated but a lively and interactive character of seminars matters.

- II. Students could write an essay on a topic agreed with the lecturer (2500 words). Below you find many ideas on this. Assessment criteria will be discussed in class. Structure and question to be addressed should be agreed with the lecturer before Christmas at the latest. The purpose is to answer a particular question in relation to course contents that goes beyond it. **There will be a short, unmarked conversation about the course work where also assessment is discussed in order to insure the student prepared the work itself.** If it seems to the lecturer that students did not write the paper themselves (e.g. plagiarize or use KI) another task will be handed out or in very clear cases the course is automatically failed. Submissions will be checked with softwares to detect plagiarism.
- III. Students could take an oral exam covering the course materials (25 minutes).

In those cases where plagiarism was proven, students automatically fail the course.

Contacts and Office Hours

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Office hours: Tuesday 12:30 – 13:30 except 7. + 21. November, or upon agreement via email. Meetings can also be held via zoom!

Outside of term upon previous agreement by email: thiel@uni-kassel.de

	Date	Contents	Course questions	Comments
1.	27.10.	<ul style="list-style-type: none"> Food systems analysis and governance 	<ul style="list-style-type: none"> What are food systems? What is food system analysis? What are institutions? What is governance? What is the connection of institutions, governance, the food system and policies? 	<p>Ray Ison</p> <p>Evaluate Module description?</p> <p>Glossary</p> <p>FA Analysis evaluation</p>
2.	3.11.	<ul style="list-style-type: none"> Food systems analysis and governance Types of farming systems (smallholder, plantation, contract, commercial) Types of farming systems and institutions? Diagnosis of global agriculture and globalization Sustainable agriculture: CA, CSA, regenerative Agriculture, agroecology, OA, institutions and governance 	<ul style="list-style-type: none"> What are farming systems and what are different types? What are key features of the current global food system and agriculture? What are different forms of sustainable agriculture and what is the role of institutions and governance for them? 	<p>Student task?</p> <p>Text on critique food system analysis</p> <p>Institutional dimensions of farming systems</p> <p>Implications of farming systems</p>
3.	10.11.	<ul style="list-style-type: none"> Policy Instruments, Institutions and the CAP Europe, the CAP, and agriculture EU and Food systems (brainstorm) 	<ul style="list-style-type: none"> What is the history of European agricultural policy? What is the European Agricultural policy and what are its instruments? What is the role of the EU for the global food system? What are recent initiatives in relation to European food system policy? 	<p>KI Week at Uni Kassel</p> <p>Student task?</p> <p>F2F</p>
4.	17.11.	<ul style="list-style-type: none"> PA theory and institutions & Commoning Transaction costs Social capital, institutions and governance in food systems and their analysis 	<ul style="list-style-type: none"> Transaction costs, their definition and measurement What is the role of institutions in human interactions? What types of institutions exist why? How can we evaluate institutions? What is social capital and how does it relate to institutions? 	<p>Student task?</p> <p>Student PPT?</p>
5.	24.11.	<ul style="list-style-type: none"> Stakeholder analysis IAD as negotiation over institutions, exercises 	<ul style="list-style-type: none"> What are stakeholders and how can we identify them and classify them? How can we analyse institutions in an abstract manner? 	<p>Nora Schütze</p> <p>Student task?</p> <p>Student PPT?</p>

