

**NUTR 0339: Famine, Livelihoods and Resilience. Food Security Analysis and Response  
in Crisis and Crisis-Prone Contexts  
Spring 2021**

**Class Meetings:** Tuesdays, 9:00 AM – 12:00 PM  
*If safe and possible, an in-classroom component at the Jaharis Center on the Boston campus will also be offered (conditions permitting). All class sessions will be recorded via Zoom.*

**Instructor(s):** Daniel Maxwell | [Daniel.Maxwell@tufts.edu](mailto:Daniel.Maxwell@tufts.edu) | 617-627-3410  
Merry Fitzpatrick | [Merry.Fitzpatrick@tufts.edu](mailto:Merry.Fitzpatrick@tufts.edu) | 617-627-1147

Feinstein International Center, 75 Kneeland Street, 8th Floor; Boston  
*Always email both instructors with any questions about grading, absences, preparation for class etc.*

**Instructor Office Hours:** Day, time, and location (in-person or online/phone/skype) TBD

**Teaching Asst.:** TBD

**Teaching Asst.** TBD

**Office Hours:**

**Semester Hour Units:** 3.0 Full class and assignments (See p.  
1.5 Reading/discussion and limited assignments  
\*Students that would like to be enrolled in the course with 1.5 semester hour units should first enroll in the course as 3 semester hour units and email Friedman's Registrar to request an adjustment in enrollment to 1.5 semester hour units.

**Prerequisites:** None (NUTR 229, NUTR 304 and NUTR 308 are helpful but not required)

**Course Description:** After a decade of absence, famine returned with a vengeance in Somalia in 2011, and in 2017-18, there were four countries at imminent risk of famine. While this return highlights the extreme risks of famine, particularly in conflict-affected areas, it also raises again the limited progress made in addressing the underlying causes of severe food insecurity. "Resilience" has been the good word of the decade, but limited progress has been made in building greater resilience among the poorest or most marginalized populations, and the livelihoods of these populations are under more stress now than ever. This class will draw primarily on the international experience of the co-leaders but will attempt to draw on domestic US cases as well. This seminar class will consider new (and some not so new) approaches to this kind of the understanding and analysis of, and response to, food insecurity, hunger and malnutrition among crisis-prone populations.

This class is intended as a reading seminar—not a lecture-based class or a "how to" workshop. Everyone will read the same basic materials. Class formats will be primarily discussion-based, requiring students to actively participate in class discussions, debates and activities. The students will each take on one or two of the books on particular topics to read them more thoroughly, bringing their lessons into these discussions. Case studies will be used as a discussion/learning mechanism, and attempts would be made to draw on Tufts significant faculty resources in these areas. We will occasionally ask external experts to join us and offer insights into specific areas of study. The 3.0 semester hour units seminar is a core elective requirement option for MAHA students and a

required course option in the FANPP Humanitarian Assistance specialization. For the full 3.0 semester hour units requirements include one book report, and a three-part semester-long project involving the selection of a key problem or area of interest related to the class, the development of an analysis of that problem (to be presented orally to the rest of the class), writing a policy brief to address the policy elements of a the problem, and a brief paper outlining practically how to address the problem on the ground. As an elective the seminar can be taken for 1.5 semester hour units for a more limited set of assignments: doing the reading, participating in (and occasionally leading) the discussion exploring the research literature, and doing two book reports (each includes an oral presentation and a written summary).

**Course Goals:** By the end of the semester seminar, students will:

- Understand the long-term trends regarding the causes of crisis and vulnerability in at-risk populations, and their associated human outcomes in terms of food insecurity, hunger, malnutrition, morbidity, displacement and mortality.
- Have a working knowledge of food security and nutrition measurement, famine analysis and livelihoods assessment.
- Have in-depth knowledge of the research literature on famine, livelihoods and resilience.
- Have a basic knowledge of programs and policies designed to address this range of drivers/contexts.

**Texts or Materials:** This class will use Canvas (<https://canvas.tufts.edu>) as the platform for communicating with the class, posting readings, sharing class presentations and book reports, and in-class handouts. Most of the readings for this class are in the form of articles, papers and reports that are listed by week and posted on Canvas (<https://canvas.tufts.edu>). There are a number of books to be read, but given the number (and expense!) of these books, each member of the class will agree to read and review one or two of these (depending on class size) and share a brief report with the rest of the class. Each of these books is available through at least one Tufts library, and most are available on both campuses. These books include the following:

***Required Books (for all students to read):***

Amartya Sen. 1981. *Poverty and Famines. An Essay on Entitlement and Deprivation*. New York: Oxford University press, 1981. Chapters 1-6

Alex de Waal. 2017. *Mass Starvation*. Cambridge: Polity Press. (All)

Helen Young and Susanne Jaspars. 1995. *Nutrition Matters*. London: ITDG Publications. (All)

***Shared Reading (each student will be responsible for reading and reporting on one or two):***

Stephen Devereux. 2008. *The New Famines*. London: Routledge.

Daniel Maxwell and Nisar Majid. 2016. *Famine in Somalia: Competing Imperatives and Collective Failures*. New York: Oxford University Press

Alex de Waal. 2005. *Famine that kills*. Oxford: Clarendon Press.

