

PSCI 1002P
Global Political Issues: The Politics of Food
Tuesdays 15.35-17.25
Please confirm location on Carleton Central

Instructor: Peter Andrée
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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 production and consumption of food.

The primary aim of this course is to introduce students to the study of the global political economy through the lens of food and agriculture. Through an in-depth study of the global food system 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. All are 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.

- Patel, Raj. 2008. Stuffed and Starved. Harper Collins: 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. 2009. PSCI 1002P Course Pack: Global Political Issues: The Politics of Food.

Evaluation

Seminar participation:	5%
Reading responses:	10%
Lecture attendance	10%
Mini-paper on food security in Canada (due February 10 in lecture)	15%
Term paper (due March 17 in lecture)	30%
Final exam (during exam period, April 8-27 th excluding April 11 th)	30%

Seminar Participation: Your participation grade will be based on seminar attendance, on the quality of your contributions to seminar group discussions, and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

For eight of the eleven weeks for which there are assigned readings, you are expected to submit a short (100-150 words) response to one or more of that week's readings. This piece can do one of three things: First, you can respond to one or more of the questions set in this syllabus, drawing on at least two of the readings of the week. Second, you can discuss specific points of similarity or difference among the readings, being sure to bring in, and substantiate, your own point of view. Finally, you can relate the readings to your service-learning experience or to your essay topic. In any case, the response should demonstrate that you are familiar with the central arguments of at least two of the readings for the week. You can also use the response to raise questions for clarification or discussion. There are four possible grades for reading responses: 0, 0.65 (noted on your returned paper as $\sqrt{-}$), 0.9 ($\sqrt{}$) or 1.25 ($\sqrt{+}$). 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 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).

Lecture Attendance:

The best way to do well in any university course is to attend class. This course allocates 10% of your grade simply for lecture attendance. The attendance grade is based on the percentage of classes for which you have signed in (and stayed). Please sign the attendance sheet under your tutorial leader's name. Absence for medical reasons must be substantiated by an appropriate note from a doctor or counsellor. (Note: For individual students I am prepared to move this 10% to the final exam grade – essentially making the final exam worth more. You must see me within the first three weeks of class to arrange for this option.)

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 service-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 don't think it does, you should provide a case for an alternative approach to tackling this issue.

For all other students:

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-service 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 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 five 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:

Good Food Box (preparing for packing day) – Monday January 19, 6 students, 8am-2pm

Good Food Box (packing food boxes) – Tuesday January 20, 6 students, 8am-2pm

In From the Cold (community dinner) – Saturday January 31, 18 students, 2-6pm

In From the Cold (community dinner) – Saturday February 7, 18 students, 2-6pm

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. 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 10. 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.

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 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 the same rights as Canadian citizens?; intellectual property rights over genetic material: helpful or harmful?; gender and the politics of food security; 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 or 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 APA 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 16. 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. The weekly reading response questions (see below) are also a good guide to the kinds of essay questions that will be asked on the exam.

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

Week 1: Tuesday January 6: Introduction

No seminars this week.

Week 2: Tuesday January 13: Hunger in a world of plenty?

- Patel, Raj. 2008. Introduction and Chapter 2: A Rural Autopsy. *Stuffed and Starved*. 1-45
- Collier, Paul. 2008. The Politics of Hunger. *Foreign Affairs* 87(6): 67-79

Why is there hunger in a world of plenty? How is hunger related to the social problems (e.g. health, environmental) associated with over-consumption? What do you think needs to be done to resolve these issues, and who should take the lead on these actions? What differences do you see in the way that Patel and Collier interpret the issue of hunger? Who do you agree with more and why?

Week 3: Tuesday January 20: Food (in)security in Canada

- Swanson, J. 2001. "Substituting Charity for Justice." *Poor Bashing*. Toronto: Between the Lines. 130-150
- Field, Debbie. 1999. "Putting Food First: Women's Role in Creating a Grassroots Food System Outside the Marketplace" in Women Working the NAFTA Food chain. D. Barndt (ed.) Sumach Press: Toronto. pp. 194-208
- 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

How would you describe the problem of food insecurity in Canada? Who is affected most and why? What should be the role of civil society, in relation to that of the state, in working to tackle this problem? What do you see as the main strengths or weaknesses of the solutions proposed by Swanson, Field, Moffett and Morgan?

Week 4: Tuesday January 27: Theorizing globalization

- Bowles, S. and R. Edwards. 1997. *The Origins of Political Economy. Understanding Capitalism (Second Edition)*. HarperCollins. 28-40
- 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

Describe and compare the contributions of two of the following theorists to the study of political economy: Smith, Marx, Keynes, Schumpeter and Polanyi. What does Polanyi mean by "embedded" markets and "fictitious commodities", and how are these concepts relevant to the study of globalization, and the global food system in particular?

