

World Food, Agriculture and Development

AGEC/INST 3860

G/H USP Course

MWF 10 to 10:50 a.m., Half Acre Room 115

“The world has ample food. The growth of food production has been faster than the unprecedented population growth of the past forty years... Yet many poor countries and hundreds of millions of people do not share in this abundance. They suffer from a lack of food security, caused by a lack of purchasing power.” –Reutlinger et al. 1986

Course Description

Food security relates to the availability of food for all people in a population to lead an active, healthy lifestyle. Food insecurity is closely tied to issues related to economics, climate change, water sanity, and health. It is a concern for professionals in the social, agricultural, medical, and policy related professions. The prevalence of food insecurity is greatest in less developed and developing nations. These are also nations where a greater proportion of the workforce is employed in agriculture, both subsistence and wage-earning agriculture. Thus, agricultural development is a key component of both increasing the availability of food in these areas as well as the incomes of laborers.

This course will provide an in-depth look at the different dimensions of food security, nutrition, agricultural development, and economic development in vulnerable countries and sub-populations. It will build on economic concepts from AGECECON 1010/1020 including consumer demand, supply, and income and price elasticities. We will use these concepts to analyze problems and develop policy recommendations. Students will employ new strategies for address economic development, agriculture development, and food policy challenges through collaborative learning experiences in and out of class. Sub-themes of the course include inequality (including gender and ethnic dimensions of inequality), climate change, the political economy of international food policy and aid, sanitation and public health, the role of global supply chains and multinational corporations, and influence of public and private institutional stability in food security. Upon course completion, students have a more in-depth understanding of complex and chronic conditions surrounding poverty and malnutrition, the role of private and public individuals and institutions in food security, and economic models and tools to approach food security problems.

Course Objectives

1. Examine values of human culture in food production and consumption and the place of humanity in the world and environment.
2. Explain human ideas and experiences and how they influence societies, human behavior, and human-social interactions around agricultural production and consumption, environmental management, and development.

3. Compare different economic and social methods and theories to interpret and explain human events and cultures pertaining to food production and consumption.
4. Examine the role of diversity in human societies and how diversity impacts global change in food systems and the environment.
5. Analyze how culture and diversity can be depicted through food preparation and distribution.

About the Instructor

I was drawn to the Agricultural Economics profession based on my interest in food security and population health, especially the health of children and disadvantaged groups. My background includes studies in nutrition, demography, communications, agribusiness management and strategy, and economics. I am eager to share my interest and knowledge with you and hope that you too will see the important role food and agriculture play in the betterment of our world.

I ascribe to a learner-centered teaching philosophy. What does this mean? This means I believe people learn best by “doing” and working with others. It is also valuable to put as much as the **learning** process as possible in the hands of the student. I provide scaffolding for your learning and chart a course, but you must decide what direction you want to take and what will be most beneficial for you. Each of you has an unrealized potential we will work to uncover. I am here to guide and encourage you all of the way.

Instructor Contact Information

The best way to contact me is through the message center in our course WyoCourses site. You can also e-mail me at mehmke@uwyo.edu or call (307) 766-5373. I typically check e-mail between the hours of 12 p.m. and 3 p.m. Please allow at least 24 hours for an e-mail response.

My office is located in AG 212. My **office hours** are Monday and Wednesday 1 p.m. to 2 p.m. I have an **office hours sign-up** sheet outside of my door and that I will bring to class. I do suggest at least 24 hours in advance signing up to guarantee a meeting time.

Teaching Assistant and Alternative Contacts

The Graduate Teaching Assistant for this course is Mr. Stephen Frimpong. Also, you can reach him at sfrimpon@uwyo.edu. Dr. Frimpong is located in AG 314-A. His office hours will be from 11 a.m. to 12 p.m. on Mondays and Fridays.

If neither Dr. Ehmke nor Mr. Frimpong are available, you may also reach the department manager, Ms. Janet Marsh, at 766-2386 or windsong@uwyo.edu. Ms. Marsh's office is in AG 205.