Mike Davis. 2001. *Late Victorian Holocausts El Niño Famines and the Making of the Third World*. London: Verso.

Timothy Egan. 2006. *The Worst Hard Time. The Untold Story of the Great American Dust Bowl*. Boston: Mariner Books.

Kindler, R., & Klohr, C. 2018. *Stalin's Nomads: Power and Famine in Kazakhstan*: University of Pittsburgh Press.

Applebaum, Anne. *Red Famine: Stalin's War on Ukraine*. First United States edition, Doubleday, 2017.

Deng, Luka. 1999. *Famine in the Sudan: Causes, Preparedness and Response – A Political, Social and Economic Analysis of the 1998 Bahr el Ghazal Famine*. Institute for Development Studies.

Rubin, Olivier. 2016. *Contemporary famine analysis*. Cham: Springer.

Margie Buchanan-Smith and Susannah Davies. 1995. *Famine Early Warning and Response. The Missing Link*. London: Intermediate Technologies Publications phenomenon

Ó Gráda, Cormac. 2015. *Eating People Is Wrong, and Other Essays on Famine, Its Past, and Its Future*. Princeton University Press.

Zhou, X. 2013. *Forgotten voices of Mao's great famine, 1958-1962 : an oral history*: New Haven: Yale University Press.

**Recommended Books:**

Dikötter, Frank. 2010. *Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958-1962*. Walker & Co.

Patrick Webb and Joachim von Braun. 1994. *Famine and food security in Ethiopia: lessons for Africa*. Chichester: John Wiley and sons.

Barrett, Christopher, and Daniel Maxwell. 2005. *Food Aid After Fifty Years: recasting its role*. New York: Routledge. (All chapter conclusions, chapters 1, 6, 7, 8, 10, and all "Food aid myths" and all recommendations).

Edgerton-Tarpley, Kathryn. *Tears from Iron: Cultural Responses to Famine in Nineteenth-Century China*. University of California Press, 2008.

Students are invited to suggest other books for the "recommended" list!

**Academic Conduct:** The following is required text that must be included in your course syllabus (you may wish to add specific details regarding particular assignments such as team projects): Each student is responsible for upholding the highest standards of academic integrity, as specified in the [Friedman School's Policies and Procedures Handbook](#) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

**Classroom Conduct:** This is a seminar course based on reading, discussion and participation. Students are expected to attend all class sessions if they are in good health, and to come prepared to discuss and participate in group activities. With specific exceptions, computers and other devices will not be allowed in the classroom.

**Assessment and Grading:** Assessment will be based on reading, discussion, participation and assignments.

Assignments for students registered in the 3.0 OR 1.5 SHU include:

1. All readings

Criteria for grading:

- Demonstrate a knowledge of the concepts from the readings in class discussions

2. One oral book review/ written report on the books listed above

Criteria for grading:

- Completeness, brevity and clarity of a 2-3 page book review
- Key concepts covered in a 6-8 minute oral recap of the book

3. Participation in discussion and group exercises

Criteria for grading

- Attendance and participation

For the 1.5 SHU students

1. Two oral book reviews (as per #2 above)

Additional assignment for the 3.0 Semester Hour Units participants:

1. Select a particular famine, chronic hunger problem or issue related to the themes of the class:
  - a. Write a short (~2,500-3,000 word) paper for oral presentation on the background to and analysis of the context/crisis or the problem or topic  
Criteria for grading
    - Completeness of the presentation within a 20 minute time slot
    - Key concepts or findings presented and clarified
  - b. Write a policy memo (<1,500 words) outlining the policy means of dealing with the problem or context  
Criteria for grading
    - Completeness of the analysis of the policy context
    - Actionable policy prescriptions outlined and defended
  - c. Write a program options paper (~2,000-2,500 words) suggesting on-the-ground programmatic means of dealing with the problem or context  
Criteria for grading
    - Completeness of the analysis of the programmatic context
    - Actionable programmatic responses outlined and defended

**Grading Range:**

For the 3.0 SHU

Letter grades will be given for each assignment:

Book review(s) (oral and written):	25%
Discussion and exercise participation:	25%
Final background paper/presentation:	20%
Final policy memo:	15%
Final program options paper:	15%

For the 1.5 SHU

Letter grades will be given for each assignment:

Book review(s) (oral and written):	50%
Discussion and exercise participation:	50%

**Instructions for Submission of Assignments and Exams:** The written book reviews will be due 24 hours before the class session in which they are presented. All other assignments due at midnight on the date indicated. They may be submitted on-line via Canvas.

**Accommodation of Disabilities:** Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

**Tufts Zoom:** Friedman's on-campus courses may be offered by Tufts Zoom (<https://access.tufts.edu/zoom>) on days when the Boston campus is closed due to pandemic, weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the Zoom link for students to attend any remote class sessions during the normally scheduled class period. The Zoom meeting video and audio will be recorded and posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue and cannot be conducted by zoom, the exam/presentation will be rescheduled for an alternate on-campus class session date.

