

Carleton University  
Winter 2019  
Department of Political Science

**PSCI 3609**  
**The Politics of Food**  
Wednesdays 11:35 am to 2:25pm  
Please confirm location on Carleton Central

Instructor: Peter Andrée  
Office: B640  
Office Hours: Tuesdays 10am to noon or by appointment (please e-mail)  
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**Calendar Description:**

Drawing on theories of international relations, political economy, and public policy-making, this course examines the global, national and local politics of food production and distribution. Topics include food security, free trade versus fair trade, the environmental sustainability of food systems, food sovereignty and food aid.

**Background:**

Food is central to our daily lives, to our cultures, and to our metabolic relationship with the earth. Yet, food is often seen as only of peripheral interest to the study of politics. This course seeks to challenge some of our assumptions about politics and about what we eat, by placing food's production, distribution, and consumption at the centre of scrutiny. We will explore the role of the agricultural revolution in the origins of what today are called "civilized" societies, the historical relationship between meeting the food needs of populations and state-building, the links between empires, colonialism, and long-distance trade in food, and the relationship between the Cold War and agricultural subsidies. In all of these examples, we will examine how interrelated the production and consumption of food are with some of the most significant political events of history. This course also explores the political economy of food and agriculture. If the study of politics is ultimately about analyzing relations of power, the way our food systems work offer important insights into the power dynamics of the early 21<sup>st</sup> century, including relations between global North and South, among men and women, and between people and the natural world. It is through understanding food that we can grasp more clearly many of the global challenges of our time: including the financialization of the economy, the politics of climate change and migration, and tensions between democratization and the concentration of power. We will also look at the origins and impacts of social movements for sustainable agriculture, animal rights, fair trade, food security and food sovereignty, as well as engaging in debate about the merits of these movements' policy positions. At the level of public policy, we will pay specific attention to the idea of a 'Food Policy for Canada', currently being developed by the Federal government. At a practical level, this course is about developing a clear understanding of the role of public policy as it relates to health, agriculture, international trade, and the environment at multiple levels, from local governments to global governance. Finally, this course will help students build their skill sets in academic research, presenting policy briefs, academic debate, and group work.

**Typical structure for weekly classes (subject to change):**

Group presentations: 45 minutes  
Lecture: 60 minutes  
Break: 10 minutes  
Discussion based on the readings: 45 minutes

**Texts**

- 1) Clapp, Jennifer. 2016. Food (2<sup>nd</sup> edition). Polity Press (available at Haven Books) <http://havenbooks.ca/new/>
- 2) Alternatives 43 (2) 2017 Food: Radical thinking for a new climate age. (Many of the articles in this special issue are also available at <https://www.alternativesjournal.ca/magazine/432-food-and-resilience>)

Unless otherwise noted, all other readings are available through a Carleton Library search.

## Evaluation

Attendance and participation:	20%
Reading responses:	20%
Mini-Paper on Food (In)security (Due February 24)	15%
Research Essay (Due March 17):	30%
Group Presentation and Report (due on day of presentation)	15%

**Participation:** Half of your participation grade is based on attendance in weekly class. More than one absence will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half is based on the quality of your contributions to class discussions, and your ability to interact with your fellow classmates in a respectful manner.

## Reading Responses:

By 11am on the day of each class (before the class starts) for 8 of the 11 weeks for which there are readings assigned, each student should submit a short (200-250 word, excluding references) response to that week's readings (or videos) to the course CULearn site. This short piece should present your own analysis and insights: a) in response to an issue raised by the author(s); b) by relating the readings to the topic you are researching for your essay; c) by picking a representative quote and critiquing it in reference to other readings for the week or previous week's readings; and/or d) raising questions for further discussion. The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. Come prepared to read (or have your response read out) in class, and to contribute to discussions based on the readings. Failure to be present in class, at the appropriate time, to discuss your reading response results in a grade of 0 for that response. Reading responses are graded out of 2.5. The grading structure has five discrete categories: outstanding (2.3), excellent (2.1), very good (1.9), meets minimum expectations (1.5), does not meet minimum expectations (1.3 or 0). Responses must demonstrate that you have read and considered all of the readings and videos for the week. Reading responses will not always receive written feedback. Grades and occasional comments will be posted to CULearn. Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect your participation grade. Reading responses will not be accepted after 11 am on the day of class unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor.

