



Agricultural policies and food security

Presentation

The aim of this class module is to develop students' understanding of issues related to food security and agricultural and trade policies. We will study the notions of food self-sufficiency and food security and will examine the economic mechanisms that explain the impact of agricultural and trade policy instruments on food self-sufficiency and food security. We then apply these basic notions to cases of policies, reforms, and projections described in the academic literature: agricultural policies within the framework of the WTO, bilateral trade agreements, change in the global food demand.

Recommended Prerequisite(s)

Basic knowledge in economics and mathematics (optimization) is an asset.

In brief

Number of hours : 27.0

Teaching activity : Seminar

Year : Fifth year

Validation : Final oral examination

Contacts

Responsible(s)

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Bibliography

- * Feenstra R.C. et A.M. Taylor, *International Trade*, 3rd edition, Worth MacMillan, 2014.
- * *Nutrition transition and the structure of global food demand*, Christophe Gouel, et Houssein Guimbard, Document de travail du CEPII, 2017-05. N°2017-05.
- * *Agricultural Trade Liberalization in the 21st Century: Has it Done the Business?*, Jean-Christophe Bureau, Houssein Guimbard, et Sebastien Jean, Document de travail du CEPII, 2017-11.

The two prescribed articles will be read in class. Reading them beforehand is useful but not compulsory. The reading material proposed mostly helps consolidate the knowledge acquired in class.

Formule pédagogique

The class is divided into two parts. The first provides insights that help to better understand the more complex mechanisms described in the second part. One advantage of this approach is to show that simplified analytical frameworks help to better understand complex cases that can be studied with more formalism or more advanced techniques. Regarding the class format, it consists primarily of a PowerPoint-based presentation. Students are, of course, invited to speak (questions, discussions). I will ask questions to the group, especially when I make a transition from one part of the lesson to another (and to help students internalize their knowledge). Student presentations present useful opportunities for students' participation.