**Tufts WebEx:** Friedman's on-campus courses may be offered by Tufts WebEx (<https://it.tufts.edu/webex>) on days when the Boston campus is closed due to weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the WebEx link for students to use for any remote class sessions. Also, any relevant course slides or materials will be made available on [Canvas](#). The WebEx will be recorded and posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue, the exam/presentation will be rescheduled for an alternate on-campus class session date.

**Diversity Statement:** We believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language, or national origin among other personal characteristics.

### Course Topics and Assignment Schedule at a Glance:

Date	Session No. and Topic	Framing	Visiting Expert	Activity	Assignments
TBD	1. Introduction and Framing	Dan		Group discussion	Reading (incl. 2 books)
	2. Coping, Vulnerability and Risk	Merry	Abdullahi Khalif (pending)	Group discussion	Reading and book reviews
	3. Famine Theory and Causation	Dan	Stephen Devereux (pending)	Famine causation mapping	Reading and book reviews
	4. Food Security: Concept and Measurement	Dan	Jennie Coates	Food security measures exercise	Concept for project
	5. Livelihoods: Concept and Analysis	Merry	Abdal Monium Osman (pending)	LH framework exercise	Reading and book reviews
	6. Resilience: Concept and Measurement	Merry	Greg Collins (pending)	Resilience scenario exercise	Reading and book reviews
	7. Livelihoods and Resilience Interactions	Merry	Helen Young	Oral Presentations	Oral Presentation of problem analysis
	8. Nutrition, Health, WASH and Mortality in Famine	Merry	Erin Boyd (pending)	Oral Presentations	Oral Presentation of problem analysis
	Spring Break	No class meeting			
	9. Famine Analysis and Measurement	Dan	Chris Hillbruner or Nigist Biru (pending)	Comparative exercise using multiple famines	Reading and book reviews
	10. Program and Policy Response #1	Merry	Patrick Webb (pending)		Reading and book reviews
	11. Program and Policy Responses #2	Dan	Greg Gottlieb (pending)	Program response exercise	Policy Brief due
	No Class: Patriots Day (University closed)	No class meeting			
	12. Accountability for Famine	Dan	Alex de Waal	Case study	Reading and book reviews
	13. The Experience and Societal Impact of Famine and Extreme Food Insecurity	Merry	Luka Biong	Experiences exercise	Reading and book reviews
	Exam Week	No class meeting			Response Options analysis paper due

**Detailed Description of Course Topics, Assignment Schedule, and the Learning Goals for Each Class Session:**

**Session 1. Introduction and framing**

**Learning Goals:**

After this session the student will be able to:

- Differentiate between different contemporary approaches to analyzing famine
- Explain why food security interventions in crises have often failed in the past
- Describe first-hand accounts of the experience of famine
- Outline the key tenets of entitlement theory and starvation crimes.

**Required Reading/Assignments:**

Daniel Maxwell, Nisar Majid, Guhad Adan, Khalif Abdirahman, and Jeeyon Kim. 2015. "Facing famine: Somali narratives on the famine of 2011." Feinstein International Center Report. Medford, MA: Tufts University.

Amartya Sen. 1981. *Poverty and Famines. An Essay on Entitlement and Deprivation*. New York: Oxford University press, 1981. Chapters 1-6

Alex de Waal. 2017. *Mass Starvation*. Cambridge: Polity Press.

Simon Levine and Claire Chastre. 2004. "Missing the Point: An Analysis of Food Security Interventions in the Great Lakes." London: Overseas Development Institute, Humanitarian Policy Group.

Rubin, Olivier. "The Precarious State of Famine Research." *The Journal of Development Studies*, vol. 55, no. 8, Aug. 2019, pp. 1633–53. DOI.org (Crossref), doi:10.1080/00220388.2018.1493196.

*(Note: the Sen and de Waal readings are long—consider reading these during holidays break)*

Recommended Reading:

Other books from reading list

Book review:

None

Assignments due

Reading

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**Session 2. Coping, Vulnerability and Risk**

What makes people vulnerable to famine—or to shocks and crises of lesser severity and magnitude? How do vulnerable people cope with adversity—quite aside from any state or international intervention to address a shock. Why are some people more affected by one shock than another? This is baseline understanding for what comes later in the seminar.

**Learning Goals:**

After this session the student will be able to:

- Describe and discuss the major categories of famine coping strategies
- Explain the role of social networks and social support in coping
- Apply insights from famine studies to livelihoods and food security concerns of lesser severity

### Required Reading:

- Humanitarian Policy Group. (2009). *Getting it right: Understanding livelihoods to reduce the vulnerability of pastoral communities*.
- Chambers, R. (1989). Editorial Introduction: Vulnerability, Coping and Policy. *IDS Bulletin*, 20(2), 1-7.  
doi:10.1111/j.1759-5436.1989.mp20002001.x
- Jane Corbett. 1988. "Famine and household coping strategies." *World Development*. Vol 16 (9), pp. 1099-1112.
- Devereux, Stephen. "Goats Before Ploughs: Dilemmas of Household Response Sequencing During Food Shortages." *IDS Bulletin*, vol. 24, no. 4, Oct. 1993, pp. 52–59.
- REACH. 2018. "South Sudan – Now the Forest is Blocked: Shocks and Access to Food". Juba: REACH.
- Deng, Luka Biong. 2010. "Social Capital and Civil War: The Dinka Communities in Sudan's Civil War." *African Affairs*, Vol. 109 (435), pp. 231–50. *DOI.org (Crossref)*, doi:10.1093/afraf/adq001.