Required Text (available at the University Store)

Norton, George W., Jeffrey Alwang, and William A. Masters. (2015). Third Edition.
Economics of Agricultural Development: World Food Systems and Resource Use
(Second Edition). New York, NY: Rutledge.

On-Line Required Reading

Pinstrup-Andersen, Per, Derrill D. Watson. (2011). Food Policy for Developing
Countries: The Role of Government in Global, National and Local Food Systems.
Ithica, NY: Cornell University Press (Available on-line through the University of
Wyoming Library system).

Additional Readings

Duflo, Esther, and Abhijit Banerjee. (2012). *Poor Economics: A Radical Rethinking of
the Way to Fight Global Poverty*. New York, NY: PublicAffairs. (Available on-line
through the University of Wyoming Library system)

Giridharadas, Anand. (2018). *Winners Take All: The Elite Charade of Changing the
World*. New York, NY: Alfred A. Knopf.

Mullainathan, Sendhil, and Eldar Shafir. (2014). *Scarcity: Why Having Too Little
Means So Much*. New York, NY: Picador.

World Health Organization, United Nations. (2014). *Global Nutrition Targets 2025:
policy brief series*. Geneva, Switzerland: Author. (Available on WyoCourses site).

World Health Organization, United Nations. (2015). *Fiscal Policies for Diet and
Prevention of Noncommunicable Diseases*. Geneva, Switzerland: Author.
(Available on WyoCourses site).

World Health Organization, United Nations. (2015). *Improving Nutrition Outcomes
with Better Water, Sanitation and Hygiene: Practical Solutions for Policies and
Programmes*. Geneva, Switzerland: Author. (Available on WyoCourses site).

World Health Organization, United Nations. (2016a). *Report of the Commission on
Ending Childhood Obesity*. Geneva, Switzerland: Author. (Available on
WyoCourses site).

World Health Organization, United Nations. (2016c). *Global Report on Diabetes*.
Geneva, Switzerland: Author. (Available on WyoCourses site).

Additional Audio-Visual Resources

Cerna, Enrique (Producer). (2005). *Silent Killer*. United States: Bullfrog Films.
Retrieved from The Docuseek2 Complete Collection database at the University of
Wyoming library.

Course Assignments

This class includes a wide array of topics. You may have interest more focused in one
area than another. It will be important to explore core concepts to understanding the
complex issues of food security, such as economic tools, demography concepts and
agriculture development principles. You may have certain aspects of these you want to
explore more (e.g., encouraging agriculture technology investment in arid regions of
developing countries in Asia, increasing market access for agriculture goods from West

Africa, improving child nutrition outcomes in Guatemala). Therefore, by and large, you have your choice of assignments you which to complete. The majority of assignments will be turned in electronically on WyoCourses. **You will be required to do two assignments: the Final Exam and policy research paper and presentation.** Everything else is optional! Here is a brief description of some of the main options:

1. Case Study and Policy Briefs (3 possible, 15 Points per Case). We will have three case studies through the semester from Pinstrup-Andersen et al.'s *Case Studies in Food Policy for Developing Countries*. Each case will give you in-depth information about the circumstances and details surrounding a nutrition health challenge in that country. Based on the information in the case, you will come to the class discussion with prepared, 500 word policy brief outlining your recommendation to local governments on the issue. Your grade will be based both on your policy brief composition and contribution to the in-class discussion. The policy brief must include evidence of thorough understanding of the problem from the case, integration of course concepts and principles to address the problem, and a clear set of recommendations to constructively coordinate efforts to improve the health and well-being of the local population. On the days we do have in-class case discussions, your policy brief will your "ticket to class." Students without a prepared brief will not be admitted to the discussion.

What does a policy brief include? A policy brief describes the problem, lays out the scope and purpose of developing the brief, provides key steps and implementation guidelines to improving the problem, and describes the final benefits and outcomes that may be achieved from the policy.

