

PSCI 1002P
Global Political Issues: The Politics of Food
Lectures: Tuesdays 8:35 a.m. – 10:25 a.m.
(Southam Hall 624)

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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 inequalities, environmental risk issues (related to pesticide use and genetic engineering, for example), the role of the State, the impact of social movements and more.

Texts

There are three required texts for this course. The Barndt text is available from the University bookstore. The course pack and the Northey/Tepperman text are both available at Haven Books on Sunnyside Avenue <http://www.havenbooks.ca/>. Northey/Tepperman (of which we only use two chapters) is also on reserve at the library.

- Barndt, Deborah. 2002. Tangled Routes: Women, Work and Globalization on the Tomato Trail. Garamond Press: Toronto
- Northey, Margot and Lorne Tepperman. 2007. Making Sense: A Student's Guide to Research and Writing (Social Sciences, Third Edition). Oxford University Press.
- Andrée, Peter. 2008. PSCI 1002P Course Pack: Global Political Issues: The Politics of Food.

Evaluation

Seminar attendance and participation:	10%
Reading responses:	10%
Mini-paper on food security in Canada (due February 12 in lecture)	15%
Term paper (due March 18 in lecture)	30%
Final exam (during exam period, April 11 - 29)	35%

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:

For nine of the ten weeks for which there are assigned readings, each student should submit a short (100-150 words) response to one or more of that week's readings. This short piece should pick a representative quote from the readings, explain what the author means, and then present your own analysis or critique of the author's statement, citing other references if appropriate. You can also raise questions for clarification or discussion. These responses are not individually graded. Each submitted response is worth 1% of your final grade. (A+, or 9/10, is the maximum total grade given for reading responses.) 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. 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).

Mini-paper on food security in Canada:

This short paper will focus on the theme of food security in Canada, addressing one of the following sets of questions:

1) Describe a community-based initiative to alleviate food insecurity in Canada. What are the causes and consequences of the problem that the organization addresses? Who benefits from what this organization does? Is anyone harmed by its efforts? How and why? How do forms of social inequality – race, class, gender, age, and/or sexual orientation – bear on the work of this organization and on one's work as a volunteer within it? In your view, is this organization's approach to addressing the problem of food insecurity appropriate, or should/could it be addressed differently? How/why? What do you see as your (present or future) role in helping to achieve food security in Canada or elsewhere?

2) What are the root causes of food insecurity in Canadian communities? Who is most affected and why? What do you believe is the appropriate role of governments in responding to food insecurity, and how does this compare to the role a Canadian government (whether local, provincial or federal) currently takes on this issue? Discuss the relative merits (strengths and limitations) of two different strategies (whether government, market or community-based) for alleviating this situation. What do you see as the role of the individual in realizing food security in Canadian communities? Why?

Students who participate in the community-service learning opportunities offered in this course are expected to draw primarily on personal reflections on that experience, integrating those reflections with reference to an academic source as well as information provided by a community organization (e.g. an organization website or annual report). These papers will be expected to provide depth and detail through reference to specific examples drawn from their service learning experience to back positions. Papers written by students who do not participate in community-service learning are expected to provide depth and detail through more research, citing specific examples and evidence from at least four academic sources. If you are unsure of

what qualifies as an academic source please consult your TA or the Making Sense style guide. Citations should follow a recognized format (e.g. APA or MLA style).

The following community-service learning options are available to students in this course. You can sign up via the course webCT site:

In From the Cold (community dinner) – Saturday January 26, 18 students, 2-6pm

In From the Cold (community dinner) – Saturday February 9, 18 students, 2-6pm

Good Food Box (packing) – Tuesday January 22, 10 students, 8am-2pm

The mini-paper (whether reflection or research-based) should be 1000-1200 words in length. The format of these mini-papers should be the same as that of an essay, including an introduction and a smooth flow between sections. The questions noted above do not need to be addressed in any particular order. Papers will be evaluated for both content and writing. Spelling and grammar count. In order to save paper, title page info (name, student #, TA name, title and word count) should just be listed at the top of your first page. The mini-paper is due at the start of lecture on Tuesday February 12. Late papers (only) may be submitted to the Political Science department's mail box 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.

Term Paper:

You are expected to write a major argumentative essay about an issue related to the global politics of the food system. Your objective is to advance and defend a specific policy position, rooted in the relevant academic literature, 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. Essays should focus on a controversy in relation to the experience of a particular country (or set of countries), province, municipality, or region in the world, drawing, in part, on sources that provide detail relevant to that area.

Essay topics should relate to course's themes. Possible topics include: Does trade liberalization enhance global food security?; food aid: helpful or harmful?; the pros and cons of genetically-modified organisms in agriculture; should access to food be considered a human right?; should temporary agricultural labourers be granted Canadian citizenship?; intellectual property rights over genetic material: helpful or harmful?; is fair trade a viable alternative to free trade?; should the “terminator” technology be banned?; do WTO agreements prevent countries from protecting the environment or public health?; agricultural subsidies and food security: benefit or harm?; should schools get rid of fast food?; should the provincial government impose a fat tax?; should advertising of harmful foods be banned or restricted? is there an impending crisis in the global food supply?; biofuels: harmful or helpful?; the Green Revolution: positive or negative?; can small-scale organic farms feed the world?; is meat consumption sustainable?; should Indigenous people in Canada have the right to commercially sell the fish they catch?; Are neo-liberal policies (as implemented through the World Bank of IMF) gender-biased?

If you wish to write a term paper on a topic not in this list, you should get permission from your TA beforehand. In all cases, you are strongly recommended to discuss your essay topic with your TA well in advance of the due date.