### Book review:

Mike Davis. 2001. *Late Victorian Holocausts: El Niño and the Making of the 3rd World*. London: Verso.

### Assignments due

Reading

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### Session 3. Famine Theory and Famine Causation

Why do famines happen? Our knowledge of famines and why they continue to occur in an age of "plenty" grows in baby steps. Since Malthus, we have presumed that the cause of "famine" is too many mouths to feed with the productive resources available. That notion, though thoroughly debunked, is remarkably durable. Sen made it clear that the dynamics of famine were the collapse of entitlements, but was vague on the causes. The common feature of contemporary (and many historical) famines is violent conflict, repressive politics or both. But the causes are almost always multiple; understanding the way causes interact is critical.

### Learning Goals:

After this session the student will be able to:

- Demonstrate a basic knowledge of famine theory
- Discuss and relate to each other the major causes of famine and food insecurity
- Prepare and discuss a map or framework of causal factors of famine and food security crises

### Required Reading:

- Stephen Devereux. 2008. *The New Famines* London: Routledge. (Everyone read Chapter 1)
- Paul Howe. 2018. "Famine systems: A new model for understanding the development of famines." *World Development*. Vol 105, pp. 144-155.
- Maxwell and Majid. 2016. *Famine in Somalia: Competing Imperatives, Collective Failures*. New York: Oxford University Press. (Everyone read Chapter 2)
- Deng, Luka Biong. "Increased rural vulnerability in the era of globalization: Conflict and famine in Sudan during the 1990s." *The New Famines*, (ed.) Stephen Devereux, Routledge, 2007, pp. 245-268.
- Drought, War, and the Politics of Famine in Ethiopia and Eritrea Author(s): Edmond J. Keller Source: *The Journal of Modern African Studies*, Vol. 30, No. 4 (Dec., 1992), pp. 609-624



**Book review on:**

Stephen Devereux. 2008. *The New Famines* London: Routledge.

Daniel Maxwell and Nisar Majid. 2016. *Famine in Somalia: Competing Imperatives, Collective Failures*. New York: Oxford University Press.

**Assignments due**

Reading

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**Session 4. Food Security: Concepts and Measures**

*Ironically, the study of famine gave rise to the notion of food security (not vice versa). “Food security” arose as a concern out of the world food crisis of the 1970s (focused on worries about overall supply) but even more so as a result of Sen’s insights about access or demand. Food security essentially means always having physical and economic access to adequate, nutritious, safe and culturally preferred food for an active, healthy life. Achieving this for all people at all times is an enduring challenge. So is measuring it!*

**Learning Goals:**

After this session the student will be able to:

- Define and describe food security and food insecurity
- Demonstrate ability to use food security measures and indicators
- Describe the relationship between food insecurity and famine

**Required Reading:**

Coates, Jennifer. “Build It Back Better: Deconstructing Food Security for Improved Measurement and Action.” *Global Food Security*, vol. 2, no. 3, Sept. 2013, pp. 188–94. *DOI.org (Crossref)*, doi:10.1016/j.gfs.2013.05.002.

Maxwell, Daniel and Richard Caldwell, R. (2008). *The Coping Strategies Index: Field Methods Manual*.

Coates, Jennifer, Anne Swindale, A., & Bilinski, P. (2007). *Household Food Insecurity Access Scale (HFIAS) for Measurement of Food Access: Indicator Guide, Version 3*. Washington, D.C. Retrieved from: [https://www.fantaproject.org/sites/default/files/resources/HFIAS\\_ENG\\_v3\\_Aug07.pdf](https://www.fantaproject.org/sites/default/files/resources/HFIAS_ENG_v3_Aug07.pdf)

Ballard, Terri, Ann Kepple, and Carlo Cafiero. 2013. “The food insecurity experience scale: development of a global standard for monitoring hunger worldwide.” Technical Paper. Rome: FAO.

Maxwell, Daniel, Jennifer Coates and Bapu Vaitla. 2013. *How Do Different Indicators of Household Food Security Compare? Empirical Evidence from Tigray*. Feinstein International Center. Somerville, USA.

Dahal, Poshan, Jeeyon Kim, Daniel Maxwell, Matteo Smerlak, Elizabeth Stites and Bapu Vaitla. 2017. “An Analysis of Food Security Resilience in Rural Nepal.” Feinstein International Center. Somerville, USA.

Coleman-Jensen, A., Rabbitt, M. P., Gregory, C. A., & Singh, A. (2019). *Household Food Security in the United States in 2018*. Washington D.C. Retrieved from: (pp v – 22)

**Book review:**

Rubin, Olivier. 2016. *Contemporary famine analysis*. Cham: Springer.

**Assignments due**

Two-page outline for an issue or a specific famine or crisis event for the semester-long project.

