Theories of agrarian transformations and modernization, 7,5 ECTS

PhD course within the National program for research education in Human geography

Fall 2019

Course coordinators: Lowe Börjeson, Department of Human Geography, Stockholm University and Don Mitchell, Department of Social and Economic Geography, Uppsala University.

Other teachers:
Chris de Bont, researcher, Department of Human Geography, Stockholm University
Julie Guthman, Professor of Social Sciences, University of California, Santa Cruz
Brian Kuns, Department of Human Geography, Stockholm University
Anders Wästfelt, Department of Human Geography, Stockholm University

Course venue: Department of Human Geography, Stockholm University and Department of Social and Economic Geography, Uppsala University. Wednesday 9th to Saturday 12th October 2019. Followed by a Webinar in December (no fixed date yet).

This course is directed to geographers, anthropologists, sociologists and economic historians who are pursuing research that relates to farming in some way. The course is conducted as a Swedish national PhD-course in Human Geography, which means that in case of a large number of applications, priority will be given to PhD-students at member departments, i.e. Human Geography departments in Sweden.

Course capacity: 18 students
Language of instruction: English
Syllabus: Approx. 1000 pages of obligatory readings.

Course description
This PhD course aims to give PhD students an overview of agrarian political economy, focusing on both historical agrarian transformations and debates about them, and contemporary transformations. The course aim is to understand agrarian change in broad terms, and its impacts in terms of livelihoods, the environment, and the question of food security – from the era of agricultural modernization and industrialization, beginning in the mid-1800s, through the current restructuring of agro-food systems around the world. Hence, this course will deal with varied transformations in different time periods and places (building on both teachers and student familiarity with cases), and theoretical debates about the significance of these transformations, tracing how discussions in agrarian political economy have evolved over the last (roughly) 150 years. This course is conceived primarily as a theoretical course, helping participating PhD students to comprehend debates within agrarian political economy, and to understand their relevance to related debates in geography (e.g. on landscape, political ecology, labor geography etc.), and incorporate specific aspects of this theory into their own research.

A central goal of this course will be to understand the role and fate of agricultural labor and/or peasants in different parts of the world as they were or are incorporated into or excluded from “modern” farming. Historical events have an interest in and of themselves, of course, but as Bernstein writes,
prior agrarian transformations define what is possible today (Bernstein 1996, 39). Another goal of this course will thus be to draw connections and make comparisons between agrarian change in different time periods and different parts of the world, including both developing and developed countries. Thirdly, classic political economy approaches tended to neglect the interplay between farming and the environment, with the obvious exception of Marx whose thinking in this regard influences much contemporary scholarship. A third goal of this course will then be both to draw on the threads already present in Marx, but also to engage more recent research in order to explore and better understand the connections between farming and the environment. This impact has, for the most part, been negative, though not uniformly so, and this variation will also be studied. Finally, as the unsustainability of modern farming systems comes under increasing scrutiny today, the question of how agrarian transformations affect our ability to “feed the world” will be explored. Among other questions to be addressed, we will explore links between sustainability, livelihoods and food security, critically examining mainstream discourses on trade-offs between them. We will also discuss possible alternative farming systems whose potential for greater sustainability, while preserving livelihoods and productive potential, appears great, but where there is uncertainty on the potential for “up-scaling” proven local solutions to larger areas.

In short, while the focus of this course is on farming – what are its production relations, what are the driving forces of change, who is favored by this change, and who is disfavored, and what is the impact of this change on livelihoods and employment for farm workers, smallholders, on the environment and on food security (comparing different historical and geographical contexts) – farming should here be seen as a point of theoretical engagement with relevance to a broad range of topics that are related to issues of agrarian transformations. Hence, PhD-students researching any such topics are welcome to participate in the course.

