COURSE DESCRIPTION AND LEARNING OBJECTIVES

From urban slums in the Global South to suburban food deserts in the Global North, experiences of food insecurity and hunger are complex and varied. The juxtapositions are stark: malnutrition and nutrient deficiencies coexist sometimes in the same communities with rampant over-nutrition and obesity. Today, many argue that the dominant approach to producing and supplying food is unsustainable and will be unable to provide adequate and appropriate food and nutrition in the context of global environmental change. The course will be organized around the three themes of systems, security and sustainability to help students to understand the structure and functioning of the global food system. We will pay particular attention to the social, political, economic, and environmental forces that impact food systems at different scales. In particular, we will explore ways of assessing the extent to which different parts of the food system adhere to principles of sustainability. It will also aim to enable students to learn how to assess how resilient or robust different aspects of the global food system are to environmental, political and economic change.

Learning objectives:

1) Working familiarity with key concepts including food systems, food security, food rights, and sustainability, etc.
2) Knowledge of historical and contemporary food systems and to provide a thorough and critical evaluation of the challenge of maintaining global food security over the next generation.
3) Ability to identify and discuss the root causes of food insecurity, hunger, and population growth. To critically explore possible solutions and alternatives to major food security challenges.

3) To enhance students’ ability to critically evaluate popular media on food related issues.

4) To provide training in writing short policy brief documents

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**TEXT AND READINGS**

*It is strongly recommended that students purchase the required text from the University Bookstore or the Campus Co-op. The text is also available as an e-book and from other online sellers.*

Required (for class readings and assessment):

Additional weekly readings from various journal articles, book chapters and technical reports will supplement the text and will be available on Courselink. See the weekly schedule below for the list of readings.

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**REQUIREMENTS AND ASSESSMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food systems diagram</td>
<td>15%</td>
<td>1 October</td>
</tr>
<tr>
<td>Policy brief</td>
<td>20%</td>
<td>22 October</td>
</tr>
<tr>
<td>Book review</td>
<td>25%</td>
<td>19 November</td>
</tr>
<tr>
<td>Discussion board/participation</td>
<td>20%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Unessay final</td>
<td>20%</td>
<td>Dec. 10</td>
</tr>
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**COURSE OUTLINE**

The following is an outline of the course. The sequence and timing of weekly topics is **NOT** binding and has been presented to give a general idea of the course content and to provide

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Please copy and paste all hyperlinks into your browser
a schedule for completing the required readings. Links to additional news and opinion pieces related to the weekly topics and covered in the lectures will be uploaded to the GEOG*3320 CourseLink page over the course of the term.

**Week 1 Introductions**
World Economic Forum. 2015. Why your food choices are a political act: https://www.weforum.org/agenda/2015/10/why-your-food-choices-are-a-political-act/

**Week 2 Food systems and the food economy**

Jennifer Clapp & William G. Moseley. 2020. This food crisis is different: COVID-19 and the fragility of the neoliberal food security order, The Journal of Peasant Studies, 47:7, 1393-1417,

**Week 3 Food systems: What are food systems and food systems diagrams**
Food System Primer. available: https://www.foodsystemprimer.org/the-food-system/

What is the food system? Available: https://www.futureoffood.ox.ac.uk/what-food-system

Thought Paper: Systems thinking and messy situations. Triarchy Press. (PDF available on courselink)

**Week 4 Food systems: The Rise of a Global Food Market**


**Week 5 Security: Food Security and Nutrition**


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Please copy and paste all hyperlinks into your browser
Week 6 Security: Food Rights


And visit the links below for additional information:
[http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx](http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx)

Week 7 Security: Food Riots and other Disruptions


Sneyd, Lauren ‘We eat what we have, not what we want’: The policy effects of food riots and eating after the 2008 Crisis in Cameroon in Hossain, Naomi and Scott-Villiers, Patta (2017) Food Riots, Food Rights and the Politics of Provisions. Routledge. Chapter 5.


Read Pg. 7-39; and any other chapter that interest you (scroll through and take a look at the photos).