Week 5: Tuesday February 3: The globalization of the food system

- Payne, Richard J. 2007. *Global Issues: Challenges of Globalization*. New York: Pearson. 1-33
- Patel, Raj. 2008. Chapter 3: You Have Become Mexican *Stuffed and Starved*. 46-74
- Guillette, Elizabeth A. "Unambiguous Results" 2002. *Alternatives* 28(1):24-25

With reference to one or more examples from the global food system, describe how the most recent phase of globalization (post-1970s) is similar to, or different from, earlier historical phases.

Week 6: Tuesday February 10: Neoliberalism and its effects

Note: Lecture replaced by a field trip to the Canadian War Museum – meet at the O-Train station at 2:30 for 2:35 train to Bayview (or meet at War Museum front entrance at 3pm).

- Patel, Raj. 2008. Chapter 4. 'Just a Cry for Bread' and Chapter 5: The Customer is our Enemy: A Brief Introduction to the Food System Business. *Stuffed and Starved*. 75-118
- Preibisch, K..L. 2007. Local Produce, Foreign Labor: Labor Mobility Programs and Global Trade Competitiveness in Canada. *Rural Sociology* 72(3):418-449

Drawing on specific examples, describe some of the effects of conflict/war (including the cold war and colonialism) on the global political economy of food. What are the implications of scale for the food system? What does the rise of temporary worker programs tell you about Canadian immigration policy?

Week 7: Tuesday February 17: Reading Break

Week 8: Tuesday February 24: The global food fight over GMOs

- Patel, Raj. 2008. Chapter 6: Better living through chemistry. *Stuffed and Starved*. 119-164
- Paarlberg, Robert. 2000. "Genetically Modified Crops in Developing Countries: Promise or Peril?" 2000. *Environment* 42(1) pp.19-27

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 conflict over GMOs?

Week 9: Tuesday March 3: 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 a thesis statement and outline of the main arguments for the essay you are researching for this course. Properly reference at least two academic sources.

Week 10: Tuesday March 10: The politics of marketing

- Patel, Raj. 2008. Chapter 8: Checking out of Supermarkets, and Chapter 9: Chosen by Bunnies. *Stuffed and Starved*. 215-292
- Nestle, Marion. 2006. Food Marketing and Childhood Obesity — A Matter of Policy? *New England Journal of Medicine* 354(24): 2527-2529

What kind of power do supermarkets have over the consumers who shop there? Do you agree with Patel's arguments on the relationship between the political economy of the food system and the rise in obesity? Why or why not?

Week 11: Tuesday March 17: State and multilateral regulatory mechanisms

Guest speakers: Shiv Chopra and Lucy Sharratt

- Sharratt, Lucy. 2001. "No to Bovine Growth Hormone: Ten Years of Resistance in Canada". in Brian Tokar (ed.). *Redesigning Life? The Worldwide Challenge to Genetic Engineering*. Zed Books: London. pp.385-396
- Gupta, A. 2000. "Governing Trade in Genetically Modified Organisms: The Cartagena Protocol on Biosafety" *Environment* 42(4): 23-33

What are the strengths and limitations of a "science-based" regulatory system for health and environmental risk assessment? Given your knowledge of GMOs, the food system, and international politics, what do you think were the top considerations that negotiators of the Cartagena Protocol on Biosafety should have taken into account? Does the final compromise address those considerations? Does the Cartagena Protocol on Biosafety meet the interests of all of the key stakeholders equally? Why or why not?

Week 12: Tuesday March 24: Alternative food networks

- Raymonds, Laura. 2000. "Re-embedding global agriculture: The international organic and fair trade movements." *Agriculture and Human Values*. 17: 297-309
- Fridell, G. 2007. Fair Trade Coffee and Commodity Fetishism: The Limits of Market-Driven Social Justice. *Historical Materialism* 15(2007): 79-104
- anonymous. 2006. Good food? *The Economist*. Dec 9: 12

Which of these three perspectives on Fair Trade do you agree with most and why? Make your case with reference to at least one of the counter-arguments presented in the readings.

Week 13: Tuesday April 1: Review

- Patel, Raj. 2008. Chapter 10: Conclusion. Stuffed and Starved. 293-319

Drawing on Patel as well as one other reading from this course (from a previous week), when do you think social movements and their civil society organizations are most effective in bringing about change in the global food system?

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. 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 assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008 for December examinations**, and **March 6, 2009 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 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 include a mark of zero for the plagiarized work or a final grade of "F" for the course. 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 only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, 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.