

GGR 329 H1

THE GLOBAL FOOD SYSTEM

Course Syllabus | Winter Session (Jan – April 2020)

Department of Geography and Planning, University of Toronto

Class Meeting: Fridays, 10:00 AM -12:00 PM

Location: OI 2212

Instructor: Megan Sheremata

Email: megan.sheremata@utoronto.ca

Office Hours: Fridays, 12:30 – 2:30PM

Office: 5038 Sidney Smith Hall

Teaching Assistants: Michael Chrobok and Emily Leung

OVERVIEW

Feeding ourselves and our families are arguably the most important activities in our day-to-day lives. Food forms several critical functions, connecting us to the natural environment, our communities, our cultural traditions, and to disparate places across the globe.

At the same time, the global food system is impacted by – and is a driver of - environmental change and social inequality, with serious implications for natural systems and human well-being. These issues unfold in distinct ways in different contexts.

In this course we will investigate a selection of current issues and debates pertaining to the global food system. We will explore how ongoing social and historical processes are related to environmental change, food security, and well-being. We will also consider approaches to advancing equity in food systems. Throughout the course, we will reflect on how scholarly work relates to real-world problems.

Course Objectives

Once you have successfully completed this course, you should be able to:

1. Describe critical aspects of the dynamic relationships between food, people, and the non-human natural environment;
2. Discuss main theories and concepts applicable to today's changing geographies of food in Canada and across the globe;
3. Identify key factors that have shaped today's global food system.
4. Evaluate initiatives to advance equity and sustainability in the food system, as well as the social structures that have constrained such initiatives.
5. Synthesize key ideas from scholarly writing on the global food system through in-class discussions and writing assignments.

COURSE FORMAT

Class meetings will consist of lectures, multimedia presentations, and occasional guest lectures. We will be using weekly readings to engage in discussions and active learning. The material we cover in class will be used to help interpret class readings, explore additional concepts, and provide opportunities for students to share their perspectives on course

themes.

Our course website is available through Quercus, where all course materials except the textbook will be posted, including the syllabus, assignment descriptions and Turnitin submission links.

ASSIGNMENTS AND EXAMS

| Item | Grade weight | Details | Due Date |
|--|--------------|---|--|
| Participation | 10% | Attendance, In-class Activities, etc. | n/a |
| Quizzes | 15% | Seven quizzes, at start of class (2 dropped) | In-class, unannounced |
| Assignment 1: Podcast Summary & Paper proposal | 15% | Includes in class peer review of podcast summary and proposal; submit on Quercus/Turnitin and a hardcopy | Submitted on Quercus on Feb 6th, 2020 at 11:59 PM Hardcopy submitted at the start of class on Feb 7th, 2020 |
| Assignment 2: Paper | 30% | Submit on Quercus/Turnitin and a hardcopy | Submitted on Quercus on March 26th (11:59PM), 2020 Hardcopy submitted at the start of class on March 27th, 2020 |
| Final Exam | 30% | Covers all reading, lectures, and guest lectures from semester | TBA (Exam period is April 9-30, 2020) |

Note: Further assignment details will be provided in class and on Quercus

Brief overview of assignments:

1. *Quizzes (15%) 2-3 questions, 7 quizzes*

There will be seven quizzes **at the start of class** on unannounced days. These quizzes will cover required readings (not supplementary readings) each week. Two of the seven quizzes can be dropped.

2. *Assignment 1: Podcast summary and paper proposal (15%) Due Feb 6, 2020 11:59 PM (Hardcopy at start of class on Feb 7, 2020)*

In this assignment you will write a 400-word summary of an episode from the food-themed podcast *The Secret Ingredient*, and you will propose a paper on a key theme of the podcast. The proposal will include a thesis statement, a brief literature review, a detailed outline, and a timeline for completion of all stages of the paper using U of T's assignment calculator (<https://ctl.utoronto.ca/assignmentcal/>).

This assignment will be peer-reviewed in class on Feb 7th. If you cannot be in class on that day, contact the instructor ASAP.

3. *Assignment 2: Position paper: (30%) Due March 26, 2020, 11:59 PM (Hardcopy at start of class on March 27, 2020). Length 1600-1800 words*

In this assignment you will write a paper to support the thesis statement you detailed in Assignment 1, drawing from academic literature to support your arguments. Your paper will examine a point or theme of interest to you arising in the podcast, and involve one or more of the core critical themes in the course.