2. Learning Log (12 possible, 10 Points per Entry). This assignment encourages you to think about how the course relates to your individual learning goals and career aspirations. Each entry is written, two-page response to a prompt provided by the instructor. Entries will be submitted on-line to WyoCourses. The entries are due on the dates specified in the course calendar. You may prepare all, one, or part of the entries. Each one, however, is due on the specified date. Late entries will not be accepted.

Entries will be graded according to their completeness, level of insight and reflection, integration of course materials and instruction, and use of evidence provided for insights and observations.

3. Book Review (2 Possible, 25 Points Each). You will read *Scarcity*, *Poor Economics*, or *Winners Take All*. After reading one of these, you will write a three-page book report that includes a summary and synthesis of key concepts from the book, reflection on the books relationships to concepts and ideas discussed in class, and recommendation of the book to people working in food policy. The typewritten report will be uploaded to WyoCourses.

4. Community Food Security Work (3 possible, 25 points each). One of the best ways to learn about food security and poverty in our local area is through work with local organization working to improve food access and availability in our community. In this assignment, you will spend at least **four** hours volunteering with a local agency dedicated to improving food access for Laramie. You may volunteer for up to three organizations (four hours per organization).

Your report of the experience will include a description of the organization and their goals, a report of your activities and work with them, and a reflection on how the experience affected your understanding of issues presented in this course. The report should be at least three, double-spaced typewritten pages and be turned into WyoCourses on-line. The possible pre-approved organizations are listed below. You may contact the instructor to see if other groups you know about would qualify for this project.

Contact Information for Agencies

ACRES Student Farm
Web: www.uwyo.edu/uwacres
Phone: (307) 766-5196
Email: uwstudentfarm@gmail.com

Feeding Laramie Valley
Web: www.feedinglaramievalley.org
Phone: (307) 223-4399
Email: info@feedinglaramievalley.org

Interfaith Good Samaritan
Web: www.interfaithgoodsam.com
Phone: (307) 742-4240
Email: director@laramieinterfaith.org

Laramie Soup Kitchen
Web: www.laramiesoupkitchen.org
Phone: (307) 460-1605
Email: info@laramiesoupkitchen.org

5. Policy Proposal Paper and Presentation (1 Required, 120 Points). There are many challenges facing people in developing countries. In this assignment, you will focus on one of six goals presented by the World Health Organization to improve lives across the world by 2025. These include 1) achieving a 40% reduction in the number of children under five who are stunted; 2) achieve a 50% reduction anemia in women of reproductive age; 3) achieve a 30% reduction in low birth weight; 4) ensure that there is no increase in childhood overweight; 5) increase the rate of exclusive breastfeeding in the first six months up to at least 50%; and

6) reduce and maintain childhood wasting to less than 5%. The project will focus on one of these goals in one of the countries appearing on the United Nations List of least developed countries

The final project will consist of a double-spaced 10 to 15-page paper and 10 minute policy presentation. The paper should include the following sections: 1) background and problem description, 2) methodology for analyzing the problem, 3) literature review, 4) results from analysis, 5) conclusions and recommendations, 6) list of references, and 7) appendixes. The paper must follow the *Publication Manual* of the American Psychological Association. You may find additional resources on writing, referencing and citation at the Purdue Online Writing Lab or OWL at <https://owl.english.purdue.edu/owl/>.

The policy presentations will begin Friday March 1. One to two students will present each class period. The final paper is due Friday, May 10 at 5 p.m.

6. Exams (2 optional Mid-Terms worth 40 points, 1 required **Final** worth 100 points). The exams include two possible midterms and one required final. The Midterms are 40 points each and will take place on **March 8** and **April 12**. The final exam is **May 13** from 10:15 a.m. to 12:15 p.m. in our regular meeting room.

Grading Standards

The final grades will be assigned using the +/- grading scheme defined by UW Regulation 6-722.