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## Session 5. Livelihoods Framework and Analysis

*It quickly became clear as researchers and program staff dug into the question of access to adequate food that people aspire to much more than just food, and have multiple means of access. This gave rise in the 1980s and 1990s to the much broader question of livelihoods, and how people manage the means at their disposal to achieve the outcomes they seek, only one of which is food security.*

### Learning Goals:

After this session the student will be able to:

- Define livelihoods and describe the livelihoods analysis framework
- Apply the livelihoods to particular crises or contexts
- Explain the role of livelihoods in food security and programs to address food insecurity

### Required Reading:

Scoones, I. (1998). *Sustainable Rural Livelihoods: A framework for analysis*. Retrieved from

<http://www.ids.ac.uk/publication/sustainable-rural-livelihoods-a-framework-for-analysis>

Ashley, C., & Carney, D. (1999). *Sustainable Livelihoods: Lessons from early experience* (0 85003 419 1). Retrieved from London:

[https://pdfs.semanticscholar.org/aeb1/7d5b30bc79d880592b9fed9aa704adad58a6.pdf?\\_ga=2.176095658.908493136.1573220143-649834417.1573220143](https://pdfs.semanticscholar.org/aeb1/7d5b30bc79d880592b9fed9aa704adad58a6.pdf?_ga=2.176095658.908493136.1573220143-649834417.1573220143)

Susanne Jaspars (2006). What is Livelihoods Programming? (Special Supplement 3). Supplement 3: From food crisis to fair trade, March 2006. p6. [www.ennonline.net/fex/103/chapter2](http://www.ennonline.net/fex/103/chapter2)

Young, H., Osman, A. M., Aklilu, Y., Dale, R., Badri, B., & Fuddle, A. J. A. (2005). *Darfur - Livelihoods under Siege*.

Retrieved from Medford, MA, USA: <https://fic.tufts.edu/wp-content/uploads/Young-Darfur-Livelihoods-Under-Seige.pdf>

Cherukupalli, Rajeev and Frieden, Tom. (2020) Only Saving Lives Will Save Livelihoods: the right way to understand pandemic economics. <https://www.foreignaffairs.com/articles/united-states/2020-05-13/only-saving-lives-will-save-livelihoods>

### Book review:

Alex de Waal. 2005. *Famine that kills*. Oxford: Clarendon Press.

### Assignments due:

Reading

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## Session 6. Resilience: Concept and Measurement

*Particularly since Somalia, 2011, “resilience” programming has been the approach to preventing famine, and enabling communities and households to better withstand and recover from shocks. But its meaning, its measurement, and “how to do it” remain a question.*

### Learning Goals:

After this session the student will be able to:

- Define and describe resilience as it applies to food security

- Demonstrate the application of resilience to crisis contexts

**Required Reading:**

Christopher B. Barrett and Mark A. Constan. 2014. "Toward a theory of resilience for international development applications." *Proceedings of the National Academy of Science*. Vol. 111 (40) pp.14625-14630  
<https://doi.org/10.1073/pnas.1320880111>

Andy Catley. 2017. "Pathways to Resilience in Pastoralist Areas: A Synthesis of Research in the Horn of Africa." Feinstein International Center Report. Medford MA: Tufts University.

Upton, Joanna, Jennifer Cisse and Christopher Barrett. 2016. Food security as resilience: reconciling definition and measurement. *Agricultural Economics*. Vol 46 (Supp.1), pp. 135-147.

Tilman Bruck, Marco d'Errico c, Rebecca Pietrelli. 2019. "The effects of violent conflict on household resilience and food security: Evidence from the 2014 Gaza conflict." *World Development*. Vol 119, pp. 203-223

Chetty, R., Hendren, N. Jones, M. & Porter, S. (2019). *Race and Economic Opportunity in the United States: An intergenerational perspective*. Retrieved from: [https://opportunityinsights.org/wp-content/uploads/2018/04/race\\_paper.pdf](https://opportunityinsights.org/wp-content/uploads/2018/04/race_paper.pdf)

Ensor, J., Matin, N., Forrester, J., & Davis, M. (2019). *What is equitable resilience? Four key elements for putting resilience into practice*. Retrieved from [www.jstor.org/stable/resrep22984](http://www.jstor.org/stable/resrep22984)

**Book review on:**

Luka Biong Deng. *Famine in the Sudan: Causes, Preparedness and Response – A Political, Social and Economic Analysis of the 1998 Bahr el Ghazal Famine*. Institute for Development Studies 1999.

**Assignments due**

Reading

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**Session 7. Livelihoods and Resilience: Interacting Concepts**

*People build their livelihoods with resilience in mind, and the very concept of being resilient in humanitarian crises depends on a livelihood that can meet the needs of an individual or household. As we saw during the pandemic, a major impact of even a "medical" emergency was on livelihoods, and those with more resilient livelihoods were able to avoid many of the medical risks associated with the pandemic. This dynamic applies to most crises, including famine.*

**Learning Goals:**

After this session, the student will be able to:

- Describe how the concepts of resilience and livelihoods build on each other
- Describe the difficulties in developing indicators for livelihood resiliency
- Describe factors that may render a household's or group's livelihood more or less resilient
- Apply the concepts of resilient livelihoods to recent crises to develop programming options

**Required Reading**

Christophe Béné, Derek Headey, Lawrence Haddad and Klaus von Grebmer. 2014. "Is resilience a useful concept in the context of food security and nutrition programmes? Some conceptual and practical considerations." *Food Security*. Vol 8(1), pp. 123–138.