4. *Final Exam (30%)*

The exam will cover readings (required and supplementary) and lecture material for the entire course, including guest lectures. You are responsible for any reading material not discussed in class. The final exam will be three hours and will be scheduled during the university exam period. You will be allowed to bring one Hilroy 200 single-sided pages notebook (#13224) containing only handwritten notes into the exam (April 9 - 30, exact date TBA). For those with a preference for typed notes, you may bring a stapled set of 200 single-sided pages (8.5 x 11 inches) with pages numbers on the top corners of all pages. If bringing typed notes, you will be required to leave those at the end of the final exam.

5. *Participation (10%)*

Part of your overall course grade (10%) is based on comments/questions in class, leading land-acknowledgements, contributing to small group discussions, submitting questions to guest speakers, posting written questions on Quercus, and being prepared for in-class activities. It also includes factors such as attendance and arriving on time. If you are uncomfortable speaking in class, you may achieve still full participation marks. To help calculate your participation mark, I will take class attendance every week, and collect 'tickets-out-the-door'. **Note: email correspondence will not count toward participation.**

Assignment submissions and late penalties

Please submit assignments electronically by **11:59PM** to Quercus on the due date (typically the day before class), **and** bring a hard copy to class. Late assignment submissions to Turnitin will be penalized 5% per day (including weekends). Assignments will not be accepted more than six days after the due date.

Submitting assignments on Quercus - Turnitin

Normally, students will be required to submit their course essays to Turnitin for a review

of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com web site.

Grade appeals

Instructors and teaching assistants take the marking of assignments seriously and work diligently to be fair, consistent, accurate, and to proactively eliminate implicit bias. Nonetheless, mistakes and oversights occasionally happen. If it is a mathematical error, please contact the instructor by email. If it is a more substantive appeal, you must adhere to the following:

- a. Wait at least 24 hours after receiving your mark;
- b. Carefully re-read your assignment, all assignment guidelines, marking schemes, and the grader's comments.
- c. Send the course instructor (not TAs) a grade appeal by email within 5 days of receiving the mark. In your email, include:
 - i. one paragraph clearly indicating why you believe you should receive a regrade
 - ii. the original assignment, and
 - iii. all original comments.

Most grade appeals result in the same mark. However, while a mark may go sometimes go up, it may also go down.

Missing Work

You are expected to complete all assignments by the dates indicated in this outline. Exemption or deferral of an assignment or examination is only permitted for a medical or personal emergency or religious observance. Please notify me if you anticipate any problems in meeting the deadlines outlined here. If you miss an assignment deadline I will expect you to come forward as soon as possible well before the assignment is due. Arrangements to make up for missing work may be done no later than six days after the due date. I will normally request documentation in order to accommodate missed term work unless exceptional circumstances have arisen.

- U of T Verification of Illness or Injury Form (available [online](#))
- Student Health or Disability Related Certificate
- A College Registrar's Letter
- Accessibility Services Letter

COURSE EXPECTATIONS

Contacting the instructor

- If you have a question requiring more than a brief email response, please see me in person during office hours.
- **Please include the course code (GGR 329H1S) in the email subject line.**
- Please treat emails like any other professional communication.
- I will try to respond to messages within 2-3 working days
 - Please allow adequate time for me to respond (e.g. avoid sending last-minute emails before an assignment is due).

- I do not check or respond to emails on weekends or outside of regular working hours (9am-5pm).
- Before emailing me, please ensure your question is not answered in the syllabus or on the course website. If it is, I may not respond.

Academic integrity and plagiarism

Plagiarism is quoting or paraphrasing another author's work, including the work of fellow students, without proper use of citations and/or quotations marks. You should not be submitting any academic work for which you have previously obtained or are currently seeking credit without first discussing this with me. Some useful resources:

- Academic integrity: <http://academicintegrity.utoronto.ca>
- How not to plagiarize: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Cheating and plagiarism are serious offenses at UofT. All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Visual and audio recording

You are not permitted to make any video, photo or audio recordings of any aspects of in-class meetings except for accessibility purposes. If you would like to take photos or videos during class, please speak with me or with Accessibility Services beforehand.

Electronic devices

Although laptops are permitted in class, handwritten notes are preferred. ***If you use a laptop to take notes, please sit at the front left of the class. Do not use your laptop in a way that is distracting or for non-class activities*** (e.g. Instagram, shopping, etc.).