Grade	Points	Grade Point	Definition
A	>490	4	Exceptional
A-	460 to 489	3.67	
B+	430 to 459	3.33	
B	400 to 429	3	Very Good
B-	370 to 399	2.67	
C+	340 to 369	2.33	
C	310 to 339	2	Fair
C-	280 to 309	1.67	
D+	250 to 279	1.33	Poor
D	220 to 249	1	
F	<220	0	Failure
S	Equivalent to C or better		
U	Equivalent to D or F		
P	Passing (for mid-semester grades only)		

Develop a Game Plan!

You may chart your own path by in this course by reviewing the possible assignments and choosing those one you are interested in. Once you have done this, total the points possible. Be realistic. *You do not have to do everything.* It isn't likely that you will get all of the points possible for all of the assignments. Make sure to do enough to get the grade you desire in this course. You will benefit from tracking your progress and points through the semester.

Assignment Category	Assignment	Points
Optional	Case Study 1	15
	Case Study 2	15
	Case Study 3	15
	Learning Log 1	10
	Learning Log 2	10
	Learning Log 3	10
	Learning Log 4	10
	Learning Log 5	10
	Learning Log 6	10
	Learning Log 7	10
	Learning Log 8	10
	Learning Log 9	10
	Learning Log 10	10
	Learning Log 11	10
	Learning Log 12	10
	Community Food Security Work 1	25
	Community Food Security Work 2	25
	Community Food Security Work 3	25
	Book Review 1	25
	Book Review 2	25
Midterm Exam 1	40	
Midterm Exam 2	40	
Required	Final Exam	100
	Policy Paper and Presentation	120
	Total Possible Points	570

Attendance/Participation Policy

Students are expected to attend all classes. Classes are our chance to meet and exchange information, including communication about the material and assignments in the class. When you are present, you have the opportunity to learn as much as you can from the instructor, peers, and guest speakers. Professional behavior is demanded in this course.

University sponsored absences are cleared through the Office of Student Life. Your attendance is required to receive credit for in-class activities such as case studies. If you

are not in class you will be allowed one unexcused absence. After that, you need to obtain a doctor's note or letter explaining your absence from the Office of Student Life.

Academic Honesty

UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>

Disability Statement

If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

Course Outline

- I. Unit I: Global Food Security Basics
 - a. Defining global food security problems and related issues
 - b. Economics 101

- II. Unit II: Dimensions of World Food Systems and Development Problems
 - a. Poverty, Hunger and Malnutrition
 - b. Economics of Food Demand
 - c. Population

- III. Unit III: Development Theories
 - a. Economic Transformation and Growth
 - b. Development Theories and Growth Strategies

- IV. Unit IV: Agricultural Systems and Resource Use
 - a. Sustenance Agriculture/ Household Production and Consumption
 - b. Agricultural Systems and Their Determinants
 - c. Resource Use and Sustainability
 - d. Industrialized Agriculture
 - e. Post-Industrialized Agriculture and Rise of Multinationals
 - f. Human Resources, Family Structure, and Gender Roles

- V. Unit V: Strategies for Agriculture Development in Developing Countries
 - a. Theories and strategies for agricultural development
 - b. Agricultural research and technology transfer
 - c. Markets' Roles
 - d. Input and Credit Markets

- e. Institutional and Policy Considerations
 - f. Pricing models and marketing systems
 - g. Cultural Dimensions
- VI. Unit VI: International Policy to Alleviate Food Insecurity
- a. Agriculture and International Trade
 - b. Trade Policies, Negotiations and Agreements
 - c. Macroeconomic Policies and Agricultural Development

The Ten Commandments for Effective Study Skills

(from the *Teaching Professor* by Steven Thien and Andy Bulleri):

