



Honours Seminar: Globalization & Food

GlnS 4090

Fall 2017

Seminars: Tuesdays 8:35-11:25 am

Instructor: M. Steckley

Location: River Building (Richcraft Hall) 3220

Office: Ritchcraft Hall 2402R

Office Hours: Thursdays 3:30-5:30 & Tuesdays 11:30-12:30

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Course Overview

Food offers exciting possibilities for social change, and tragic illustrations of the trenchant inequalities of the human condition in our time. Food offers ways to build bridges and community cohesion, but can also embody prejudice, violence and suffering. Food production and consumption can foster social equity, healthful lives, and environmental rejuvenation, or can entrench labour exploitation, dietary bankruptcy, and ecological decline. In this course, we explore the consequences of the way we eat. In particular, we investigate the relationship between Globalization and Food following 4 key themes: the Global Food Economy; Food, Identity and Power; Eating and Ethics; and Food Justice. To complement our 'food' content, we will work our way through a variety of qualitative research methods. Through the lens of Food, students will have the exciting opportunity to engage meaningfully in their food communities to conduct primary research, imagine possibilities for more just and equitable food systems.

Learning Outcomes

1. Develop a scholarly capacity for analyzing the interactions between food, society and the environment.
2. Critically examine key themes in food research, with a focus on ecological sustainability, and social inequalities.
3. Be aware of the historical roots of the contemporary Global Food System.
4. To be able to articulate the differential impacts of industrial farming, agro-ecological approaches.
5. Be able to explain a range of qualitative research approaches, and to carry out an independent qualitative research project.

Required Texts

Weis. 2007. The Global Food Economy.

Weis. 2013. The Ecological Hoofprint.

Shiva. 2016. Who Really Feeds the World?

*Other Readings Available on CuLearn



Format

This course is organized as a small seminar with a commitment to developing collaborative learning among all who participate. We will engage with each other through lectures, workshops, films, and student-lead discussions.

Evaluation

Seminar Participation _____ 20%

Reading Responses _____ 20%

Week's 2-11 = 10 in total

Proposal Presentation _____ 10%

Seminar Leadership _____ 10%

Final Research Presentation and Project _____ 40%

Due in class: **December 5th**

- * **Late Policy:** No extensions will be granted without the approval of the instructor prior to the deadline. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.
- * Students must submit ALL assignments to qualify for an A- or better on final grade.

Office Hours and Communication:

I am eager to help you with any problems you might have with the course, and will be available after each class, for as long as I am needed. My preference for in-depth thematic and content-related questions is for a meeting (either face-to-face, through google hangouts, or by phone). I am happy to respond to short logistical questions through e-mail. When sending an e-mail please remember to put GlnS 4090 as the subject. Please do not expect an instant reply: I will do my best to answer promptly. I do not read e-mails either on weekends.

ON WRITING

**Everyone can improve writing skills--even terrific writers. Check out the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>) for coaching to improve your work

Thematic Outline:

Week #	Class Week	Topic	To Read:
PART 1 THE GLOBAL FOOD ECONOMY			
1	Sept. 12	Introduction: <i>Workshop: Writing a Research Paper</i>	Weis. 2007. Introduction & Chapter 1
2	Sept. 19	Agrarian Capitalism <i>Workshop: Proposals</i>	Weis. 2007. Chapter 2
3	Sept 26.	Land, Food & Structural Adjustment Workshop: Qualitative Research Methods (Food)	Weis. 2007. Chapter 3
4	Oct. 3	Global Agricultural Governance Workshop: Content and Discourse Analyses (Food)	Weis. 2007. Chapter 4
		Proposal Presentations	
PART 2 FOOD, IDENTITY, AND POWER			
5	Oct. 10	Consumption and Identity	1. Wilk. "Real Belizean Food." 2. Freidberg. "French Beans for the Masses" 3. Watson. China's Big Mac Attack.
6	Oct. 17	Production and Labour	1. Mintz, S.W. Time, Sugar, and Sweetness 2. Schlosser. The Chain Never Stops.
	Oct. 24	Fall Break - Read Ahead	
PART 3 EATING AND ETHICS			
7	Oct. 31	Livestock, Environmental Change	Introduction, Chapters 1 and 2
8	Nov. 7	Meat and Social Inequality	Weis Chapters 3 and 4
9	Nov. 14	Food Activism	1. Guthman. Fast Food/ Organic Food: Reflexive Taste an the Making of Yuppie Chow. 2. Clark. The Raw and the Rotten: Punk Cuisine.
PART 3 STRUGGLES FOR CHANGE			
10	Nov. 21	Feeding the World 1	Shiva Chapters 1, 2, and 3
11	Nov. 28	Feeding the World 2	Shiva Chapters 4, 5, and 6
12	Dec. 5	Wrapping Up	Shiva Chapters 7, 8, and 9
		Final Presentations & Food Research Projects Due	

