

DEST 401.12: Comparative food systems and food security
Syllabus
Winter Semester, 2019

Tuesday and Thursday: 15:30 – 16:45

Room: ES614

Instructor: Vinay Rajdev

Office: ES 440

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Office Hours: Tuesdays 1-2pm; or by appointment

Pre-requisite: Dest 393

COURSE DESCRIPTION

The goal of this class is to understand the basic principles of food systems by comparing various food production strategies, including industrial, organic and alternative farming and Indigenous food systems. In addition, we will review the concept of food security and food sovereignty, including poverty, hunger and equity in a context of different food systems; and through case studies, we explore cross cultural perspectives on culinary and dietary traditions, food preference, individual and cultural identity.

COURSE LEARNING OBJECTIVES

By the end of this course, you will understand and think critically about where our food comes from; to provide the knowledge base from which you can critically evaluate arguments for and against various forms of food production and the food system; and finally, to expose you to challenges, the problems and prospects of the industrial food system as we know it and to better understand new and innovative approaches that are emerging at local and regional levels.

REQUIRED TEXT

This class has no required text. Throughout the term, reading materials will be provided electronically or as “hard copy”

COURSE REQUIREMENTS

Exams and Assignments	Date	Grade
In-class participation	-	10%
Film reaction Paper	Feb. 12	10%
Group presentation	Apr. 2/4	20%

Mid-term exam	Feb. 14	30%
Take-home final exam	Apr. 20	30%

LETTER GRADE ASSIGNMENT

At the end of the course, the numerical marks will be summed and a final letter grade will be assigned based on the following scheme:

Percentage Range	Letter Grade	Percentage Range	Letter Grade
95% or higher	A+	65-69%	C+
90-94%	A	60-64%	C
85-89%	A-	55-59%	C-
80-84%	B+	50-54%	D+
75-79%	B	45-49%	D
70-74%	B-	44% or lower	F

Note: To pass this course, you must have a minimum D in all components. Earning less than a D in at least one component will have you failing the course.

CLASS SCHEDULE AND READING ASSIGNMENTS

Please note that the class schedule is subject to change due to unforeseen circumstances.

Date	Topic	Reading**
Jan. 10	Course introduction	
Jan. 15	Defining food systems	Hamm 2009 "Principles for Framing a Healthy Food System". Pollan 2006 "Omnivore's Dilemma" Introduction.
Jan. 17	Defining food systems (continued)	Lappee 2010 "The Climate Crisis at the end of our fork. In Diet for a hot planet"
Jan. 22	Defining food security and food sovereignty	Selections from Erikson and Liveman 2010 "Food Security and Global Environmental Change".
Jan. 24	Overview, history and development of the industrial food system	Berry 1977 "The Unsettling of America: culture & agriculture". Lappee 2010 chapter 7 and 8 "Diet for a hot planet"
Jan. 29	Concepts of sustainability and application to sustainability agriculture and agroecology	Altieri 1995 chapter 3 "Agroecology the Science of Sustainable Agriculture". Lappee 2010 chapter 1 "Diet for a Hot Planet"

Jan. 31	How we produced food in the past. Pre-industrial food production and centres of domestication	Nabhan 2009 "Where our food comes from: retracing Nikolay Vavilov's quest to end famine". Glaser 2012 "State of the scientific knowledge on properties and genesis of Anthropogenic Dark Earths in Central Amazonia (terra preta de Índio)"
Feb. 5	Film – Food Inc.	
Feb. 7	Class discussion of the film	
Feb. 12	Food systems in developing nations	Kennedy et al 2004 "Globalization of food systems in developing countries: a synthesis of country case studies" Pinstrup-Anderson 2007 "Agricultural research and policy for better health and nutrition in developing countries: a food systems approach"
Feb. 14	Mid-term exam	
Feb. 19 & 21	Reading Week: No classes	
Feb. 26	Agroforestry in developing nations	Nair 1985 "Classification of agroforestry systems" Jose 2009 "Agroforestry for ecosystem services and environmental benefits: an overview" Mbow et al 2014 "Agroforestry solutions to address food security and climate change challenges in Africa"
Feb. 28	Guest lecture – Ben McKay (food system and food sovereignty in Latin America)	Readings to be determined
Mar. 5	Guest lecture – Suzanne Chew (smart cooking and microfinance)/Tatenda Mambo (food system and food security in Malawi)	Readings to be determined
Mar. 7	Food systems in Indigenous communities	Ford 2009 "Vulnerability of Inuit food systems to food insecurity as a consequence of climate change: a case study from Igloodik, Nunavut" Gerlach and Loring 2013 "Rebuilding northern foodsheds, sustainable food systems, community well-being, and food security"

Mar. 12	Food security in Indigenous communities	Furgal et al 2012 Impacts of climate change on food security in Nunavik and Nunatsiavut Kenny et al 2018 “Calories are cheap, nutrients are expensive – the challenge of healthy living in Arctic communities”
Mar. 14	Guest lecture – Craig Gerlach (Food system and food security in Alaska)	Readings to be determined
Mar. 19	Concept of food, energy and water nexus	Hoff, H. 2011 “Understanding the Nexus. Background Paper for the Bonn2011 Conference: The Water, Energy and Food Security Nexus” Albrecht et al 2018 “The Water-Energy-Food Nexus- A systematic review of methods for nexus assessment”
Mar. 21	Guest lecture – Shelby Montgomery (Community garden and greenhouses in northern region)	Readings to be determined
Mar. 26	Guest lecture – Alex Wilkinson (food, energy and water intervention – CropBox)	Readings to be determined
Mar. 28	Future of food production	Shiva 2000 “Stolen Harvest”
Apr. 2	Group presentations	
Apr. 4	Group presentations	
Apr. 9	Film	
Apr. 11	Course wrap-up and take-home exam	
Apr. 15-27	Take-home exam due	

** Additional readings will be assigned during the term. The reading assignments are subject to change should I find, during the present term, more recent publications which better cover the topic considered. If this occurs, I will inform you no later than 2 weeks prior to the relevant class.

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior 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.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRIS (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>