Course description:
What is globalization? How does it affect us in our daily lives? Is it really something new? Is globalization a unified phenomenon, or should we be speaking of multiple, contested, globalizations? What does globalization look like in Canada, and how does it influence the Canadian economy and public policy? This course explores these questions and others by focussing in detail on the systems that lie behind one of the more intimate ways we engage with globalization every day: the consumption of food.

The primary aim of this course is to introduce students to the study of global politics through the lens of food and agriculture. Through an in-depth study of the global food system, from production to consumption, we will examine some of the ways that the world is increasingly interconnected economically, politically, culturally, and ecologically. Along the way we’ll tackle some of the key issues raised by a globally-integrated food system, including the nature and impacts of trade regimes (such as the WTO and NAFTA), the continued existence of hunger and food insecurity around the world, gender, class and ethnic divisions of labour, environmental risk issues (related to pesticide use and genetic engineering, for example), the impact of social movements, the role of the State, and more. Since this course is taught as part of a cluster of Arts One courses on “Canada and the World”, particular attention will be paid to Canadian examples and to some of the distinctive features of the food system in Canada.

Texts
There are two required texts for this course. Both are available from the University bookstore:

Evaluation
Seminar participation: 10%
Reading responses: 10%
Mid-term test (Thursday February 15 in lecture) 20%
Research essay (due Thursday March 15 in lecture) 30%
Final exam (To be scheduled during formal exam period, April 9 – 28) 30%

Seminar Participation: Your participation grade will be based on your attendance, the quality of your contributions to seminar group discussions, and your ability to interact with your fellow
classmates in a respectful manner. Teaching assistants will provide students with written feedback on their seminar participation before the reading break.

**Reading Responses:**
At the beginning of each seminar (which start during the second week of class), each student should submit a short (50-100 word) response to one or more of that week’s readings. This short piece could: a) respond to one of the questions set for that week in the syllabus; b) respond to an issue raised by the author(s); c) relate the readings to the topic you are researching for your essay; and/or d) raise a question for further discussion based on the readings. These responses are not individually graded. You will simply have 1 mark deducted from your reading response grade (worth 10%) for each missing response. 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 on the readings. Note: Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect the quality of your contributions to discussions, and hence your participation grade. Reading responses will not be accepted after the beginning of the relevant seminar unless supported by suitable documentation (e.g. a doctor or guidance counsellor’s note).

**Mid-term Test:**
The mid-term test will draw on all material covered up to that point in the course. The test will be made up of both short and long-answer questions. You will be expected to define key terms and concepts that you are using, and to provide examples from readings, films or lectures when appropriate.

**Essay:**
You are expected to write an argumentative essay about a specific issue related to the global food system that has implications for Canada. Specifically, your focus should be on a current (or fairly recent) controversy. A controversy, by definition, means there is more than one “reasonable” position to be taken. In taking a side in the controversy, or in recommending a possible solution to it, you should consider the best arguments on all sides, especially the strongest counter-arguments to your own position. Your essay should demonstrate the relevance of the controversy to Canada, by providing evidence for Canadian interests in the issue (e.g. as a consumer or producer country), or by discussing Canadian civil society, corporate or government positions on the controversy.

Essay topics should relate to course’s themes. Topics include: does trade liberalization enhance global food security?; food aid: helpful or harmful?; the use of genetically-modified organisms in Canadian agriculture; should access to food be considered a human right?; the global division of agricultural labour; the rights of migrant labourers; pesticide regulation; the protection of intellectual property rights over genetic material: helpful or harmful?; the politics of fisheries management; is fair trade a viable alternative to free trade?; should the “terminator” technology be banned?; agricultural subsidies and food security: benefit or harm?; international food safety standards; fast food in schools; should Ontario impose a fat tax?; is there an impending crisis in the global food supply?; the net results of the Green Revolution: positive or negative?; can small/organic farms feed the world?; the politics of meat consumption; policies to reduce hunger in Ontario; aboriginal fishing rights; the politics of fish farming.