	Date	Contents	Course questions	Comments
			<ul style="list-style-type: none"> What are results of institutional analysis of collective action? 	
6.	1.12.	<ul style="list-style-type: none"> The CAP policy instruments from the perspective of the IAD IAD, SES, transaction perspective, institutional fit Co-management, PG- NAS 	<ul style="list-style-type: none"> How can we analyse instruments of the CAP from the perspective of the IAD, for example? How can the IAD take better account of the social-ecological context in which it operates oftentimes? 	<p>Short PPT on critique</p> <p>Student task? Student PPT</p>
7.	8.12.	<ul style="list-style-type: none"> Critique on the IAD and NIE 	<ul style="list-style-type: none"> What is missing in IAD analysis? What are alternative or complementary dimensions and approaches? 	<p>Student task? Student PPT</p>
8.	15.12.	<ul style="list-style-type: none"> Europe, International trade rules and their development over time and cases (Tunisia?) 	<ul style="list-style-type: none"> What is the role of Europe for international agriculture and food systems and trade? What are most important trade rules and organizations, how do they function and impact agriculturae and the food system? 	<p>Student task? Student PPT</p>
9.	22.12.	<ul style="list-style-type: none"> PR and Property regimes, collective action & critique State infrastructural power and administrative capacities 	<ul style="list-style-type: none"> What are property rights, what are property regimes? Formal and informal property rights and regimes? What determines their performance? What are types of states and how do they affect the role of the state in relation to different property rights regimes? 	<p>Reading on PR</p> <p>Student task? Student PPT</p>
Xmas & New year				
10	12.1.	<ul style="list-style-type: none"> TCE & contracting & SES VC, VC & standards 	<ul style="list-style-type: none"> What determines contracts and contract choice in agriculture and the food system? How does this affect value chains? How do standards operate in the context of value chains? 	<p>Student task? Student PPT</p>
11	19.1.	<ul style="list-style-type: none"> TCE & cooperatives 	<ul style="list-style-type: none"> What are cooperatives, why do they exist, how do they function, what are their problems, how do they emerge and what is their political role? 	<p>Student task? Student PPT</p>
12	26.1.	<ul style="list-style-type: none"> Institutional change/ institutions and transition/ transformation 	<ul style="list-style-type: none"> What is institutional change and how does it operate from the bottom-up or from the top down? 	<p>Student task? Student PPT</p>

	Date	Contents	Course questions	Comments
			<ul style="list-style-type: none"> In that context, what is the role of institutions for transition and transformation? 	
13	2.2.	<ul style="list-style-type: none"> Political Economy & Public Choice 	<ul style="list-style-type: none"> How can we analyze the role of the state for institutional change, using the basic assumptions of economics 	Student task? Student PPT
14	9.2.	<ul style="list-style-type: none"> Multiple Streams Framework 	<ul style="list-style-type: none"> How does the policy process work from an policy process theory perspective? 	Reading and questions Student task? Student PPT

It is planned that there will be an **additional 2 half day meetings with guest speakers**

Ideas:

- Seeds and commoning initiatives
- The role of the bioeconomy for agriculture and the food system
- Community supported agriculture in Germany and Austria – potentials and problems
- Student ideas?

Topics of student presentations and term papers – STUDENTS ARE ASKED FOR THEIR ONW INTERESTS

Institutions and governance structure every aspect of people's interaction, therefore also the food system and agriculture. In consequence, student presentations could look at the role of institutions and governance in different parts of the food system. Questions could be how did institutions emerge, how do they function, what are their effects, how can we judge them?

For example, students could look at the role of property rights (a particular kind of institutions) for smallholders. Also, they could look at the institutions that structure processes of negotiations over international trade rules or international trade rules themselves. Also, students could look at standards (e.g. organic farming or fair trade labels) and the way they are agreed or what their effects are. Finally, students could look at all kinds of different regulations and the way they function on the ground, or they could look at the way institutions and governance structure collective action. These are only examples and students are invited to come up with additional, different ideas on what they want to analyse in this realm.

The exact institutions (rules/ regulations) and contexts where they emerged (global/ local) that students want to focus on can be selected openly and according to interests by students themselves. Ideas may also emerge during course discussions. The exact topics and most of all the question to be addressed in a student-led seminar or term paper should then be agreed upon with the lecturer.

Below you find some further examples for institutions you may want to focus on.

- Different agricultural and environmental policies in the EU and in your home country and how they emerged, how they are implemented, what their effects are, etc.
- Standards in the food system, their role, emergence, effects and problems
- Co-management, policies, problems and potentials.
- Cooperatives, role, problems, policies, potentials, examples
- Institutions shaping the corporate food regime; institution shaping smallholder agriculture
- The role of formal and informal property rights and regimes for farming and the food system
- Institutions and the bioecology, the role of patents as institutions
- The role of institutions and policies for different kinds of sustainable agriculture
- Institutions and their change and the seed sector
- Formal and informal property rights, land and green and water grabs.....
- The role of property rights and property regimes for alternative modes of organizing the economy

Potential term paper / student-led seminar topics

Topics can be derived from table above. Students can also propose own topics, which could also be developed further with the lecturer. Topics should have a connection to the role of institutions and governance for food systems and agriculture in your countries, in Europe or globally. Finally, partly overlapping suggested ideas are:

1. How to compare food system analyses?
2. What are effects of international standards on smallholders or industrialized farms, and why?
3. What are the effects of changes in global value chains for agriculture in your countries?
4. The role of the family farm and its explanation in your home countries.
5. Determinants of the vulnerability of the food system, examples.