**Mini-Paper:** This short argumentative paper will focus on the theme of food (in)security, addressing one of the following two options:

### For students who participate in community engaged learning:

1) Discuss the strengths and limitations of a specific community-based initiative for alleviating food insecurity in Canada. This paper should be framed as an argument for why this initiative deserves (or does not deserve) continued support from its funders. If you do not think it does, you should provide a case for an alternative approach to tackling the challenge the initiative seeks to address.

### For students who do not participate in community engaged learning:

2) Discuss the strengths and limitations of a specific public policy strategy for addressing food insecurity (in any country in the world). This paper should be framed as an argument for why this initiative deserves (or does not deserve) continued state support. If you don't think it does, you should provide a case for modifications to the policy, or for an alternative approach to tackling the issue.

Students who participate in community-engaged learning are expected to draw primarily on personal reflections on that experience, integrating those reflections with reference to two academic sources 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 engaged learning experience to back their position. Papers written by students who do not participate in community engaged learning are expected to provide depth and detail through more research, citing specific examples and evidence from at least six academic sources. If you are unsure of what qualifies as an academic source please consult a style guide. Citations should follow APA style.

The following community-engaged learning options are available to students in this course. You should sign up via cuLearn:

- **In From the Cold at Parkdale United Church**
  - o Saturday January 19<sup>th</sup> 1:30-6:30pm
  - o Group size: 15-25 (Minimum 15)
- **The Ottawa Mission**
  - o Saturday January 26<sup>th</sup> 12:15-3:00pm
  - o Group size: 8-20
- **The Ottawa Foodbank**
  - o Thursday February 14<sup>th</sup> 11:45-3:30pm
  - o Group size: 8-15
- **Registration link for Community Engaged Learning:** <https://carleton.ca/seo/campus-partnership-registration/>

Each of these community-engaged learning experiences will depart from Carleton to meet up with your team leader from the Student Experience Office at the time indicated above. Groups will be taking public transit to the venue.

The mini-paper 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. Papers will be evaluated for both content and writing. Spelling and grammar count. The mini-paper is due at midnight on February 24 to cuLearn. Late papers (only) may be submitted to the Political Science department's mail box in B640 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. The departmental drop box cut of time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

#### **Research Essay Expectations:**

You are expected to write an argumentative research essay about an issue related to the politics of food. Your topic area must differ from the topic of your group presentation. Your objective is to advance a specific argument that interprets important events or trends related to the politics of food, either recent or in the past. Interpretation in a research essay means examining these events or trends in relation to a theoretical framework or one or more theoretical concept. Academic articles from our readings are a good place to identify these theoretical concepts or frames. You can also bring theoretical lenses to bear on the subject from your other political science courses. An argumentative essay should begin with a clear introduction that provides context for the essay, proposes a research question, states the thesis, and outlines the main parts of your argument.

Citations must follow APA style. Essays will be graded based on a variety of factors, including strength of argument, depth of research, your ability to engage with theoretical frames/concepts, organization, writing style, grammar, spelling, and punctuation. The essay should be 2500-3000 words in length (please mark word count under your title) and refer to at least eight academic sources. If you are unsure as to what qualifies as an academic source please consult an academic style guide. The essay is due at the start of class on the due date. 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.

#### **Written Assignment Environmental Policy:**

In the interest of minimizing paper use, I encourage you to print your essays double-sided or on re-used paper (e.g. paper that has already been used on one side) and not to include a full cover page. Simply put the details (name, title, course #, word count, etc.) at the top of your first page of text. Essays should still be double-spaced in a size 10 or 12 font to allow for written feedback.

### Group Presentation:

In the seminar portion of the class, students will be giving presentations beginning in week 3 (in groups of 3). Presentations will take the form of a verbal “briefing” on a current (or recent) controversy in food politics. Your goal is to present the origins of the controversy (background), its political implications (key considerations), current status, the various options for action for the policy-makers in your audience, and specific recommendations for those policy-makers. Be very clear to specify your audience, and then to ensure your brief reflects their key concerns. Groups are encouraged to use powerpoint or prezi (or similar) to organize the material. Some useful references:

- How to Write a Briefing Note. Publicsectorwriting.com. Theresa McKeown & Associates.
- [https://www.publicsectorwriting.com/?page\\_id=6](https://www.publicsectorwriting.com/?page_id=6)
- Lewis, Alison. 2012. Use and Abuse of PowerPoint - the good, the bad, and the ugly  
<http://www.youtube.com/watch?v=AsslhdkSRXM>
- Prezi awards 2017: The best presentations have arrived. <https://blog.prezi.com/prezi-awards-2017-winners/>