If you wish to write an essay on a topic not in this list, you should get permission from your TA beforehand.
The essay should be approximately 2000 words in length, and refer to at least eight sources. Four of the sources should be secondary academic sources (e.g. books, journal articles). Four should be primary sources that present the position (i.e. point of view) of specific actors involved in the debate (e.g. non-government organizations, scientific bodies, governments, corporations, etc.). These primary sources can be found most easily on the Internet and must be referenced properly (consult a referencing guide if necessary). As a general rule, you should use the primary sources as sources of opinions, while the secondary sources (and government statistics) are more reliable for facts and as sources of analysis. An argumentative essay should begin with a clear introduction that provides context for the essay, states your thesis, and outlines the main parts of your argument. It should end with a conclusion that should, at the very least, revisit your key points. Citations should follow a recognized format (e.g. MLA style). Essays will be graded based on a variety of factors, including argumentation, research, organization, style, grammar, spelling, and punctuation.

The essay is due at the start of lecture on Thursday March 15. Late papers (only) may be submitted to the Political Science department’s mailbox in 640 Loeb and will be penalized one-third of a letter grade per day (e.g. a B paper handed in two days late would be reduced to a C+). Retain a copy of all written assignments. Essays submitted on time will be returned in the final class on March 29.

Exam
The final exam will draw on all material covered in the course. It will be made up of both short and long-answer questions. You will be expected to define key terms and concepts that you are using, and to provide examples from readings, films or lectures when appropriate. The date for the exam is not yet fixed, although it will take place in the final exam period, April 9 - 28. Sample exam questions will be distributed during the last regular class and posted on the course WebCT site.

Schedule of lectures, seminar readings, and reading response questions:
(all readings can be found in the two required course texts)

Week 1: Thursday January 4: Food as Politics?
No seminars this week.

Week 2: Thursday January 11: Globalization(s) and the food system, Part 1
- Barndt, Deborah. “Introduction: Roots and Routes,” and “Chapter 1: Across Space and through Time: Tomatl meets the Corporate Tomato,” from Tangled Routes pp1-48

Questions: How does commodification affect your daily life? Is the structure of the contemporary food system mainly the result of market forces, or of policy choices?

Week 3: Thursday January 18: Globalization(s) and the food system, Part 2

Questions: Why don’t neo-liberal prescriptions for global trade result in free trade for
agricultural commodities? How have changes to the ways that livestock is raised and slaughtered in industrialized countries since the 1950s affected the global food system?

**Week 4: Thursday January 25: The Political Ecology of Hunger**

Questions: Is there is an impending global food crisis? Why or why not? Why have we not achieved food security in Canada?

**Week 5: Thursday February 1: The Canadian Food System, Part 1**

Questions: What would you describe as the core values of the early agrarian movements in Canada? How do rural political dynamics of the early twentieth century compare with rural politics in Canada today?

**Week 6: Thursday February 8: The Canadian Food System, Part 2**
- Barndt, Deborah. “Chapter 4: You can Count on Us: Scanning cashiers at Loblaws Supermarkets” in pp. 111-154

Questions: How and why has power shifted in the Canadian food system from the early twentieth century to today? How have you experienced the increased flexibilization of the workforce in your own life?

**Week 7: Thursday February 15: Mid-term test**
No seminars this week.

**Week 8: Thursday February 22: Winter Break**

**Week 9: Thursday March 1: The Green Revolution v. Organics**

Questions: Were the net results of the Green Revolution negative or positive? Why? What lessons can be learned from the organic farming movement in Cuba?
**Week 10: Thursday March 8: Gender and Labour in the Food System**

Questions: Are farmers who hire migrant workers exploiting those workers? To what extent does gender affect the work people do in Canada?

**Week 11: Thursday March 15: The Politics of Genetically-Modified Organisms**
- Paarlberg, Robert. “Genetically Modified Crops in Developing Countries: Promise or Peril?” 2000. *Environment* 42(1) pp.19-27

Questions: Why has the use of genetically modified organisms in agriculture and food been so contentious? Who wins, and who loses, as a result of the debate over GMOs?

**Week 12: Thursday March 22: Democratizing Food**
- Barndt, Deborah. “Chapter 8: Cracks in the Corporate Tomato,” from *Tangled Routes* pp.229-251

Questions: Have social movements made any noticeable impacts on the structure of the global food system? Do you think we are heading towards greater food democracy in Canada? Why or why not?

**Week 13: Thursday March 29: Sum-up**

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**Academic Accommodations**

**For Students with Disabilities:** Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first in-class test or CUTV midterm exam. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: November 6th, 2006 for fall and fall/winter term courses, and March 9th, 2007 for winter term courses.

**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).
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 Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure - No Deferred) is assigned when a student’s performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See http://connect.carleton.ca for instructions on how to set up your account.