Participation (20%)

Participating in discussions is one of the best ways to learn! Students are expected to share their insights through class participation. Listening and engaging with other students' ideas is expected. Because participation is absolutely crucial to the success of seminars I will expect full attendance at all sessions. Class participation will be judged largely on the basis of quality and frequency of contribution. Participation is an active process so students who show up but fail to become involved in the discussions will be deemed not to have participated. Participation, also, is more than just talking. The quality of your intervention will be taken into account.

Reading Responses (20%)

Summary : Students are expected to submit a short (100-150 words) response to one or more of that week's readings from Week #2-11 (10 submissions in total). In this short piece, you are encouraged to choose a representative quote from the readings, explain the author's main argument, and briefly offer your own analysis/critique of the reading(s), citing other references if appropriate. You are also expected to raise one meaningful question for discussion in class. The primary purpose for reading responses is to kick-start seminar discussions and to identify issues that need further elaboration in either seminars or lectures, so come prepared to have your response read out in seminar, and to discuss your response and the reading(s) it relates to. Reading responses will not be accepted after the beginning of the relevant seminar.

Evaluation: Individual Reading Responses will not be graded, you will receive a grade /10 at the mid-term and final class for your reading responses. Mere submission of a reading response does not merit a "point". Rather, the evaluation of your responses will be based on the quality of your submissions, the depth of your questions, and your engagement with the readings. To receive an "A" grade, you will critically engage with the weekly material, using examples and making direct reference to readings. Your submission will reflect that you have watched and understood all readings. Excellent responses might: demonstrate exceptional ability to relate films to real-world events, comment meaningfully on readings including personal reflections on arguments/situations in films; and ask meaningful questions. In addition, excellent responses will be free of grammatical and spelling errors.

Seminar Leadership (20%)

Each student will lead one seminar (45-60 minutes). Students will offer a brief overview of the week's readings, and then move beyond the readings to engage their peers in discussion.

Mere summary of the assigned readings is seriously discouraged. Seminar leaders, are encouraged to use supplementary sources to engage their peers (news media, comedy, photos). The leader will be in charge of the seminar group for that session. They will lead the discussion and be responsible for facilitating a meaningful discussion. They will need to ensure all members of the group participate in the discussion and that no person dominates. This will also mean they will need to have researched the topic in greater detail than the assigned reading will have allowed. All students are expected to have read the assigned pages in the textbook prior to the seminar session. The leader will need to develop a list of questions they will use to promote discussion. Questions should encourage thinking and discussion, not recall.

Proposal Presentation: (10%)

- In class October 3rd
- 3 minutes to present + 5-7 minutes questions/feedback/discussion

Each student will develop a concise and compelling presentation that highlights their Research Proposal Idea. Why is this a great topic? Why are you interested? How will you proceed? The aim here is to provide opportunity for students to synthesize their project idea in compelling, punchy and accessible terms that make information fun and engaging. Students will then get feedback from their peers and the instructor.