Merry Fitzpatrick, and Helen Young. 2016. "Risk and Returns: Household Priorities for Resilient Livelihoods in Darfur." Feinstein International Center Report. Somerville, MA: (sections 2 &3)

Ifejika Speranza, C., Wiesmann, U., & Rist, S. (2014). An indicator framework for assessing livelihood resilience in the context of social–ecological dynamics. *Global Environmental Change*, 28, 109-119. doi:10.1016/j.gloenvcha.2014.06.005

Sarkki, S., Komu, T., Heikkinen, H. I., Acosta García, N., Lépy, É., & Herva, V.-P. (2016). Applying a synthetic approach to the resilience of Finnish reindeer herding as a changing livelihood. *Ecology and Society*, 21(4). doi:10.5751/es-08819-210414

Twigg, J., & Calderone, M. (2019). *Building livelihood and community resilience: Lessons from Somalia and Zimbabwe*. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/resource-documents/12585.pdf>

**Book review on:**

N.A.

**Assignments due:**

Brief paper and oral presentation on problem analysis of student’s semester projects

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**Session 8. Nutrition, Health, WASH and Mortality**

*Much of the analysis of famine—but of crises of lesser severity and indeed many chronic conditions characterized by food insecurity and malnutrition—has been criticized for taking an overly narrow focus on food access and consumption. The UNICEF framework for malnutrition would suggest a much broader approach to analysis, but many major famine analysis frameworks relegate things like health and WASH to relatively minor consideration. With new multisectoral approaches such as MICS or JIAF, this is slowly changing*

**Learning Goals:**

After this session the student will be able to:

- Define and describe the role of health and WASH in famine and food security crisis
- Describe the positive and negative interactions among nutrition, health status, sanitation and mortality in famine or other humanitarian crises
- Discuss the ways in which the dynamics of a humanitarian crises and its underlying causes will affect the nutritional status, health and mortality of a population
- Utilize information on nutrition, health and mortality to analyze famine and chronic food insecurity to formulate policy and response strategies

**Required Reading:**

Helen Young and Susanne Jaspars. 1995. *Nutrition Matters*. London: ITDG Publications.

Checchi, Francesco and Les Roberts. 2005. "Interpreting and using mortality data in humanitarian emergencies: A primer for non-epidemiologists. Humanitarian Policy Group. London: ODI.

Jaspars, Susanne and Helen Young. "The meaning and measurement of acute malnutrition in emergencies: A primer for decision-makers." Humanitarian Policy Group, 2006.

Checchi, Francesco, and W. Courtland Robinson. 2013. "Mortality among Populations of Southern and Central Somalia Affected by Severe Food Insecurity and Famine During 2010-2012." Rome/Washington, D.C.: FAO/FEWS NET.

Marshak, Anastasia, et al. "The Relationship Between Acute Malnutrition, Hygiene Practices, Water and Livestock, and Their Program Implications in Eastern Chad." *Food and Nutrition Bulletin*, vol. 38, no. 1, Mar. 2017, pp. 115–27. DOI.org (Crossref), doi:10.1177/0379572116681682.

Richterman, A., Franke, M. F., Constant, G., Jerome, G., Ternier, R., & Ivers, L. C. (2019). Food insecurity and self-reported cholera in Haitian households: An analysis of the 2012 Demographic and Health Survey. *PLoS Negl Trop Dis*, 13(1), e0007134. doi:10.1371/journal.pntd.0007134

Roberts, L., & Toole, M. J. (1995). Cholera deaths in Goma. *Lancet*, 346(8987), 1431.

**Book review on:**

Helen Young and Susanne Jaspars. 1995. *Nutrition Matters*. London: ITDG Publications.

**Assignments due**

Brief paper and oral presentation on problem analysis of student’s semester projects.

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**Session 9. Famine Analysis and Measurement**

*How are famines measured and analyzed, and why? How do we know if an event or a process of events constitutes a famine or not? Does that matter? These are all controversial questions. The measurement and classification of famine is now largely based on the Integrated Food Security Phase Classification (IPC) system, but IPC was not invented for famine analysis. It tends to emphasize*

**Learning Goals:**

After this sessions the student will be able to:

- Describe and demonstrate the usage of the main famine analysis tools
- Define the difference between causal analysis and classification or needs assessment
- Apply the findings of famine classification to strategic response

**Required Reading:**

Daniel Maxwell and Merry Fitzpatrick. 2012. "The 2011 Somalia Famine: Context, Causes, and Complications." *Global Food Security* Vol. 1(1), pp. 5-12. *Special Edition on the Somalia Famine 2011-2012*.

Howe, Paul, and Stephen Devereux. 2004. "Famine Intensity and Magnitude Scales: A Proposal for an Instrumental Definition of Famine." *Disasters*. Vol. 28(4): 353-72.