Week 8 Sustainability: Population and Food

Case Study: Power, global obesity and the nutrition transition


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Please copy and paste all hyperlinks into your browser
Nutrition Transition

Junk food, processed food and ultra-processed food and impacts on health and the environment
https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnldJ6wFztNQOZnWWygck_Hh1sAV4GcJeS2YiojMmljqt7iPARZyf-U

Week 9 Sustainability: Climate Change and Food


Visit the link below, click around and read the site. Download the EAT - Lancet Report: https://eatforum.org/eat-lancet-commission/

Week 10 Sustainability: Local Food

Case study: Local Food in the Yukon


Become familiar with this website: https://firstweeat.ca


Optional:

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Please copy and paste all hyperlinks into your browser
Michael Leibovitch Randazzo & Michael A. Robidoux (2018): The costs of local food procurement in a Northern Canadian First Nation community: an affordable strategy to food security?, Journal of Hunger & Environmental Nutrition,

https://e360.yale.edu/features/arctic_heat_threatens_indigenous_life_climate_change

**Week 11 Ways forward: Resistance and Solutions**


Please visit and read Michael Pollan's website on Cooking 
http://michaelpollan.com/resources/cooking/

Vadzaih: Cooking caribou from antler to hoof. Old Crow: Vuntut Gwitchi Government. (PDF available to download online).

**Week 12 Conclusions**
Wrap up and final thoughts.

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**REQUIREMENTS AND ASSESSMENTS**

**Food Systems Diagram**

Systems Diagram: You will construct a systems diagram (based on one of several introduced approaches) that details your understanding of some food system challenge. This should seek to identify issues such as feedbacks, dependences, and illustrate the role of scale.

<table>
<thead>
<tr>
<th>Poor – under 6</th>
<th>Average – 6-9 points</th>
<th>Excellent – 10-15 points</th>
</tr>
</thead>
</table>

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Please copy and paste all hyperlinks into your browser
Policy Brief

Purpose: To write a two page policy brief advocating for a series of policies you think will help lead to a more sustainable and secure food system.

Activity: (1) Choose a senior figure you would like to talk to about creating a more sustainable and secure food system (e.g. if you are most interested in international policy, pretend that you are about to talk to the head of the Food and Agriculture Organization. If you are more interested in federal policy, pretend you are going to talk to a relevant federal cabinet minister. If provincial level politics is what interests you, imagine a meeting with a provincial cabinet minister. Or a member of the Loblaw/Wal-Mart board of directors if you are mostly interested in how the private sector may be important; or the mayor of a municipality).

(2) Pretend that you have an opportunity to meet with this senior person and think in very concrete terms about what sort of policy or policies you would like them to pass to help promote a more sustainable and secure food system.

(3) Write up, justify and defend these suggestions in the form of a 2 page (maximum) policy brief (plus supplementary materials, see below).

In your write up you will need to (1) Present your policy recommendations – make sure this are quite specific, concrete action plans that you think the head of an organization can actually do. (2) Justify why this is the “right thing to do”. (3) Describe how you will monitor
in the future whether this policy / these policies are actually having the intended consequences.

All this has to be compressed into 2 pages, plus a title page and (if you want, but this part is optional) a page of supporting or supplementary material.

Note: you have to also remember that senior people are very VERY busy and rarely have time to read a lot of text. So, I do not recommend you simply hand in two pages of unformatted paragraph style text. Rather, I recommend you think creatively about bullets, images, columns, text boxes, and make the document interesting to look at.

** We will workshop this assignment in class. Don’t worry, we’ll spend some class time discussing the assignment and we will go over some good and bad examples of policy briefs so you get a sense of formatting etc. Some of these policy briefs will also be posted on course link.

Your work will be evaluated on the following criteria:

Recommendations: Did you clearly articulate one (or more) doable, pragmatic and concrete policy recommendations?
Justification: Did you effectively and persuasively justify why your policy recommendations are “the right thing to do”?
Monitoring plan: Did you describe how to monitor whether your policy recommendations into the future?
Mechanics: Did you include a title page where you state who your intended audience is (i.e. you need to let us know whether you are imagining this brief is going to be read by a Loblaw executive or the head of the UN). Is your paper professionally presented, with appropriate referencing, accurate spelling, grammar, etc.?

Book Review

Review essay worth 25%:
For this assignment students will produce a scholarly review of Food 3rd edition by Jennifer Clapp. To develop a critical analysis of the text students should draw extensively on concepts and approaches covered in the required readings and in the lectures. We are reading some of the chapters as part of the weekly reading requirements and the remainder of the chapters are the students’ responsibility to read. DO NOT omit the unassigned chapters, they are still required reading as part of the review essay assignment. Do make time to read the entire book.

