

Carleton University
Fall 2019
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 3609 A
The Politics of Food
Tuesdays 2:35pm to 5:25pm
Please confirm location on Carleton Central

Instructor: Peter Andrée
Office: Loeb D691
Office Hours: Tuesdays 10am to noon or by appointment (please e-mail)
Phone: (613) 520-2600 x 1953
Email: Peter.Andree@carleton.ca

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 21st 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 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, writing and presenting policy briefs, academic debate, and group work.

Typical structure for weekly classes (subject to change):

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

This is a highly participatory course. How we spend our time, and the grading structure, reflects this.

Texts

1) Clapp, Jennifer. 2016. Food (2nd edition). Polity Press (available at Haven Books) <http://havenbooks.ca/new/>

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

Optional Field Trip (Temagami, Ontario, Sept. 19-22)

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 19, to Sunday evening of September 22, a group of Carleton students will join a contingent from Trent University at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focused on the history and politics of environmental and Indigenous issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.trenttemagami.ca/>. For students, the fee is only \$150 for the four days plus a share of costs for rental vehicles driving up and two meals en route. If you are interested in this optional field trip, let me know and then just register through the website. Spaces are limited.

Evaluation

Attendance and participation:	10%
Reading responses:	20%
Mini-paper on Food (In)security (Due October 17)	15%
Food policy brief and in-class coalition negotiation (Due Nov 5)	10%
Research Essay (Due Dec 3):	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 (online and in person), including your ability to interact with your fellow classmates in a respectful manner.

Reading Responses: "Save the last word for me"

For at least **6 of the 10 weeks** for which there are assigned readings, each student is expected to contribute to an on-line discussion forum regarding that week's readings. By **Thursday at 11:55 pm of each week**, 10 students will be expected to start discussion threads by introducing a quote from one of the readings or videos for the next week's class that they think is particularly important or provocative. Quotes can be as long as 40 words, but most will be shorter. The rest of the class is then invited to join one of these discussion threads, critically responding to just one of the quotes posted. Each response must draw on the reading or video the quote comes from and other readings or videos for that week, demonstrating that the student has a working knowledge of all relevant parts of the readings or videos for that week (by making direct reference to each by author or title, rather than a formal reference). Respondents are encouraged to also provide their own opinion on the topic, presenting evidence for that opinion from the readings or external sources (these should be cited fully so that others can find them). These **responses must be posted by the start of class, or 2:35pm, on Tuesday**. Responses should be 150 to 300 words in length. After class (until Thursday at 11:55 pm), the student who originally posted each quote must then provide their own view, "the last word", so to speak, responding to what others wrote in the discussion thread (and/or relevant issues that came up in class discussion), elucidating their own argument on at least some of the key issues raised. As with respondents, these "last word" posts should demonstrate a working knowledge of each of the readings or videos for that week and be no more than 400 words in length.

Each week, in-class discussions will be organized according to these on-line threads, with students who responded to a particular quote sitting together and continuing the on-line dialogue in person as well as discussing other questions raised by the course material for that week. If you have not contributed to the on-line forum in a particular week, you should still come prepared to join one of the conversations so read the posted quotes in advance and be sure you are prepared to discuss the relevant course readings.

Students are expected to sign up in advance to start a discussion thread once in the first half of the term (weeks 2-6) and once in the second half of the term (weeks 7-12, though there are no readings assigned for week 8). Each week there will be up to 50 (a maximum of 5 respondents/thread) opportunities to respond in threaded discussions. Students are expected to respond to a thread at least twice in each half of the term, **for 2 posts and a minimum of 4 responses over the term**.

Finally, by **October 18 at 11:55pm**, and then again by **December 6, 11:55pm**, all students should upload what they see as their **2 'best' contributions in that half of the term** towards these discussions (either as poster or respondent) to the relevant assignment drop box within cuLearn to be graded. Grading will take place twice each term, with the instructor or TA occasionally also giving direct feedback within the discussion threads to encourage deep engagement with course resources. Each of these four reading response contributions submitted to the assignment box is graded out of 5, while level of participation in this assignment (e.g. whether a student started at least one thread, and responded to two, in each half of the term, as well as in-class participation in discussions) will be considered as part of the student's participation grade.

Reading responses (posting or responses) will not be accepted after they are due 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.

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 11:55pm on October 17 to cuLearn.

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.

Details on the specific community-engaged learning opportunities associated with this course will be posted to cuLearn once they are confirmed. Each will involve volunteering for a morning or afternoon in late September or early October with an organization like the Ottawa Mission, the Dalhousie Food Cupboard, or the Ottawa Foodbank. Registration for specific volunteer opportunities will take place through this link: <https://carleton.ca/seo/campus-partnership-registration/> Each community-engaged learning experience will depart from Carleton to meet up with your team leader from the Student Experience Office at a specific time and place. Groups will be taking public transit to the venue.

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 concepts. 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 via cuLearn on Dec 3 at 11:55 pm.

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
- 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.

Canadian Food Policy Advisory Council Policy Brief and Consensus Negotiation

Oct 29 and Nov. 5

Special Guest: Akaysha Humniski, PhD Candidate, Department of Political Science, Carleton University

Details to be shared in advance

Schedule:

Week 1) September 10

Politics of Food: An Introduction

Week 2) September 17

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) September 24

Food Insecurity in Canada: The need for new approaches

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

- 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) institutionalizing the Right to Food; b) front-of-package labelling of saturated fats, sugars and sodium

Week 4) October 1

A National Food Policy?

- 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
- 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=xioBc3theIc>)
- review the consultation documents for 'A Food Policy for Canada' (2017) <https://www.canada.ca/en/campaign/food-policy.html>

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

Week 5) October 8

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) food aid in XXXX context; b) land grabs in XXXX context

Week 6) October 15

The Political Economy of the global food system, part 2

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

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

October 22: Reading week (no class)

Week 7) October 29

Guest presenter: Fawn Jackson, Senior Manager Government and Foreign Relations, Canadian Cattlemen's Association

- 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)

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

Week 8) November 5

Guest presenter: Akaysha Humniski, PhD candidate, Department of Political Science, Carleton University

Writing a Policy Brief and Negotiating Consensus

Discussion topic: Conceptualizing Social Innovation in Food Systems

- Ballamingie, P., C. Poitevin-DesRivières, I. Knezevic. (under review). Hidden Harvest's Subversive Potential: An example of 'community economy'. *Journal of Agriculture, Food Systems and Community Development*

<https://www.foodsystemsjournal.org/index.php/fsj/article/view/720>

- 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 9) November 12

Preparing for the first meeting of the Canadian Food Policy Advisory Council (no required readings, but extra participation grades on this date)

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

Week 10) November 19

Case Study: The International Politics of GMOs

- 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 CIAs – 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 11) November 26

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

Week 12) Dec 3

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 Canada

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
