

GEOG 391: Food Geographies Spring 2016

Schedule: Monday & Wednesday 4:30 to 5.50pm
Classroom: Engineering Computer Science Bldg. 104

Instructor: Dr. Jen Bagelman
Office: Turpin Building, Room 208 (office hours Monday 3-4pm)
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Somali women receive food-aid in Mogadishu camp

Food is an inexorable part of our everyday lives. Food not only fuels us physically, it is also a source and product of social, cultural, political and economic relations. This course critically examines how these dynamic food relations emerge and take shape in relation to a particular geographical place: the refugee camp.

As we know, the refugee crisis – though not new – has intensified in our contemporary context. According to the UN, global refugee figures have now exceeded 50 million, for the first time since WWII. Displaced from their own beloved homes millions of refugees worldwide are resettled in temporary refugee camps. This course examines the geographies of emergency food aid within these complex places, particularly tracing where food is acquired, how far it travels, and how it is distributed. This course does not simply describe the geographies of food aid within the camp; rather, it provides a critical framework to examine the implications and limits of this provision in an attempt to imagine change. Through a critical investigation, this course examines possibilities for nourishing more hospitable, equitable and just geographies of food under emergency situations.

Course Format

We will meet twice a week. Class will consist of opening lectures to provide background and themes for the day. Multi-media presentations, interactive activities and guest speakers will help build connections between the week's readings and broader course themes.

Course Objectives

- Develop theoretical understandings of key issues pertaining to the geography of emergency food aid within the refugee camp
- Apply skills and knowledge to real world problems
- Enhance interpersonal development and the ability to work well with others
- Refine communication skills: both written and verbal

Schedule

Week & Topic	Reading
<p>WEEK 1: Introduction: Why food matters? January 4</p> <p>Introduction continued: January 6</p>	<p>‘Food.’ <i>The Dictionary of Human Geography</i>. Edited by Derek Gregory et al. http://bit.ly/1YBTgpg</p> <p>‘Food Security.’ <i>A Dictionary of Human Geography</i>. Edited by Noel Castree. http://bit.ly/1TmKIPW</p> <p>‘Social Geography 1: Food.’ <i>Progress in Human Geography</i>. Vincent Del Casino Jr. 2015.</p> <p><i>Carnal Appetites</i> (Read ‘Introduction: Gut Feelings’). Elspeth Probyn. 2003. http://bit.ly/1JEETrL</p> <p><i>Refugee Blues</i>. WH Auden. http://allpoetry.com/Refugee-Blues</p>
<p>WEEK 2: The landscape of food aid January 11</p> <p>Food aid and the refugee camp January 13</p>	<p>Defining food aid: http://bit.ly/1jP1bfB (pay special attention to excerpts from <i>Food Aid after Fifty years</i>, Chris Barnett) http://bit.ly/1mepNo1</p> <p>3 key aid sources:</p> <p>1) World Food Programme (WFP). http://bit.ly/1UdZ9Gh & WFP Emergency Food Assessment Handbook. http://bit.ly/12xdJmO</p> <p>2) Sphere Handbook (most internationally recognized guidelines for humanitarian response). Chapter 3. Minimum Standards in food security and nutrition. http://bit.ly/1meswO0</p> <p>3) World Health Organization, Food Safety. http://bit.ly/1mmnUoz</p> <p>‘Refugee.’ <i>A Dictionary of Human Geography</i>. Edited by Noel Castree. http://bit.ly/1Oh75Gw</p> <p>‘Camp.’ <i>A Dictionary of Human Geography</i>. Edited by Noel Castree http://bit.ly/1IyVemS</p> <p>‘Policing food in the camp.’ <i>Guardian</i>. http://bit.ly/1F191Aq</p> <p>‘What is a camp? Legitimate refugee lives in spaces of long-term displacement.’ <i>Geoforum</i>. Ilana Feldman. 2015.</p> <p><u>Additional:</u> What is a camp...? <i>Borderlands E-Journal</i>. Perera S. 2002. http://www.borderlands.net.au/vol1no1_2002/perera_camp.html</p>