Evaluation

Proposal presentations will be evaluated on the basis of:

- The quality of the content of the presentation. This will involve the offering of pertinent information on your Research Plan (setting up the problem, methodology, key actors)
- The ability of the presenter to synthesize important material in informal, compelling terms using clear language.
- The effective use of real-world examples/stories/comedy etc to elucidate points

Helpful Tips

- reflect on what captivates you about a great presentation
- how can you offer the information on your chosen theorist in a way that is compelling, punchy, and engaging
- metaphor, story-telling, and verbal illustrations are often a great tools
- aim for a conversational style and tone - unforced and 'natural'
- use simple rather than 'academic' or complex sentence structure
- It can be difficult to convey information in 3 minutes, but the trick here is to avoid seeming rushed and avoid cramming in words - 100 words per minute is a good rule of thumb
- brevity does not mean 'dumbing down', as you choose information aim for depth over breadth
- Great presentations are fun to watch and participate in, so have fun with it!

Food Research Project (40%):

Honours Seminar: Food GInS 2030

Summary

This Project is designed to give you the exciting opportunity to conduct primary research. You are welcome to work individually, or in pairs with the aim to engage in research to investigate a specific food or food system. There are a range of possibilities, and you are encouraged to choose a project for which you are passionate.

- **40% of final grade**
- **due in class: December 5th**
- **Length: 2000 words (Individual) 4000 words (Pair)**
- ***draw on at least 8 academic sources course materials can be included in**
- ***Typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.**
- **Include your name, student number, and the date on the first page of your assignment.**

Components:

1. Presentation (10%)

- You will have 15 minutes to share the experience/findings of your research. Tell us about your findings and your experience in an engaging way!
- The Evaluation for this Component will be Identical to that of the Proposal Presentation

2. Research Paper (30%)

- **Introduction**
 - Include a short statement of your argument, and your research question.
- **Background/Literature Review**
 - Summarize your problem, the context, and the literature related to your question.
- **Methodology**
 - What did you do? How did you get your data?
- **Analysis and Discussion**
 - This is where you describe your data. What does it mean? How do you interpret what you have found? What is the significance of your findings? Was this expected?
- **Personal Reflection**
 - How did the experience of researching impact you? Did your perceptions change? How?
- **Conclusion/Recommendations**
 - Return to the big picture. Restate your research question and results, and why this is meaningful. What next steps should be taken to address your findings?

Research Ideas to Consider:

1. Qualitative Interview:

- Someone with a fascinating life history that has a “global” lens. Consider asking questions on the relationship to food culture, memory, and identity, and belonging/exclusion
- Members/leaders of the International Student Services Office, or International Students. You might discuss: Food, Inclusion, and Newcomers on Campus. How does food build bridges on campus? What makes you feel healthy and unhealthy about living in this place?
- Carleton Food Retail Staff to investigate sustainability, waste and meal plans on campus.
- Urban farmers and advocates of backyard chickens in Ottawa. Why are backyard chickens not permitted in Ottawa? What are the options for change?

2. Participant Observation:

- Attend an event that is ‘Global In Nature’: Is there food? What does the food and how people eat signify? Who prepared the food? Who served it? Who cleaned up? How does eating, and food practice reflect gender, culture, identity?

3. Ethnography:

- Conduct a 3-5 day ethnography as a food service worker, food bank staff, or waste collector.

4. Social Mapping:

- Do a social food map of campus. Does the food landscape speak to sustainability? class? power?

5. Action Research:

- Write a Plan for building a Sustainable Food Committee at Carleton. Has there ever been one? What happened to it? Interview former leaders. Identify challenges/barriers.

6. Participatory Action Research:

- Who is part of the “healthy workplace” movement on campus? Is it inclusive? Does the health workplace movement consider Global Environmental Health? There was once an “Eat Clean Challenge” -what happened?

7. Survey/Questionnaire:

- Food Meaning/Preference/Frequency Survey(s): What foods do you associate with men/women/children? How often do you try foods from a culture other than your own?
- Food Production (i.e. Have you ever grown food? Do you have an interest in Growing food?)
- Create a participatory wall: provide post-it notes, and pens, and ask: “Where are you from, and What did you eat today”.