You are encouraged to be creative in how you present. Presentations will normally take place during the first part of class. Each group should ensure that they remain within their allotted total of **15 minutes**. Presentations should draw on course readings (or related political theory) to explain the controversy. In the presentation you should state your key sources for important information, and submit a written summary of the presentation, including all references. Note that plagiarism is never acceptable in academic work, including presentations, so please ensure that all of the information you draw from elsewhere is sourced, and that your group constructs its own analysis of the controversy.

Half of your presentation grade will be a “group” grade based on my assessment of the presentation you give, taking into consideration the feedback you receive from the class. You will also be asked to provide feedback on your own participation and on that of your peers in your group process. My assessment of this feedback from you and your peers will determine the remainder of your individual grade. Two presentation topics are listed for each week below.

### Schedule:

#### Week 1) January 9

##### Politics of Food: An Introduction

#### Week 2) January 16

##### Global Food Security: Making sense of the challenge, unpacking the issues

- Clapp, Jennifer. 2012. Unpacking the World Food Economy. *Food*. 1-25
- Collier, Paul. 2008. The Politics of Hunger. *Foreign Affairs* 87(6): 67-79
- Massicotte, Marie-Josée. 2010. La Via Campesina, Brazilian Peasants, and the Agribusiness Model of Agriculture: Towards an Alternative Model of Agrarian Democratic Governance. *Studies in Political Economy* 85: 69-98

#### Week 3) January 23

##### Food Security in Canada: The need for new approaches

- Martin, Mary Anne. 2018. “Sometimes I feel like I’m counting crackers”: The household foodwork of low-income mothers, and how community food initiatives can support them. *Canadian Food Studies* 5(1): 113-132
- Dachner, N. and V. Tarasuk. 2018. Tackling household food insecurity: An essential goal of a national food policy. *Canadian Food Studies* 5(3): 230-247
- Rosana, Michela. 2017. Five potential solutions to food insecurity in Canada’s North. *Canadian Geographic*. March 14  
<https://www.canadiangeographic.ca/article/five-potential-solutions-food-insecurity-canadas-north>

**Presentation topics: a) public policy responses to overweight and obesity b) A national school food program for Canada?**

#### **Week 4) January 30**

##### **A National Food Policy?**

**Guest Speaker: Heather McLeod KilMurray, Faculty of Law, University of Ottawa**

- De Schutter, Olivier. 2013. 'Mission to Canada', Report presented to the 22nd Session of the United Nations Human Rights Council. [http://www.srfood.org/images/stories/pdf/officialreports/20121224\\_canadafinal\\_en.pdf](http://www.srfood.org/images/stories/pdf/officialreports/20121224_canadafinal_en.pdf)
- Richardson, Sarah Berger and Nadia Lambek. 2018. Federalism and fragmentation: Addressing the possibilities of a food policy for Canada. *Canadian Food Studies* 5(3): 28-48
- MacAlpine, Rory. 2017. Maple Leaf Foods and Social License. (<https://www.youtube.com/watch?v=xioBc3thelc>)
- review the consultation documents for 'A Food Policy for Canada' (2017) <https://www.canada.ca/en/campaign/food-policy.html>

**Presentation topics: a) institutionalizing the Right to Food; b) proposed front-of-package labelling for saturated fats, sugars and sodium in Canada**

#### **Week 5) February 6**

##### **The political economy of the global food system, part 1**

- Clapp, Jennifer. 2012. The Rise of a Global Industrial Food Market. p.26-60
- Friedmann, Harriett and Philip McMichael. 1989. Agriculture and the State System: The rise and decline of national agricultures, 1870 to the present. *Sociologia Ruralis* 29(2): 93-117
- Mintz, S. 2008. 'Time, Sugar and Sweetness' in Food and Culture: a Reader. 91-103 (on website)

**Presentation topics: a) land grabs in XXXX context; b) food aid in XXXX context**

#### **Week 6) February 13**

##### **The Political Economy of the global food system, part 2**

- Clapp, Jennifer. 2012. Agricultural Trade Liberalization. Food. p.61-95
- Descrochers, Piere. 2012. The Locavore's Dilemma: In Praise of the 10,000 Mile Diet. <https://www.youtube.com/watch?v=jR-6A9T7aYU>
- Winson, Anthony. 2004. Bringing political economy into the debate on the obesity epidemic. *Agriculture and Human Values* 21(4): 299-312