1. Thou Shalt Be Responsible and Thou Shalt Be Active—For There Be No Other Passage to Academic Success!
 - a. Responsibility means control. Your grade in a class is relatively free of any variables other than your own effort. Sure you may have a lousy professor. It happens. But remember: you are the one who has to live with your grade. It goes on your grade report, not your instructor's.
 - b. If you are seeking a way of increasing learning and improving grades without increasing your study time, active classroom participation is your answer. Look at it this way: classroom time is something to which you are already committed. So, you can sit there, assume the “bored student position”—arms crossed slumped in the chair, eyes in half-mast—and allow yourself an “out-of-body” experience. Or, you can maximize your classroom time by actively listening, thinking, questioning, taking notes, and participating totally in the learning experience.
2. Thou shalt know where thy “Hot Buttons” Are, and Though Shalt Push Them Regularly!
 - a. The next time you seat yourself in class, ask yourself these questions:
 - i. What am I doing here?
 - ii. Why have I chosen to be sitting here now?
 - iii. Is there some better place I could be?
 - iv. What does my presence here mean to me?
 - b. Your responses to these questions represent your educational goals. They are the “hot buttons,” and they are, without a doubt, the most important factors in your success as a university student.
 - c. University is not easy. Believe it or not, there will be times when you tire of being a student. And that's when a press or two on the hot buttons can pull you through!
3. If thou hath questions, asketh them. If thou hath no questions, maketh some!
 - a. Just as a straight line usually indicates the shortest distance between two points, questions generally provide the quickest route between ignorance and knowledge.
 - b. In addition to securing knowledge that you seek, asking questions as at least two other extremely important benefits. The process helps you pay attention to your professor and helps your professor pay attention to YOU!

4. Thou shalt learn that thou and thy professor maketh a team—and though shalt be a team player!
 - a. Most professors want exactly what you want: they would like for you to learn the material in their respective classes and earn a good grade.
5. Though shalt not parketh thy butt in the back!
 - a. Suppose you pay \$50 to buy concert tickets for your favorite musical artist. Do you choose front row seats or the cheap seats at the rear of the auditorium? Why do some students who spend far more money on a university education than on concerts willingly place themselves in the last row of the classroom? In class, the back row gives invisibility and anonymity, both of which are antithetical to efficient and effective learning.
6. Though shalt not write in thy notes what thou faileth to understand!
 - a. Avoid the “Whatinthehellisthat” phenomenon experienced by most college students. This unique reaction occurs when students first review their notes for a major examination. Being unable to read, decipher, or comprehend the mess that passes for notes, students are likely to utter the expression that grants this particular phenomenon its name.
7. If thine interest in class be gone, faketh it!
 - a. If you are good actor, you may even fool yourself into liking the lecture. Lean forward, place your feet flat on the floor in front of you, maintain eye contact with your professor. Smile or nod occasionally as though you understand and care about what your instructor is saying, take notes, and ask questions.
8. Though shalt show that if silence be golden—recitation shalt be platinum
 - a. Recitation is not only good for checking whether or not you know something; it’s perhaps the best method for learning it in the first place. Reciting unquestionably provides the most directive route between short-term and long-term memory.
9. Thou shalt knoweth that Cram is a four-letter word!
 - a. If there is one thing that study skills specialists agree on, it is that divided periods of study are more efficient and effective than a single period of condensed study. In other words, you will learn more, remember more, and earn a higher grade if you prepare for Friday’s examination by studying one hour straight a night, Monday through Thursday, rather than studying for four hours straight on Thursday.
10. Though shalt not procrastinate—and though shalt beginneth not doing it right now!
 - a. An elemental truth: you will either control time or be controlled by it! There is no middle ground. It’s your choice: you can lead or be led, establish control or relinquish control, steer your own course or have it dictated to you.

These are the Ten Commandments for Effective Study Skills. If you want to see if they work, try them!

Food Policy Paper Assignment

AGEC 3860/INST 3860

120 Points Total

According to the United Nations, “A profound change of the global food and agriculture system is needed to nourish today’s 795 million hungry and the additional 2 billion people expected by 2050.” This may seem overwhelming to think about, but we are going to creatively work toward meeting this need starting today, in this class.