8. Photovoice Project:

- Investigate Food Security on Campus through a photo voice project with Carleton’s CUSA Food Centre, see example “A Practical Guide to Photovoice: Sharing Pictures, Telling Stories, and Changing Communities”: http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf

9. Discourse analysis:

- How do food advertisements, draw on contemporary values and cultural myths? What does this say about contemporary values? What stories do the images of food tell? What associations are used in the depiction of food? When is food shown in a setting where it's made, e.g. the kitchen, as versus a setting where it's served or consumed? What values is the advertiser drawing on to persuade consumers?

10. Commodity Analysis

- conducting an inventory of all honey brands at 20 different retailers tracing the origins and ownership of the varieties. Analyzing ownership diversity available to consumers at different types of retailers. Similar methods could be applied to other foods, or different questions could be explored (through subjects like food trucks, community supported agriculture farms).

EVALUATION

Presentation

Creativity, Engaging, Delivery..... /5

(Consider: pacing/time keeping, articulation, sharp focus)

Assertion of Problem, Findings...../5

(Consider: Evidence, consistent argument)

Total..... /10

Research Project

Clear Organization and Includes All Assignment Components..... /5

Explanation of the Problem..... /5

Content, and Findings...../15

Writing, grammar/5

Total...../30

Rubric for Written Components:

*All individual assignment rubrics are outlined in the assignment descriptions

A+ = 90-100 % A= 80-89% B= 70-79% C=60-69% D= 50-59% F= below 50%

A = Demonstrates excellent gathering of "evidence" and description of "data," plus a strong interpretive analysis that explicitly draws on at least 8 academic sources to shape discussion (citing author and title in the text). Skilled critical analysis and precise argument; meaningfully incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, sharp critical thinking, creative application and synthesis of course concepts.

B = Demonstrates effective gathering of "evidence" and description of "data," plus solid interpretive analysis that explicitly draws on 5 academic sources to shape discussion (cite author and title in your text). Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates good critical thinking, good grasp of concepts relevant to the course. Solid college level writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt original application of course concepts.

C = Does not meet all requirements of the assignment, incomplete tasks (e.g. does not cite required sources). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D = Ignores requirements or does not adequately fulfill assignment. Unclear communication, writing and composition skills not at college level; misreadings or misunderstandings; incomplete tasks or citations.

F = I hope not!

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include: reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings; failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the

intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the GInS office in 2404R, River Building. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from GInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the GInS website is the official course outline.

Seminar Peer Assessment Form

Student Name _____

Topic _____

Use the following form to assess the seminar you are participating in. Circle the appropriate number beside each of the criteria listed with 1 being the lowest score and 5 being the highest.

The seminar was the proper length (30 to 45 minutes).

1 2 3 4 5

The seminar included an introduction and conclusion.

1 2 3 4 5

The seminar was logical and easy to follow.

1 2 3 4 5

The leader was easily heard. He/she didn't talk too fast or too slow.

1 2 3 4 5

The leader knew his/her material. He/she did not need to refer to his/her notes often. They were able to answer questions related to the topic.

1 2 3 4 5

The leader was able to generate discussion about the topic. They had a list of questions developed prior to the seminar.

1 2 3 4 5

Use the space provided to make comments about the seminar presentation in which you just participated. Include both positive and negative points. How could he/she improve his/her presentation for next time? What did he/she do really well?

Evaluator: _____

Seminar Self-Assessment Form

Student Name _____

Topic _____

Use the following form to assess the seminar you just led. Circle the appropriate number beside each of the criteria listed with 1 is the lowest score and 5 being the highest.

The seminar was the proper length (30 to 45 minutes).

1 2 3 4 5

I included an introduction and conclusion in my presentation.

1 2 3 4 5

I felt that the seminar was logical and easy to follow.

1 2 3 4 5

I knew the material. I did not need to refer to my notes often and I was able to answer questions related to the topic.

1 2 3 4 5

I was able to generate discussion about the topic. I had prepared a list of questions prior to the seminar.

1 2 3 4 5

Prepare a 1/2-page assessment about the seminar you just led. Include both positive and negative points. How could you improve the presentation if you were to do this again? What did you do really well? Was it a positive learning experience? Why or why not? What about the process would you like to see changed? Any other comments/questions?

Presenter Signature: _____