IPC Global Partners. 2019. "Integrated Food Security Phase Classification. Technical Manual Version 3." Rome: FAO.

Daniel Maxwell, Peter Hailey, Abdullahi Khalif and Francesco Checchi. 2020. "Determining Famine: A Multi-Dimensional Analysis for the 21<sup>st</sup> Century." *Food Policy*. Vol 92(6) 101832.

Lentz, Erin, Hope Michelson, Kathleen Baylis, and Yang Zhou. 2019. "A Data-Driven Approach to Robust Predictions of Food Insecurity Crises." *World Development* 122, pp. 399–409.

Glenzer, Kent. 2009. "We Aren't the World: The Institutional Production of Partial Success." In Xavier Crombé and Jean-Hervé Jézéque, eds., *Niger 2005: Une Catastrophe Si Naturelle*. Paris: MSF.

Maxwell, Daniel, and Ben Watkins. 2003. "Humanitarian Information Systems and Emergencies in the Greater Horn of Africa: Logical Components and Logical Linkages." *Disasters* 27 (1): 72–90.

**Book review:**

Applebaum, Anne. *Red Famine: Stalin’s War on Ukraine*. First United States edition, Doubleday, 2017.

**Assignments due:**

Reading

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**Session 10. Programmatic and Policy Response #1: Acute Food Insecurity**

*The responses to famine have changed over time, but are often still too little, too late. Prevention and mitigation mechanisms have taken greater priority, as have means for developing rapid responses to rapidly changing situations. This has created the need to determine the appropriate responses.*

**Learning Goals:**

After this sessions the student will be able to:

- Apply information and analytics to program responses in acute food insecurity crises
- Relate program and policy responses to food security and nutrition outcomes

**Required Reading:**

Simon Levine, Alexandra Crosskey and Abdinoor Mohamed. 2014. "System failure? Revisiting the problems of timely response to crises in the Horn of Africa." Network Paper #71. London: Humanitarian Practice Network.

Hoddinott, J., Gilligan, D., Hidrobo, M., Margolies, A., Roy, S., Sandström, S., and Upton, J. (2013, October 23, 2013). Enhancing WFP's Capacity and Experience to Design, Implement, Monitor, and Evaluate Vouchers and Cash Transfer Programmes: Study Summary. Paper presented at the Conference on Cash, Food, or Vouchers? Washington, DC: IFPRI.

Menkhaus, Ken. "No Access: Critical Bottlenecks in the 2011 Somali Famine." *Global Food Security*, vol. 1, no. 1, Dec. 2012, pp. 29–35. *DOI.org (Crossref)*, doi:10.1016/j.gfs.2012.07.004.

Daniel Maxwell, Heather Stobaugh, John Parker and Megan McGlinchy. 2013. *Response Analysis and Response Choice in Food Security Crises: A "Roadmap."* HPN Network Paper 73, Humanitarian Practice Network. London: Overseas Development Institute.

Hedlund, K., Majid, N., Maxwell, D., & Nicholson, N. (2013). Somalia Cash and Voucher Evaluation. (Executive summary only).

Susanne Jaspars (2006). *Livelihoods analysis and identifying appropriate interventions (Special Supplement 3). Supplement 3: From food crisis to fair trade, March 2006. p12. [www.enonline.net/fex/103/chapter3](http://www.enonline.net/fex/103/chapter3)*

Eng and José Ciro Martinez. 2014. "Starvation, Submission and Survival: Syria's War Through the Prism of Food." Middle East Report, No. 273, (Winter), pp. 28-33.

WFP. 2019. "News Releases." <https://www.wfp.org/news/world-food-programme-consider-suspension-aid-houthi-controlled-areas-yemen>  
<https://www.wfp.org/news/wfp-assistance-rescues-yemen-brink-struggle-continues-millions>

**Book review on:**

Kindler, R., & Klohr, C. 2018. *Stalin's Nomads: Power and Famine in Kazakhstan*: Pitt Press.

**Assignments due**

Reading

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**Session 11. Programmatic and Policy Response #2: Livelihoods and Resilience**

*As is has become clear that famine is a process, not just an event, more effort has gone into prevention, and that usually means building more resilient households, communities, and livelihood systems. But how these actually are designed and implemented remains somewhat scattered and idiosyncratic.*

**Learning Goals:**

After this sessions the student will be able to:

- Apply information and analytics to program responses in situations of chronic food insecurity
- Relate program and policy responses to food security and nutrition outcomes
- Describer how early action and resilience program reduces the incidence of acute food insecurity and ensure more rapid recovery

**Required Reading:**

Save the Children, & Oxfam. (2012). A Dangerous Delay: The cost of late response to early warnings in the 2011 drought in the Horn of Africa.

Peters, K., & Pichon, F. (2017). Executive Summary of Crisis Modifiers: A solution for a more flexible development-humanitarian system?

Béné, C., Devereux, S., & Sabates-Wheeler, R. (2012). Shocks and Social Protection in the Horn of Africa: Analysis from the Productive Safety Net Programme in Ethiopia.

Cathy Watson and Andy Catley. 2008. "Livelihoods, livestock and humanitarian response: the Livestock Emergency Guidelines and Standards." HPN Network Paper #64. London: ODI.