In this assignment, you are going to create a policy recommendation for one of the United Nation’s Least Developed countries where hunger related issues are critical. You will develop a policy report for the country’s leadership (e.g., parliament, prime minister, agriculture department, etc.). The report may focus on one of the following goals:¹

1. A 40% reduction in the number of children under five who are stunted,
2. A 50% reduction anemia in women of reproductive age,
3. A 30% reduction in low birth weight,
4. Ensuring there is no increase in childhood overweight,
5. Increasing the rate of exclusive breastfeeding in the first six months up to at least 50%,
6. Reducing and maintaining childhood wasting to less than 5%.

You will create a recommendation for the country to address one of these goals it currently has not achieved. You may focus on an area where the country is close to achieving the goal, but needs a little boost; or an area where there is great need for vast improvement between now and 2025. You will have to research the country’s status and determine which problem is most important for you to address.

The country you focus on must be one of those listed by the United Nations as a Least Developed Country. See the UN country list at the end of this assignment for your options.

The assignment is designed around the following learning goals:

1. Integrate knowledge of agricultural technology, economic concepts, environmental management, human culture, principles of nutrition and well-being, and population studies to produce creative solutions for world food-related challenges.
2. Utilize research tools and develop research skills to learn about food production demand in a different country.
3. Develop concepts for policy recommendations to move countries closer to nutrition and health goals, reducing the loss of human life from hunger and malnutrition.
4. Employ writing and oral presentation skills to inform others of policy options and recommendations.

¹ If focusing on one of these goals is not appropriate to your topic or scope of the paper, you must seek instructor approval to pursue an alternative goal. Alternative goals must be related to improved nutritional or health outcomes for an at-risk group in the country (e.g., eradicating polio in Nigeria).

5. Develop collegial relationships with classmates through paper discussion and peer review.

The assignment relates to the overall course objectives, especially #1, #2, #3, and #5. (Refer to the syllabus for objective specifics.)

The paper is worth a total 100 points associated with this assignment. Ten of these eighty points are associated with the clarity and style of writing, including grammar, syntax, and writing structure. The remaining points are associated with the quality of the required content listed below:

- The general format must include the following
 - Title page with the paper title, your full name, the name of the course, name of the professor, and date of submission.
 - Executive summary (approximately 250 words) (10 Points)
 - Introduction and Statement of Issue (15 Points)
 - Policy Options (10 Points)
 - Literature Review (20 Points)
 - Analysis for Policy Recommendation (20 Points)
 - Policy Recommendation and Conclusions (15 Points)

The main text of the paper needs to be at least 10 pages (without reference list and appendix) but not more than 15 double-spaced pages (with the reference list and appendix) in length. The references need to include at least 10 valid and scientifically sound sources. The citation and reference system will follow the *Sixth Edition of the Publication Manual of the American Psychology Association*. The font may be Times New Roman, Georgia, or Calibri; but should be 12 point font regardless of the font style.

The literature review and recommendations all need to include original interpretation and synthesis of ideas. Avoid direct quotations of sources. Rather, paraphrase information in your own words while providing citations. Full credit for the literature review is dependent on using at least 10 different valid sources. Points will be deducted for incomplete references, sole hyperlinks, or improperly formatted references.

Each student will give a presentation on their paper topic. Starting Friday, March 1 at least two students will give their presentation each class period. The presentation must include a geographic and demographic description of the country, outline of nutritional challenges in that country preview of your literature review, and policy options you are or will be analyzing in your final report. It must be less than 10 minutes in length. It may be delivered using the technology options (e.g., video, power point, overhead projector, whiteboard) available in the classroom. It is worth a total of 20 points. The points will be assigned based on the following criteria:

- Clarity and organization of presentation (5 points)
- Validity and strength of content (5 points)
- Speakers' preparedness (5 points)
- Quality of media presentation (e.g., power point, video, handouts, and etc.) (5 points)

Each person will have a three minute question period after the presentation. You are also expected to be present at all presentations. Unexcused absences from others' presentations will result in a five point reduction in your presentation score.