An argumentative essay should begin with a clear introduction that provides context for the essay, notes the intended audience and why this policy issue should be of interest to them, states

the 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. APA or MLA style). Essays will be graded based on a variety of factors, including argumentation, research, organization, style, grammar, spelling, and punctuation.

The term paper should be 2000-2500 words in length (write word count under title), and refer to at least six academic sources (e.g. books, journal articles) or government documents. You may NOT use Wikipedia or other similar websites as a source. You should also not refer to class lectures as a source. If you are unsure of what qualifies as an academic source please consult your TA or the Making Sense style guide. The essays will be evaluated for both content and writing. Spelling and grammar count. In order to save paper, title page info (name, student #, tutorial leader, title and word count) should just be listed at the top of your first page.

The term paper is due at the start of lecture on Tuesday March 18. Late papers (only) may be submitted to the Political Science department's mail box 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 April 1.

Final 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. 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 required course texts)

Week 1: Tuesday January 8: Introduction

No seminars this week.

Background reading:

- Payne, Richard J. 2007. *Global Issues: Challenges of Globalization*. New York: Pearson. 1-33

Week 2: Tuesday January 15: Case study: The Politics of Hunger

- Brown, Lester. 2001. "Eradicating Hunger: A Growing Challenge," in WorldWatch Institute's *State of the World 2001*. New York: Norton. 43-62

- Lappé, Frances Moore, et al. 1998. "Myth 1: There's Simply Not Enough Food." *World Hunger: 12 Myths*. New York: Grove Press. 8-14.

- Swanson, J. 2001. "Substituting Charity for Justice." *Poor Bashing*. Toronto: Between the Lines. 130-150

Week 3: Tuesday January 22: Case Study: The Politics of Genetically Modified Organisms

- Barndt, Deborah. "Introduction: Roots and Routes," and "Chapter 1: Across Space and through Time: Tomatl meets the Corporate Tomato," *Tangled Routes*. pp1-48

- Paarlberg, Robert. 2000. "Genetically Modified Crops in Developing Countries: Promise or Peril?" *Environment* 42(1):19-27

Week 4: Tuesday January 29: Theorizing Globalization

- Heilbroner, R. L. and J.K. Galbraith. 1975. "The Great Economists." *The Economic Problem*. 8th Ed. Prentice Hall: Englewood Cliffs, NJ pp.31-47

- Block, Fred. 2001. Introduction to The Great Transformation by Karl Polanyi. Boston: Beacon Press. xviii – xxxviii
- Polanyi, Karl. 1944. “The Self Regulating Market and the Fictitious Commodities: Labor, Land and Money.” *The Great Transformation*. Boston: Beacon Press. 71-80

Week 5: Tuesday February 5: Globalization and the Food System, part 1

- Payne, Richard J. 2007. “Global Trade.” *Global Issues*. New York: Pearson. 182-214
- Pollan, Michael. 2006. “The Farm”. *The Omnivore’s Dilemma*. New York: Penguin Books. 32-64

Week 6: Tuesday February 12: Globalization and the Food System, part 2

- Weis, Tony. 2007. “The global food economy: Contradictions and crises.” *The Global Food Economy*. London: Zed Books. 11-46.
- Guillet, Elizabeth A. “Unambiguous Results” 2002. *Alternatives* 28(1):24-25

Week 7: Tuesday February 19: Reading Break

Week 8: Tuesday February 26: Essay-Writing in Political Science

- Northey, M. and L. Tepperman. “Planning and Organizing an Essay or Report” and “Writing an Essay or Exam”. *Making Sense: A Student’s Guide to Research and Writing*. Social Sciences, Third Edition. Oxford: Oxford UP 145-181

Reading response for this week: Present an outline of the essay you are researching for this course. Properly reference at least two academic sources.

Week 9: Tuesday March 4: Food Futures

- Lang, Tim and Michael Heasman. 2004. “The Food Wars Thesis” *Food Wars: The Global Battle for Mouths, Minds and Markets*. Sterling, VA: Earthscan. 11-46
- Barndt, Deborah. “Chapter 4: You can Count on Us: Scanning cashiers at Loblaw’s Supermarkets” *Tangled Routes*. 111-154
- Nestle, Marion. 2006. Food Marketing and Childhood Obesity — A Matter of Policy? *New England Journal of Medicine* 354(24): 2527-2529

Week 10: Tuesday March 11: Gender and Labour

- Barndt, Deborah. 2002. “Chapter Five: On the Move for Food” and “Chapter Six: Picking and Packing for the North: Agricultural Workers at Empaque Santa Rosa.” *Tangled Routes* 155-205

Tuesday March 18: Food Democracy, part 1

- Gupta, A. 2000. "Governing Trade in Genetically Modified Organisms: The Cartagena Protocol on Biosafety" *Environment* 42(4): 23-33
- Raymonds, Laura. 2000. “Re-embedding global agriculture: The international organic and fair trade movements.” *Agriculture and Human Values*. 17: 297-309

Week 12: Tuesday March 25: Food Democracy, part 2

- Barndt, Deborah. 2002. “Chapter 8: Cracks in the Corporate Tomato.” *Tangled Routes* 229-251
- Moffett, D. and M.L. Morgan. 1999. “Women as Organizers: Building Confidence and Community Through Food.” *Women Working the NAFTA Food chain*. D. Barndt (Ed.) Toronto: Sumach Press. 222-236

Week 13: Tuesday April 1: Review

Review seminars

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 deadline for submitting completed forms to the PMC for formally scheduled exam accommodations: **March 14th, 2008** for April examinations.

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: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

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.