<p>WEEK 3: Feeding trauma January 18</p> <p>Cultural genocide January 20</p> <p>*January 21: Legacy Art Gallery. 7.30pm Refugee Crisis</p>	<p>‘Coping With Trauma and Hardship Among Unaccompanied Refugee Youths From Sudan.’ <i>Qualitative Human Research</i>. Janice H. Goodman. 2004.</p> <p>‘Eating inside a German refugee camp.’ <i>Munchies</i> http://bit.ly/1mpWHBB</p> <p>‘Why Aid Agencies Need a Better Understanding of the Communities they Assist: The Experiences of Food Aid in Rwandan Refugee Camps.’ <i>Disasters</i>. Johan Pottier. 2007.</p> <p>‘Human Development Research Paper 2009/25. The Living Conditions and Well-being of Refugees.’ <i>United Nations Development Programme</i>. Bruijn, B. 2009.</p>
<p>WEEK 4: Business of food aid January 25</p> <p>*Guest speaker: Sharmarke Dhuubow</p> <p>Biotechnology and aid January 27</p>	<p>‘Food Aid, or Hidden Dumping?’ <i>Oxfam</i>. http://bit.ly/1mkGyGR</p> <p>‘The Business of Food Aid – Interactive.’ <i>Guardian</i>. http://bit.ly/17yRvUs</p> <p>Spatialising the refugee camp. <i>Transactions of the Institute of British Geographers</i> 38. Adam Ramadan. 2013.</p> <p>‘The Political Economy of Food Aid in an Era of Agricultural Biotechnology.’ <i>TIPEC Working Paper</i>. Jennifer Clapp. Available online here: http://bit.ly/1Jg5WyF</p>
<p>WEEK 5: Managing life February 1</p> <p>Control, biopower and victimization February 3</p>	<p>‘Humanitarianism as a Politics of Life’. <i>Public Culture</i>. Didier Fassin, 2007.</p> <p>‘Inside the Tent: Community and Government in Refugee Camps,’ <i>Security Dialogue</i>. 2014. Dan Bulley</p> <p>‘Control and Biopower in Contemporary Humanitarian Aid: The Case of Supplementary Feeding.’ <i>Journal of Refugee Studies</i>. Tom Scott-Smith. 2014.</p> <p>Hyndman, J. ‘A Refugee Camp Conundrum: Geopolitics, Liberal Democracy, and Protracted Refugee Situations,’ <i>Refuge</i>. 2011.</p>
<p>WEEK 6:</p>	<p>Reading week</p>

<p>WEEK 7 Gendered foodscapes February 15</p> <p>Engendering encounter February 17</p>	<p>‘Occupation and participation in everyday life: Women's experiences of an Austrian refugee camp.’ <i>Journal of Occupational Science</i>. Christine Steindl Karen Winding & Ulla Runge. 2008.</p> <p>‘A fractured mosaic: Encounters with the everyday amongst refugee and asylum seeker women.’ <i>Population, Space and Place</i>. Conlon D. 2011.</p> <p>‘Women and the gendered politics of food.’ <i>Philosophical Topics</i>. Vandana Shiva. 2009</p> <p><u>Additional</u>: ‘Home cooking: Filipino women and geographies of the senses in Hong Kong.’ <i>The Empire of the Senses</i>. Law L. 2005.</p>
<p>WEEK 8 February 22 & 24</p> <p>*February 25: Legacy Art Gallery. 7.30pm Refugee Crisis</p>	<p>Presentations</p>
<p>WEEK 9 Abjection and food strikes Feb 29</p> <p>‘Recipients,’ resistance and food riots March 2</p>	<p>Hunger strikers: historical perspectives from the emergency management of refugee camp asylum seekers. <i>Prehospital and Disaster</i>. Burkle, Jr, Frederick M; Chan, Jimmy T S; Yeung, Richard D S. 2013.</p> <p>‘Food Riot At Refugee Camp in Darfur Kills One, Injuries Six Others - UN.’ <i>Africa News Service</i> 5 Sept. 2008. <i>Business Collection</i>. Web. 27 Dec. 2015. http://bit.ly/1moi2vc</p>
<p>WEEK 10 Growing food alternatives March 7</p> <p>Harvesting change March 9</p>	<p>‘Food Networks, Alternative.’ In Thrift and R. Kitchen (Eds.), <i>International Encyclopaedia of Human Geography</i>, Oxford: Elsevier. Goodman, D.</p> <p>‘Roles and Alternatives to Food Aid in Southern Africa.’ report to Oxfam GB. Mousseau, F. 2004.</p> <p>‘Harvesting from a Repotted Plant: A Qualitative Study of Karen Refugees. Resettlement and Foodways.’ <i>Journal of Refugee Studies</i>. Savannah E. Spivey and Denise C. Lewis. 2015.</p>