**Presentation topics: a) supply management in Canada's dairy industry; b) Canada's Seasonal Agricultural Workers Program**

**February 20: Reading week (no class)**

**Feb 24 (Midnight): Mini-paper due**

#### **Week 7) February 27**

##### **The Political Economy of the global food system, part 3**

**Guest presenter: Dr. Helena Shilomboleni: The political economy of scaling up agricultural innovations**

- Clapp, Jennifer. 2012. Transnational Corporations. Food. p.96-132
- Patel, Raj. 2009. What does food sovereignty look like? And Nyéléni Declaration on Food Sovereignty. *Journal of Peasant Studies* 36(3): 663-676 (just these pages)
- Shilomboleni, Helena. 2018. African Green Revolution, Food Sovereignty and Constrained Livelihood Choice in Mozambique. *Canadian Journal of African Studies* 52(2): 115-137

**Presentation topics: a) An EU Common Food Policy?; b) food sovereignty in XXX context**

### **Week 8) March 6**

#### **Case study: the international debate over regulating Genetically Modified foods**

- Paarlberg, Robert. 2014. A dubious success: The NGO campaign against GMOs, *GM Crops & Food* 5(3): 223-228,
- Andrée, Peter. 2011 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics*. 20(2): 173-191
- Video: Vandana Shiva. 2014. Decolonize the mind. <https://www.youtube.com/watch?v=-rV0soljRQk>
- The Story of the CIALs – USC Canada. 2015. <https://www.youtube.com/watch?v=D9iT5hVwZ1s>

**Presentation topics: a) genetically-modified corn in Mexico; b) farmers' rights to save seeds in Canada**

### **Week 9) March 13**

#### **Guest speaker: Chloé Poitevin-DesRivières, PhD candidate, Carleton University. Social and Informal Economies of Food**

- Ballamingie, P., C. Poitevin-DesRivières, I. Knezevic. (under review). Hidden Harvest's Subversive Potential: Realized and Unrealized. *Journal of Agriculture, Food Systems and Community Development* (on course website)
- Any 3 articles from Alternatives 43 (2) 2017. "Food: Radical thinking for a new climate age."

**Presentation topics: a) municipal food policy; b) wasted food**

### **Week 10) March 20**

#### **Case study: The Future of Farming in Hastings County, Ontario**

- Trauger, Amy. 2014. Toward a political geography of food sovereignty: transforming territory, exchange and power in the liberal sovereign state. *Journal of Peasant Studies* 41(6): 1131-1152
- Mary Emery and Cornelia Flora. 2006. Spiraling-Up: Mapping Community Transformation with Community Capitals Framework. *Journal of Community Development Society* 37(1): 19-35

**Presentation topics: a) sustainable seafood certification; b) farmer renewal in Ontario**

### **Week 11) March 27**

#### **Guest speaker: Dr. Marylynn Steckley. Food sovereignty in Haiti.**

- Steckley, M. and T. Weis. Agriculture in and beyond the Haitian catastrophe. *Third World Quarterly* 38(2): 397-413
- Smythe, Elizabeth Ann. Food for thoughts: How trade agreements impact the prospects for a national food policy. *Canadian Food Studies* 5(3): 76-99

**Presentation topics: a) Fair trade systems; b) GlobalGAP**

### **Week 12) April 3**

#### **Reconciling Indigenous and settler food systems?**

- Clapp, Jennifer. 2012. Can the World Food Economy Be Transformed? *Food*. p.170-200
- Stiegman, Martha. 2008. In Defense of our Treaties. <https://www.youtube.com/watch?v=AelOZMtcolo>
- Four Arrows Regional Health Authority. 2012. Chickens of the North. <https://www.youtube.com/watch?v=giOmhPOSDo4>
- Rotz, Sarah and Lauren Wood Kepkiewicz. Settler colonialism and (im)possibilities of a national food policy. *Canadian Food Studies* 5(3): 248-258

**Presentation topics: a) Nutrition North; b) Revitalizing Indigenous foodways**

## 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](mailto: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*).

**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](http://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 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.

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 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. 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 the Department of Political Science 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.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.