Please set cell phones to silent and keep them tucked away during class. If you must use a cell phone (e.g. family emergencies), **step into the hallway to text or call.**

SUPPORT, ACCOMMODATION AND SERVICES

Accessibility

Both the University of Toronto and I are committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or www.studentlife.utoronto.ca/as

Mental health

If you have mental health concerns, health and wellness resources are available at UofT: <http://www.studentlife.utoronto.ca/hwc>

Writing

The University of Toronto offers excellent resources to help students improve their writing:

- The Writing Centre: www.writing.utoronto.ca
 - English language support:
 - <http://writing.utoronto.ca/support/english-language-support/>
 - <http://www.artsci.utoronto.ca/current/advising/ell>
 - 60+ advice files on all aspects of writing: <http://advice.writing.utoronto.ca/student-pdfs/>

Style

Use APA formatting for citations and references on all assignments. See: <https://owl.english.purdue.edu/owl/resource/560/01/>.

When writing about Indigenous Peoples in your assignments, refer to Younging's Elements of Indigenous style (see below for more details).

READINGS

Required texts:

Koç, M., Sumner, J., & Winson, A. (2017). Critical perspectives in food studies (2nd Ed.). Don Mills, ON: Oxford University Press [Please be sure to look for the second edition!]

Younging, G. (2018). Elements of Indigenous Style. Edmonton, Alberta : Brush Education.

- In addition to being required to submit assignments in APA style, you will also be required to follow Younging's 2018 text on appropriate style for writing about Indigenous Peoples. It is available at the bookstore and is on reserve in the library. You may also attend my office hours to borrow my copy.
- All other required course readings, unless otherwise noted, will be available for download or linked through Quercus.
- Please read the required readings *before* the class for which they are assigned. **Assigned/required readings** will be testable on quizzes and on the final exam. Note: a handful of **supplementary readings** will not be tested in quizzes, but will be subject to testing on the final exam. **Recommended readings** are few, and may help you with course work. But they will not be tested.
- I encourage you to come to class with questions and comments on the assigned / recommended readings as this can improve your participation mark.

Course Reading & Lecture Schedule

Class 1 | Friday, Jan 10

Introduction to Food System Studies

- TEXTBOOK: Chapter 1
- Simpson, L. (2008). Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review*, Volume 23, Number 2, Fall 2008, pp. 29-42.
- Read Terminology section from Younging (2018)
- **Read & review course syllabus**

Class 2 | Friday, Jan 17

The Global Food System and Environmental Change

- TEXTBOOK CHAPTER 9 A Political Ecology Approach to Industrial Food Production
- Global Sustainability 1, e11, 1–18.
- IPES-Food. 2016. From uniformity to diversity: a paradigm shift from industrial agriculture to diversified agroecological systems. International Panel of Experts on Sustainable Food systems. **READ PAGES 13-25.**
- Crews TE, Carton W, Olsson L. (2018). Is the future of agriculture perennial? Imperatives and opportunities to reinvent agriculture by shifting from annual monocultures to perennial polycultures.

Skype Guest Talk on Climate-resilient Agriculture: Luke Struckman, Carleton University

Assignment 1 to be assigned.

Class 3 | Friday, Jan 24

Sustainability and Agroecology

- **Listen to:** *Strawberries: Episode 17 of The Secret Ingredient*, a podcast accessible here: <http://thesecretingredient.org/strawberries/>
- Isaac, M. E., Isakson, S. R., Dale, B., Levkoe, C. Z., Hargreaves, S. K., Méndez, V. E., ... & Nelson, E. (2018). Agroecology in Canada: towards an integration of agroecological practice, movement, and science. *Sustainability*, 10(9), 3299.
- IPES-Food, 2018. Breaking away from industrial food and farming systems: Seven case studies of agroecological transition. Pages 1-16; Drôme Valley Case Study Pages 58-68

Activity: Small group/class discussion of podcast

Guest talk on sustainability in viticulture: Sara D'Amato, wine consultant

Supplementary reading: IPES-Food. 2016. From uniformity to diversity: a paradigm shift from industrial agriculture to diversified agroecological systems. International Panel of Experts on Sustainable Food systems. (Pg 26 – 45)

Class 4 | Friday, Jan 31

Food Regimes and Agricultural Policy

- TEXTBOOK CHAPTER 2 Changing Food Systems From Top To Bottom

- TEXTBOOK CHAPTER 10 Crisis in the Food System: The Farm Crisis
- Listen to Podcast: *Sugar*, Episode 1 of The Secret Ingredient, a podcast accessible here: <http://thesecretingredient.org/episode-1-sugar/>
- Also read: <https://theglobepost.com/2019/06/19/congress-reparations-slavery/>