<p>WEEK 11: Food innovations March 14</p> <p>Camps, apps and maps March 16</p>	<p>‘Enhancing Refugees’ Own Food Acquisition Strategies’ <i>Journal of Refugee Studies</i> (1992) 5 (3-4): 226-246</p> <p>‘Refugee Camps: Hot Spots of Innovation.’ <i>Public Radio International</i>. http://bit.ly/1zmkJlM</p> <p>‘Feeling at home: Producing and consuming things in Karenni refugee camps on the Thai-Burma border.’ <i>Population, Space and Place</i>. Dudley S. 2011.</p> <p>‘U.N. taps crowdfunding app to tackle refugee camp food shortages. Share the Meal app developed in Berlin.’ <i>Reuters</i>. http://reut.rs/1QVlk6p</p>
<p>WEEK 12 Creative cooking March 21</p> <p>Towards dignified access March 23</p>	<p>Give Something Back to Berlin: Cooking Group. http://bit.ly/1VnVkiO</p> <p>‘The hospitable city: social relations in commercial spaces.’ <i>Progress in Human Geography</i>. David Bell. 2007</p> <p>‘How Berlin’s creative community is responding to the refugee crisis.’ <i>Vice</i>. http://bit.ly/1JHnjDt</p> <p>‘Syrian refugee cooks for German homeless.’ <i>CBC</i>. http://bit.ly/1N91Vr5</p>
<p>WEEK 13:</p>	<p>Easter Break</p>
<p>Week 14: Review April 4</p> <p>*April 7: Legacy Art Gallery. 7.30pm Refugee Crisis</p>	<p>Course review, exam strategy and class potluck. Please submit hardcopy of final paper in-class</p>
<p>April 11</p>	<p>In-class exam</p>

Please note schedule is subject to readjustment if necessary

Texts

All assigned readings for this course are in your coursepack and available on CourseSpaces (<http://coursespaces.uvic.ca>). I will also post lecture notes here.

Assignments and Grading

Attendance & participation	10%
Presentations	15%
Refugee crisis legacy events: review	15%
Food paper	30%
Final exam	30%

Assignment Details:

Class Attendance & Participation (10%)

In order for this class to be a success your regular attendance and participation is necessary. Attendance will be taken during each class and you will also be evaluated based on your level of active participation in our group discussions. Active participation requires that you have read all the readings/explored relevant websites before class, and that you have some questions and comments to share. I suggest you take notes prior to class, identifying key issues that you would like to raise (ie: a quote or passage from the assigned readings that really resonates to you; something you agreed with; or something that rubs you the wrong way; a connection that you notice between articles).

Active participation does not mean only speaking, it also requires active and *patient* listening. Each of us will take something different from the course materials, and thus it is vital that in discussion we take the time to really hear and reflect upon what is being offered. As you continue in your academic career you will increasingly encounter courses in which the learning emerges ‘dialogically’ – that is, learning through thoughtful discussion. Part of the goal in this class is to develop the art of dialogue.

Not everyone communicates in the same way and this is the beauty of dialogue! Some of us are keen to jump into conversation others take a while to engage. This course provides you with an opportunity to find your own voice, experiment and express your thoughts in a way that feels comfortable. Throughout the duration of the semester we will learn how to work together as a team: how to encourage one another and benefit from the collective wisdom and experience that lives in (and beyond) our diverse class. Feel free to come speak with me during the course of the term if you are struggling with in-class participation, we find strategies to ensure everyone feels comfortable participating in their own way.

Presentation (15%)

In week 8 you will briefly introduce the particular refugee camp that you will be exploring for your final paper. This presentation is very short, only 3 minutes. Concisely present in an engaging manner. You should identify: where is your case located, what makes this site relevant to the study of emergency food aid? The purpose of this assignment is to encourage you to identify you key case study that you will develop for your main paper, and to gain feedback early in the term. As well, this will be a wonderful opportunity for us, as a class, to learn for one another about a variety of geographical contexts.

Refugee Crisis Events: Review (15%)

This term you have the unique opportunity to hear from world-leading geography experts studying the refugee crisis. Three events are hosted throughout the term that you are invited to attend, the dates are: January 21, February 25, April 7 (7.30pm at the Legacy Art Gallery. 630 Yates Street). Attend all three and complete a one-page review on one of these talks. For more info check out: thecitytalks.ca

Food Paper (30%)

In this class, we will be exploring the geographies of emergency food aid in refugee camps. In other words, we pay special attention to the spatiality of food (where food comes from, how it travels, where and how it is distributed) within the space of the camp. We are also concerned with the affective geography of this provision (that is, emotional and lived impact of food aid). Your final Food Paper is designed to provide you the opportunity to examine a particular case study of a refugee camp from anywhere around the world. Topics will vary from one student to another, but the overall themes to be considered should relate in some fashion to the broad thematic areas of this course (such as: gender, biopower, trauma). You may select any contemporary or a historical case, just so long as you justify why you have selected this particular site. Below are step-by-step instructions for completing this assignment:

1) *Selecting a topic:* Get an early start on the first few weeks' assigned readings for the course to get a sense of what the notion of emergency food aid is all about, and how this relates to the refugee camp. Then, begin to think of any examples you are aware of, perhaps you have already been following a story in the news. We know all too well there are countless examples of refugee camps that you could chose from to study.