The paper should be no longer than 1500-2000 words. It should be typed, double- spaced and edited for spelling and grammar. The review should include a clear, original argument statement or thesis, and the essay should be organized or structured to defend the thesis. Students are expected to produce review essays that explicitly identify their argument and address counter-arguments to their positions. Essays must include a title page and a list of works cited or references. The reference page should list all sources that were consulted,
and students should properly document sources using a consistent documentation style throughout the paper (i.e. one of MLA, Harvard, APA or Chicago). A workshop on the review essays will be presented during one of our class sessions. A guide that will assist you in writing this assignment is below. Please note that this is a guide to assist you in structuring and writing your review assignment. It may also be useful to have a peer review your assignment.

Evaluation:

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Paper does not address a topic relevant to the assigned text</td>
<td>- Paper addresses a topic relevant to the course on food systems, security and sustainability</td>
<td>- Paper’s argument shows a sophisticated understanding of the assigned text</td>
</tr>
<tr>
<td>- Paper does not sufficiently provide a social science context for the issues presented</td>
<td>- Paper provides a social science context for the issues presented</td>
<td>- Paper’s argumentation and evidence provide new insights to the course themes and content</td>
</tr>
<tr>
<td>- Paper does not develop a clear argument</td>
<td>- Paper develops a clear argument</td>
<td>- Paper represents an exhaustive search for and analysis of relevant literature on the chosen topic</td>
</tr>
<tr>
<td>- Argument is descriptive or preferential in nature</td>
<td>- Argument demonstrates critical thinking</td>
<td>- Paper demonstrates a nuanced understanding of course content and themes</td>
</tr>
<tr>
<td>- Paper does not use sufficient evidence</td>
<td>- Paper uses evidence in support of the argument</td>
<td>- Paper is well organized</td>
</tr>
<tr>
<td>- Evidence is out of date, low quality, or not relevant</td>
<td>- Evidence is timely, high quality, and relevant</td>
<td>- Paper is referenced properly</td>
</tr>
<tr>
<td>- Paper does not demonstrate an understanding of food issues</td>
<td>- Paper demonstrates an understanding of food issues</td>
<td>- Paper is free from major spelling and grammar errors</td>
</tr>
<tr>
<td>- Paper does not adequately connect to course content</td>
<td>- Paper connects to the course content</td>
<td>- Paper is significantly longer or shorter than 2,000 words</td>
</tr>
<tr>
<td>- Paper does not engage with, or show an understanding of, course themes</td>
<td>- Paper addresses and develops course themes</td>
<td>- Paper is approximately 2,000 words</td>
</tr>
</tbody>
</table>

Discussion Board/Participation

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Please copy and paste all hyperlinks into your browser
As this course will be conducted in lecture and seminar format with a focus on the assigned readings it will entail intensive weekly discussions and in-class, active learning in small groups via break out rooms. We will also have an active discussion board for comments, reflections and insights on the weekly themes. Please post something from the readings you would like to know more about, something that made you think and reflect, something shocking. Some posts could be comments and engagement with your peers. Students must make ten posts throughout the semester. Attendance and informed participation by all will be expected.

Final unessay
Our final class session will present details about the unessay assignment. This is your opportunity to get creative about food systems and your ideas for ways forward for security and sustainability. Please read the link below for more information.

https://people.uleth.ca/~daniel.odonnell/Teaching/the- unessay

Final Unessay Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Format</td>
<td>The presentation has an evident structure and narrative suited to the topic and goal. The final project is polished and of high quality. The thesis / goal / priority of the work is clear.</td>
<td>The presentation was good, but some additional design forethought would have helped. The presentation’s structural and formal elements seem appropriate to the project’s goals.</td>
<td>The presentation fails to provide all information necessary and/or the chosen medium seems ill-fit for the project and its goals. The project feels hastily-assembled with little polish</td>
<td>Lacks any serious effort to develop a final exam-worthy project. Little to no evidence of preparation or attention to detail</td>
</tr>
<tr>
<td>Concepts</td>
<td>A critical and active engagement with the course material and concepts that shows insight and creativity and demonstrates time and effort.</td>
<td>Meaningfully engages course material and shows an effort to be creative. There is conceptual coherence but some unclear points.</td>
<td>This shows some level of engagement with the course material but it is unsustained.</td>
<td>There is little to no connection with the concepts, theories, and issues discussed in the course.</td>
</tr>
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</table>

3 points 2 points 1 point

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ADDITIONAL COURSE INFORMATION FOR GEOG 3320

CourseLink
The course will make use of CourseLink, particularly for posting slides, assignments, grades, and announcements as required. Written assignments will be submitted on CourseLink. Please check CourseLink regularly for relevant information.