Cabot-Venton, Courtenay, Catherine Fitzgibbon, Tenna Shitarek, Lorraine Coulter, and Olivia Dooley. 2012. "The Economics of Early Response and Disaster Resilience: Lessons from Kenya and Ethiopia." Report for the Department for International Development (DFID). London: DFID.

Frankenberger, T. R., Constan, M., Nelson, S., & Starr, L. (2014). Building Resilience for Food & Nutrition Security: Current Approaches to Resilience Programming Among Nongovernmental Organizations. Retrieved from <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/128167/filename/128378.pdf>

**Book review on:**

*Margie Buchanan-Smith and Susannah Davies. 1995. Famine Early Warning and Response: The Missing Link. London: Intermediate Technologies Publications*

**Assignments due**

Policy Brief due: Policy responses to the problem in student’s semester project.

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**Session 12. Accountability for Famine**

While much of the literature about preventing, detecting, mitigating, measuring and responding to famine and acute food insecurity are fairly technical in nature, famine and crises of lesser severity are first and foremost political phenomena, and the politics of prevention revolve around accountability as much around technical interventions. To quote one of the articles we will read, "Since at least the mid-1990s, scholars studying famine have identified accountability as the single most important component of the system to prevent, mitigate and respond to famines. Yet by 2011, these mechanisms were not in place..."

**Learning Goals:**

After this sessions the student will be able to:

- Explain why accountability is a critical factor to preventing famine and acute food insecurity crises

- Describe what accountability is and how accountability mechanisms ideally function
- Explain why accountability mechanisms are so difficult to put into practice
- Explain the link between understanding famine as a crime and accountability mechanisms

**Required Reading:**

Edkins, J. 2000. Introduction. In *Whose Hunger? Concepts of Famine, Practices of Aid* (pp. xv-xxii). University of Minnesota Press. Retrieved from [www.jstor.org/stable/10.5749/j.ctttsxkq.5](http://www.jstor.org/stable/10.5749/j.ctttsxkq.5)

Banik, Dan. 2007. "Is Democracy the Answer? Famine Prevention in Two Indian States." *The New Famines*, edited by Stephen Devereux, Routledge, 2007, pp. 290–311.

De Waal, Alex. 2018. *Mass Starvation*. Chapter 2. Famines as Atrocities, pp.14-35.

Tong Deng Anei, Alex de Waal and Bridget Conley. 2019. "Accountability for Starvation: South Sudan" Somerville MA; World Peace Foundation

Nicholas Haan, Stephen Devereux and Daniel Maxwell. 2012. "Global Implications for Famine Prevention, Mitigation and Response." *Global Food Security* Vol. 1(1), pp. 74-79. *Special Edition on the Somalia Famine 2011-2012*.

Paul Howe. 2007. "Priority Regimes and Famine." Chapter 15, *The New Famines*, pp, 336-362.

**Assignments due**

Reading

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**Session 13. The Experience and Societal Impact of Famine and Extreme Food Insecurity**

*Blurb*

**Learning Goals:**

After this sessions the student will be able to:

- Describe how famines are qualitatively different from chronic severe food insecurity from the perspective of those experiencing famine.
- Discuss the differences in the experience of famine when the famine is the intentional product of policy.
- Explain how the choices made by individuals during a famine can affect the long-term recovery of individuals, communities, and societal norms.

**Required Reading:**

Majid, N., Adan, G., Abdirahman, K., Kim, J. J., & Maxwell, D. (2016). *Narratives of Famine: Somalia 2011*. Retrieved from Somerville, MA: <https://fic.tufts.edu/wp-content/uploads/Somalia-Famine-Narratives-Maxwell-FINAL-2-1-20161.pdf>

Edgerton-Tarpley, Kathryn. *Tears from Iron: Cultural Responses to Famine in Nineteenth-Century China*. University of California Press, 2008. (electronic, Chapter 2)

Ó Gráda, Cormac. *Eating People Is Wrong, and Other Essays on Famine, Its Past, and Its Future*. Princeton University Press, 2015. (electronic, Chapter1)

Zhou, X. (2013). *Forgotten voices of Mao's great famine, 1958-1962 : an oral history*: New Haven : Yale University Press. (electronic, Introduction & Ch 7).

Montreal Institute for Genocide and Human Rights Studies. N.D. "The Ukrainian famine memoirs." <https://www.concordia.ca/research/migs/resources/ukrainian-famine-memoirs.html>



Macintyre, Kate. "Famine and the Female Mortality Advantage." In *Famine Demography: Perspectives From the Past and Present*, edited by Tim Dyson and Cormac O Grada, 240-259. Oxford: Oxford University Press, 2002.

**Book Reports**

O'Grada, Cormac. *Eating People Is Wrong, and Other Essays on Famine, Its Past, and Its Future*. Princeton University Press, 2015. (

Zhou, X. (2013). *Forgotten voices of Mao's great famine, 1958-1962 : an oral history*: New Haven: Yale University Press

**Assignments due:**

Reading

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*The readings in this syllabus are subject to change or modification at the instructors' discretion*