While there are similarities in terms of how food provision is governed in various camps, no two camps are the same. Hone into the specificity of your site. Is this an urban camp? (More than half of all refugees of concern to UNHCR live in urban areas). If so, what are the dynamics of this particular geography? Or is the camp you are exploring on the periphery of a major city, if so – how does this impact the delivery and distribution of food? Is the camp you have selected densely populated, or is it relatively small? How long has the camp been in existence? Who runs this camp (usually they are built and run by a government, the UN, or international organization such as the Red Cross. However, there are also a variety of informal camps operating without support of governmental organizations). Please feel free to consult with me as you make your selection. I am always very happy to chat with students in office hours, if these times do not work, just get in touch via email: bagelman@uvic.ca.

2) *Conducting the research:* Once you have selected a research topic you should continue to collect popular media sources (newspaper or magazine articles) as well as academic sources (geography journal articles, scholarly books, etc.) related to the general topic. Keep in mind that the media sources you find will likely deal with the details of a particular event, whereas the scholarly literature may address a more general theme of relevance to your topic. See 'other useful resources' (below) for helpful and current research on your chosen topic.

3) *Writing your research paper:* After the initial groundwork is completed for conducting your research, you should begin writing a draft of your paper. The paper should be 8-10 pages, double-spaced, 12-pt font size, 2.54 cm margins, not counting any other accompanying materials such as photographs, maps, etc., all of which should be included in an appendix at the end of the document. The paper should draw upon a combination of popular media, academic geography journal articles/books, and a selection of the assigned readings for this course. It should be divided into different section with bold headings, and below is a guide to help you format the paper:

1. **Introduction** (approx. 1 page) Introduce the goal and objectives of the paper in this short section.

2. Section that **reviews** academic geography literature on broad theme of relevance to your research topic (approx. 3 pages)

3. Section that examines the details of the **case study topic** itself drawing upon popular media sources and relevant academic literature (approx. 5 pages) In this section, provide a descriptive account and critical analysis of the case study you have chosen to investigate drawing upon relevant media sources, etc.

4. **Conclusion** (approx. 1 page) In this concluding section, provide a summary of your main arguments and discuss how your analysis of the case study contributes to the broader literature in geography.

For both in-text citations and your bibliography, please use the instructions on the following website to follow proper APA citation format:

<http://www.library.mun.ca/guides/howto/apa.php>

4) *Deadline for submitting the paper:* The paper should be submitted at the start of class on Thursday, April 4. Please note that absolutely no late papers will be accepted. Exceptions will be made only if the student and course instructor have made special arrangements prior to the due date to accommodate any legitimate university-excused absences or for a medical emergency.

Other useful resources for final paper:

Brookings Institution Project on Internal Displacement: www.brookings.edu/projects/idp.aspx

Canadian Council for Refugees: www.ccrweb.ca

Forced Migration On-line: www.forcedmigration.org

Forced Migration Review: www.fmreview.org

Human Rights Watch: www.hrw.org

Immigration and Refugee Board of Canada: www.irb-cisr.gc.ca

International Committee for the Red Cross: www.icrc.org

International Crisis Group: www.crisisweb.org

Internal Displacement Monitoring Centre: www.idmc.org

MSF Virtual Refugee Camp: www.refugeecamp.org

Norwegian Refugee Council: www.nrc.no

Refugees International: www.refintl.org

Relief Web: www.reliefweb.int

UNHCR: www.unhcr.org

University of Oxford Refugee Studies Centre: www.rsc.ox.ac.uk

Women's Refugee Commission: <https://womensrefugeecommission.org>

Final Exam (30%)

The course will have one final exam. This exam will consist of 5 short-answer and 2 mini-essay questions. The final exam will be cumulative and held during the regular final exam period. You will be given ample guidance with regards to exam questions, prior to the exam to enable you to prepare adequately. We will also have a final exam preparation session. You are encouraged to connect with your colleagues, study and think together – it's more effective, and fun!

Grading Scale

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

Plagiarism and Academic Integrity

All writing assignments should be written by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper quotation and citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation.

Course Values

Together as a class we have a shared responsibility to promote, provide, and protect a positive and safe learning and working environment for all.

UVIC'S Accessibility statement for students with a disability

If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://rcsd.uvic.ca>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Course Evaluation Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experiences. The survey is vital in providing feedback to me regarding the course and my teaching. Also, if you have any feedback for me throughout the duration of the course, please do get in touch. 😊