Written Assignments
All course assignments are discussed in detail in the assignments guides available on CourseLink. Please download them and review.

Note that extensions are not possible

- You know the due dates of assignments from the first day of classes – it is your responsibility to plan your time so that you meet those dates. Time management is one of the objectives of this class.
- Assignments must be submitted on CourseLink on the day they are due, otherwise they will be considered late.
- Emailed assignments or assignments dropped off in the main GEG office or under the door of my office WILL NOT be accepted.
- Computer problems are not sufficient for an extension. MAKE SURE YOU BACK UP YOUR WORK.
- The exception to the late assignment/make-up exam policy is if you have a documented medical or recognized reason (in other words, only medical and compassionate reasons are recognized). Final decisions about extensions are at my discretion (i.e. documentation does not automatically equal an extension). You are responsible for contacting me in a timely manner (within one week) if you have a documented medical/family/compassionate emergency.

CourseLink
Course materials, including assignment instructions, will be posted on CourseLink. I also post my slides there as PDF. Some administrative information will be posted on CourseLink, including Teaching Assistant contacts and office hours. You are encouraged to check CourseLink for new handouts and other information regularly.

Teaching Assistants and Emailing
I do not reply to emails that should be addressed to a Teaching Assistant. The duties of Teaching Assistants include assisting you with questions about course content, assignments

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and disputed grades. They also mark your chapter reviews. The TAs are available by appointment for consultations each week. Their contact information will be posted on CourseLink in the beginning of the semester.

If you have a general question about an assignment, post it in the appropriate Discussion section of the course website – do not email me and do not email any Teaching Assistant directly. If you email us with a general question, we will reply telling you to post it online.

- When you post, put your question (or the theme of the question) in the subject heading.
- If you have a question about an assignment, make sure you check to see if it has already been answered before posting it. I do not respond to repeat questions.

Disputing a Grade

If there is an addition error, please let me know via email. Otherwise, we do not discuss marks over email or in class. Please schedule a meeting.

If you seek to appeal your grade, university policy requires that you speak with the TA who graded your paper before you speak with the professor. The TA who graded your paper will put their initials in brackets at the end of the grade line on CourseLink. If you want the paper re-graded, please write the TA 100 words explaining why you feel a higher grade is deserved. The means you have to explain why you think your assignment deserves more marks based on the quality of your work and the assignment guidelines/expectations.

The TA is empowered to raise your grade should they find your argument compelling. If you remain unsatisfied at the end of that appeal, you can appeal to the professor in writing. Please note that, on appeal, your grade can go up, down, or stay the same. We do not accept assignments for re-consideration with 24 hours of the assignment being handed back. No appeals will be accepted more than one week after the submission date.

Extra Credit

There are no opportunities for extra credit in this course.

Disclaimer from the Office of the Provost

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

Respectful Learning Environment

Students are expected to adhere to all University policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through social media, message boards, Teams chat, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronic devices in class.

Attendance and Note-taking

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As material discussed in class will differ from the text material, attending class is important. If you miss a class, it is strongly recommended that you obtain the notes from another student. You are not required to tell me that you have missed class.

**STANDARD STATEMENTS REGARDING COURSES (UNDERGRADUATE)**
(Or here: http://www.uoguelph.ca/vpacademic/avpa/checklist/)

**E-mail Communication**
As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Drop Date**
The deadline to drop one-semester courses without academic penalty is the last day of classes. The deadline to drop two-semester courses will be the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

**Copies of out-of-class assignments**
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Online Behaviour
From Cate Dewey, the Assistant Vice Present, Academic: Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

• Posting inflammatory messages about your instructor or fellow students
• Using obscene or offensive language online
• Copying or presenting someone else’s work as your own
• Adapting information from the Internet without using proper citations or references
• Buying or selling term papers or assignments
• Posting or selling course materials to course notes websites
• Having someone else complete your quiz or completing a quiz for/with another student
• Stating false claims about lost quiz answers or other assignment submissions
• Threatening or harassing a student or instructor online
• Discriminating against fellow students, instructors and/or TAs
• Using the course website to promote profit-driven products or services

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• Attempting to compromise the security or functionality of the learning management system
• Sharing your user name and password
• Recording lectures without the permission of the instructor