6. What are the recent developments and implications of plantation farming for land markets and what do these depend upon?
7. What is the scope of large scale land acquisitions and what do their effects depend upon?
8. How does the moral economy of smallholders in the global South function and how does it relate to institutional explanations for its existence?
9. What role do transaction costs of market participation play for the role of smallholders in farming?
10. What are examples and issues in smallholders' self-organization and producer organizations more in general?
11. What institutions for adaptive food system governance and why?
12. What are institutions guiding decisions and influence of WTO, FAO, Standard organization (Geographical Origin, Organic Farming Standards, codex Alimentarius, etc.) and how do these explain the effect of corresponding actors on the global food system?
13. Who dominates the WTO, why and what are the implications?
14. How does Europe and how do European policies affect agricultural production in your country and what is the role of particular institutions in that regard, e.g. trade agreements or standards?
15. Why did value chains in agriculture change in recent decades?
16. Are farming cooperatives socially preferable to private companies and if so, why?
17. Is regional marketing of farming products an effective way to overcome the principal agent problem?
18. What is the role of transaction costs and their distribution on market participants for Limit Value regulation versus process regulation of organic farming produce?
19. How can we express Payments for Ecosystem Services through a property rights and contracting approach and how can we assess it according to different criteria of justice (distributional, utilitarian, ...)?
20. Conceptualizing organic farming as polycentric governance, co-management and Network of Adjacent Action Situations. A useful approach or not? What can we learn for different contexts? What could be an example of a polycentric organic farming development?
21. What role do new technologies in logistics (e.g. RFID) play for transaction costs of monitoring the value chain and what are potential implications for organic farming?
22. What is the role of trust in organic farming and how is its role explained from a New Institutional Economic approach?
23. The role of property regimes for agro-ecology. Why are secure and private property rights important?
24. What is the role of selective incentives and group size for different types of farming associations?
25. Are organic farmers rational actors? How does this conception relate to the business and innovation cycles of their enterprise?
26. What is the role of informal contracts in the farming and food sectors?
27. What is the Water-Energy Food Nexus and how does it relate to a systemic perspective? How can we understand the Water-Energy-Food Nexus from an institutionalist perspective?
28. Institutional dimensions and barriers to successful CAP implementation

29. What are institutional determinants of the performance of organic farming and its expansion in different member states of the EU and worldwide?
30. Conventionalization of organic farming as institutional change, what are drivers and positions?
31. Can we analyze the EU Leader program (network approach to rural development) using collective action / co-management theory? What are findings?
32. Institutional fit and water management: the cases of the European Water Framework Directive, Integrated Water Resource Management and River basin management
33. Can collective action theory help to understand success and failure of different NGOs and association in the farming sector?
34. How deep does the societal transformation towards sustainability need to go? The role of property regimes
35. What is transition, what is transformation, what are different frames for their analysis and what do they imply for production and food systems?
36. The role of quantitative data for institutional analysis?
37. Mixed methods and institutional analysis, potentials and problems?
38. The sustainable livelihoods framework and the role of institutions and different types of institutions. What else matters?
39. Why are family farms especially exposed to risks and what role does climate change play in that regard?
40. Non-timber forestry products and property rights? Illustrating the complexity of forest governance
41. Is co-management of natural resources and food systems always the best approach, or when is this the case?
42. The role of the state in international value chains? Decreasing or increasing and why?
43. Explaining institutional change of property regimes in your home countries
44. Explaining institutional change of cooperatives in your countries?
45. What are advantages and disadvantages of vertically integrated value chains and for whom?
46. Are cooperatives the better enterprises?
47. The role of public entrepreneurship in collective management of food systems or cooperatives or in co-management
48. Recent developments of global value chains, the role of institutions and governance
49. Conditions favourable of sustainable plantations and/ or contract farming? The role of institutions and underlying reasons?
50. Where is the global farming system regulated, why and how?
51. Polycentric governance and agroecology - A contradiction or synergetic approach?
52. Comparing different food system analyses, strengths and weaknesses and problems of the approach.
53. The role of the bioeconomy for European agriculture, needs for new regulations – what fields and applications and why?
54. The regulation of seeds: what are the impacts of recent changes in regulations concerning heterogeneous populations, why?

55. What is the role of property rights and property regimes for alternative modes of organizing the economy?

56. Formal and informal institutions and land prices and land markets?

Others.... as emergent throughout the course or as suggested by participants