Guest lecture on sources of law in the food system: Eva Ligeti, LLB/LLM Adjunct Professor

ASSIGNMENT #1 TO BE SUBMITTED ON QUERCUS on Feb 6th, BY 11:59PM and A HARDCOPY BROUGHT TO CLASS

Supplementary reading: IPES-Food. 2016. From uniformity to diversity: a paradigm shift from industrial agriculture to diversified agroecological systems. International Panel of Experts on Sustainable Food Systems. (Pg 46 - 67)

Class 5 | Friday, Feb 7

Hunger, Malnutrition, and Food Security

- TEXTBOOK CHAPTER 15 Origins and Consequences of and Responses to Food Insecurity in Canada
- TEXTBOOK CHAPTER 18 Global Food Security Governance: Key Actors, Issues, and Dynamics

In-class peer review of Assignment 1

Assignment 2 to be assigned

Class 6 | Friday, Feb 14

Gender, Invisibility, and the Food System

- TEXTBOOK CHAPTER 8 Still hungry for a feminist food studies
- Burke, W. J., Li, S., & Banda, D. (2018). Female access to fertile land and other inputs in Zambia: why women get lower yields. *Agriculture and human values*, 35(4), 761-775.
- Leroux, J. (2018). Household Food Insecurity among Older People in Canada: The Exploration of a Public Health Issue Rendered Invisible. (Read abstract only)
- Listen to Podcast: *Milk* of The Secret Ingredient, a podcast accessible here: <http://thesecretingredient.org/milk-alissa-hamilton/>

Guest talk on gender: Kisanet Guebru, gender specialist

**Reading Week | Friday, Feb 21
NO CLASS**

Class 7 | Friday, Feb 28

Indigenous Peoples in Remote Communities in Canada: Country Food, Conservation, and Well-being

- Kendrick (2013). Canadian Inuit sustainable use and management of Arctic species.
- ICC Alaska. (2015). Alaskan Inuit Food Security Conceptual Framework. How to assess the Arctic from an Inuit perspective.
- **Film: Angry Inuk**

Class 8 | Friday Mar 6

Food Sovereignty and Indigenous Peoples

- TEXTBOOK CHAPTER 14 What Constitutes Good Food? Towards a Critical Indigenous Perspective on Food and Health

Guest Talk: Chef Johl Whiteduck Ringuette, Proprietor of NishDish

Class 9 | Friday, Mar 13

Migrant Farm Labour and Food Production in the Americas

- **Listen:** The Secret Ingredient Podcast Episode 13 - Peasantry with Blain Snipstal, accessible here: <http://thesecretingredient.org/the-peasantry/>

Guest talk on African American farmers in the early 1900s in Ontario: Ed Dunsworth, PhD. historian and postdoctoral fellow, York University.

Note: March 15th is the Last day to drop S section code courses from academic record and GPA

Class 10 | Friday, Mar 20

Migrant Labour in Ontario

- Strauss, K., & McGrath, S. (2017). Temporary migration, precarious employment and unfree labour relations: Exploring the 'continuum of exploitation' in Canada's Temporary Foreign Worker Program. *Geoforum*, 78, 199-208.
- **Film: Migrant Dreams, Min Sook Lee**

ASSIGNMENT #2 TO BE SUBMITTED ON QUERCUS on March 26th, BY 11:59PM and A HARDCOPY BROUGHT TO CLASS

Class 11 | Friday, Mar 27

Urban Food Access & Governance

- TEXTBOOK CHAPTER 19 Municipal Governance and Urban Food Systems
- Usher, K. M. (2015). Valuing all knowledges through an expanded definition of access. *Journal of Agriculture, Food Systems, and Community Development*, 5 (4), 109-114.

**Guest talk on urban food systems in NYC: Michael Chrobok, PhD Candidate,
University of Toronto**

Class 12 | Friday April 3
Critical Food Policy

- TEXTBOOK CHAPTER 22 *Actualizing Sustainable Food Systems*
- TEXTBOOK CHAPTER 24 Building food sovereignty: A radical framework for socially just and ecologically sustainable food systems (pp. 363-379)
- IPES-Food. 2016. From uniformity to diversity: a paradigm shift from industrial agriculture to diversified agroecological systems. International Panel of Experts on Sustainable Food systems. **(Pg 68 - 74)**

Final lecture and exam review/Q & A