**A list of topics covered:**

- Farming and its production relations in different times and places
- Agrarian change related to livelihoods, environment and food security, in the era of modernization and industrialization (ca 1850 to now)
- History of agrarian change theories (political economy theory) and helping participants to comprehend debates – to incorporate specific aspects in their own work
- Empirical comparisons over time and space
- Role and fate of agricultural labor
- Farming and environment
- Our ability to “feed the world”… explore links between sustainability, livelihoods and food security, critically examining mainstream discourses on trade-offs between them
- Possible alternative farming systems and potential for up-scaling

**Learning Outcomes**

- Be well acquainted with the major theoretical approaches to studying agrarian change at local, national, and global levels.
- Acquire a detailed historical understanding of agrarian change in the era of modernization, and its drivers and impacts.
- Connect theories of agrarian change to discussions on broader environmental trends, including climate change, and to debates on food security.
Course schedule and requirements

Admission
Students apply to the course by sending a brief letter of motivation to Lowe Börjeson (lowe@su.se) that should describe the students PhD-topic and how it relates to farming (in some way, e.g. can be about food, environmental issues, rural issues, ….), as well as initial thoughts on how the student intend to engage the course content in her/his own work or theme of choice. Applications should be submitted at the latest on Monday 27th May, 2019.

Student preparations in advance
Students should read a majority of the assigned course literature before the course venue! A c. 2000 word long text that engage with the course literature and with a few of the specific concepts (see list below), and any empirical and theoretical topic that relate to the course theme. The text should be handed in two weeks prior to the course start (25 September). Handing in the text is a prerequisite to participate in the course. Course attendants will be able to use a web based discussion forum during the time of writing this text.

Teacher preparations in advance
Teachers will read the texts submitted by students prior to the course start and use them to structure topics for discussion, i.e. focus on those concepts and issues that students mainly focus on, and organize discussion groups based on the submissions.

Final submission and examination
A final version of the course paper should be submitted 10th January 2020. This should be a journal length paper (no fixed format). Teachers read and give short written feedback on papers. All papers are made available on a course website.

Preliminary program for the course meeting (Wednesday 9th to Saturday 12th October 2019)

Costs for lunches and coffee noted below will be covered by the course.

Day 1, Wednesday 9th: In Stockholm
10 AM: Welcome and presentations of all participants (and teachers). The format for presentations will be as a speed poster mingle session. Posters will be sent in advance and printed at SU in A3 (or A2 size). Each participant will get 3 min to present. The posters should contain a minimum of information (a bit of text, or an image (or a few pictures), a diagram, figures…), and are aimed at facilitating a brief presentation of the research interests of the course participant.


Lunch


Coffee

15.30-17.00: Discussions on key concepts (in smaller groups).
Day 2, Thursday 10th: farms around Uppsala
Full day excursion (organized by Anders Wästfelt). The excursion will focus on agrarian transformation since the mid-20th century, with start and end in Uppsala. More info about the excursion will be provided at the start of the course.

We will end this day with a course dinner at an Ethiopian restaurant in Uppsala.

Day 3, Friday 11th: In Uppsala

Coffee

11.00-12.30: Exploring key themes of the course based on two cases of current agrarian transformations from Ukraine and Tanzania. Presentations by Brian Kuns and Chris de Bont.

Lunch

14.00-15.30. Interview with Julie Guthman (interviewed by Don Mitchell), followed by a panel discussion with all course teachers.

Coffee

16.00-17.30: Discussion on key concepts (in smaller groups)

Day 4, Saturday 12th (only up to lunch): In Stockholm

9.30-12.00: Reflections and feedback poster mingle session. In this session we will revisit the posters and ask participants to reflect on possible new questions arising as a result of the course, and discuss how to move forward with course papers. Participants will prepare by reading the initial submitted papers by other participants. We will divide in groups to allow c. 20 minutes per person.

End of course meeting.

Webinar (ca 3 hours, time is not fixed yet but the webinar is planned to take place 9-12th December)
A final course meeting is organized in December as a webinar. Students will be assigned a discussion topic that will relate to one or a few specific concepts. Their task is then to debate this topic drawing on the paper they have written for the course. Teachers will in advance produce discussion topics and assign these too groups of students. More information about the Webinar debate will be provided at the start of the course.
Key concepts and list of suggested readings

This literature list is structured around four topics and a selection of key concepts that we will use to structure discussions during the course. Students can choose to place focus on a few of these topics, and are not required to read more than 1000 pages in total. Participants should primarily engage with literature on this list, but may also add texts that relate to the concepts below in ways that are useful for the participants own engagement with the course topic.

1) Primitive accumulation and derivative/related terms (accumulation by dispossession, landgrabbing, etc…).


2) Production, labor relations and agrarian questions


### 3) Food Regimes, food Sovereignty and agroecology


4) Financialization of agriculture, biophysical contradictions of capitalist farming and nature’s role in accumulation processes