An outstanding (A) project will have the following characteristics:

- 1) Meets all of the content requirements as described above.
- 2) The paper and presentation are error-free. For example, it does not include erroneous facts or misrepresentation of critical concepts.
- 3) The paper and presentation include appropriate and professional language. Sentence and paragraph structure are sound. There are few, if any, spelling, syntax, and grammar mistakes.
- 4) The paper is well-written. It is clear and understandable. There are subheading to guide the reader and the information flows together. There are logic and rationale of the policy recommendation is laid out and easy to understand.

A good (B) project is well done, but with a few significant flaws not found in an A project (e.g., some errors, unclear statements, or analysis errors).

A adequate (C) project includes the necessary content and major points may be understood. However, it has several significant flaws not found in an A project (e.g., lacks literature to wholly support reasoning, the content is not uniform and is inconsistent, or the policy recommendations are not clearly supported by the analysis and literature).

A inadequate (F) project does not include all of the necessary content. It seriously fails to meet the standards of an A paper and contains numerous errors. The recommendation is so poorly supported and/or communicated no one would consider it.



List of Least Developed Countries (as of December 2018) *

Country	Year of inclusion	Country	Year of inclusion
Afghanistan	1971	Malawi	1971
Angola ¹	1994	Mali	1971
Bangladesh	1975	Mauritania	1986
Benin	1971	Mozambique	1988
Bhutan ²	1971	Myanmar	1987
Burkina Faso	1971	Nepal	1971
Burundi	1971	Niger	1971
Cambodia	1991	Rwanda	1971
Central African Republic	1975	São Tomé and Príncipe ³	1982
Chad	1971	Senegal	2000
Comoros	1977	Sierra Leone	1982
Democratic Republic of the Congo	1991	Solomon Islands ⁴	1991
Djibouti	1982	Somalia	1971
Eritrea	1994	South Sudan	2012
Ethiopia	1971	Sudan	1971
Gambia	1975	Timor-Leste	2003
Guinea	1971	Togo	1982
Guinea-Bissau	1981	Tuvalu	1986
Haiti	1971	Uganda	1971
Kiribati	1986	United Republic of Tanzania	1971
Lao People's Democratic Republic	1971	Vanuatu ⁵	1985
Lesotho	1971	Yemen	1971
Liberia	1990	Zambia	1991
Madagascar	1991		

* The list will be updated when new decisions become available.

¹ General Assembly resolution A/RES/70/253 adopted on 12 February 2016, decided that Angola will graduate five years after the adoption of the resolution, i.e. on 12 February 2021.

² General Assembly resolution A/73/L.40/Rev.1 adopted on 13 December 2018, decided that Bhutan will graduate five years after the adoption of the resolution, i.e. on 13 December 2023.

³ General Assembly resolution A/73/L.40/Rev.1 adopted on 13 December 2018, decided that São Tomé and Príncipe will graduate six years after the adoption of the resolution, i.e. on 13 December 2024.

⁴ General Assembly resolution A/73/L.40/Rev.1 adopted on 13 December 2018, decided that Solomon Islands will graduate six years after the adoption of the resolution, i.e. on 13 December 2024.

⁵ General Assembly resolution A/RES/68/18 adopted on 4 December 2013, decided that Vanuatu will graduate four years after the adoption of the resolution on 4 December 2017. General Assembly resolution A/RES/70/78 adopted on 9 December 2015, decided to extend the preparatory period before graduation for Vanuatu by three years, until 4 December 2020, due to the unique disruption caused to the economic and social progress of Vanuatu by Cyclone Pam.

Late Work

Late work is generally not accepted. You will be allowed one late work coupon (see below). No other late work will be accepted without a university excuse or doctor's note.

Deadline Coupon for AGEC 3860

This coupon allows the holder _____

_____ **one day** of grace for the assignment,

due on _____.

Date Redeemed

Signature of Coupon Holder