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*“Food has no ethnicity ...  
... only geography.”*

**Musa Dagdeviren,  
Owner Ciya Sofrasi Restaurant, Istanbul**

## **Geography for Today: The Geography of Food**

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**Zoom Office Hours:** Monday 1:30-3:30 PM. Thursday 1:30-3:30 PM

**Contact:** 250-721-7337

email: markflaherty39@gmail.com

### **COURSE DESCRIPTION**

Food is a basic human need and right. The production, acquisition and consumption of food occupies everyone to some extent, and connects each of us with many factors including, but not limited to, the natural environment, health, poverty, and global trade. Most of us take food for granted because we have three meals a day with snacks in between. Many others on this planet, however, go without. As we look to the future, there are three major challenges that face the world. We need to match the increasing demand for food from a larger and more affluent population to its supply, do this in ways that are environmentally and socially sustainable, and ensure that the world's poorest people are no longer hungry.

This course provides an introduction to the opportunities and challenges facing the global food system. We will consider who produces food, how it is produced, and the links between producers and consumers. This course seeks not only to promote critical thinking about the global food system, but also to inspire ongoing reflection on your personal relationship with food.

Course topics include:

1. Nutrition - *Is the McDonalds McDouble the greatest food in human history?*
2. Malnutrition – *As common in wealth as in poverty?*
3. Our Hungry Planet – *Lots of food, but in too few places?*
4. Food Loss and Waste in the Food Chain – *Are we using our land and water to grow food that one eats?*
5. Global Trade – *Is the 10,000 km diet sustainable?*
6. Climate Change and Food – *If the food system goes wrong, can anything else go right?*
7. Biofuels – *Does it make sense to run your car on vegetables?*
8. Catch of The Day – *Are we fishing down the food chain?*
9. The Blue Revolution – *Is aquaculture the future of seafood or is something fishy going on?*

10. GMO – *Great Meal Offering or Gross Me Out?*
  11. Organic Farming – *Are the people who think organic farming can feed the world delusional hippies?*
  12. The Future of Food – *Will we all be eating insects in 50 years?*
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## LEARNING OUTCOMES

On completion of this course you should have the following learning outcomes:

- have knowledge of contemporary geographical approaches to and debates relating to global food production, trade and food security.
- understand how the trends in global food production are shaped by environmental, social, economic and political factors.
- understand how changes in the global food systems have an impact on human nutrition, and how food consumption affects the global environment.

## REQUIRED READINGS

There are no required books to purchase for this course. Course readings are available on Brightspace.

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## EVALUATION

Your grade will be based on four components.

### **1. Reading Commentaries: Four Groups @ 5% each for a total 20% of final mark**

To encourage continuous personal engagement with the course, you will prepare a short commentary on each of the required readings. These commentaries will be submitted in four groups. These are not intended to be summaries, rather they are reflections upon what information, ideas or concepts stood out for you. Did the reading make you think about the topic in a different way, or did it reinforce your perspective. Further guidance for preparing the commentaries will be provided in the lectures.

Four groups of readings. Each reading commentary 200-250 words, 1.5 spaced, Times Roman 12 font. Due dates are: February 1, March 1, March 18, April 12.

### **2. Personal Food Journal – Due Thursday March 18 35% of final mark**

The first component of the journal is a record of all the food that you eat and throw away during a five day period. It does not have to be five consecutive days but should include a weekend. You will then answer questions that encourage you to reflect on your personal food consumption habits and relate them to the lectures and readings. The second component differs depending on your personal living arrangements. Those of you living on your own or with roommates, will

complete a grocery shopping survey, and indicate what factors influenced your shopping choices. If you live in residence on campus you will complete a cafeteria offering survey and assessment. Those of you living at home will report and comment on a household grocery shopping trip. The format for the journal(s) will be available on Brightspace.

**NOTE:** You will not be judged or graded based on your dietary choices. Information about your diet will not be shared with anyone.

### 3. Participation. 15% of final mark

Zoom breakout groups to discuss the “*Question(s) of the Day*” followed by voting.

### 4. Take Home Exam 30% of final mark

3 short essays 400 words each  
1 long essay 1,200 words

Questions will be based on the lectures.

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<b>Exceptional, outstanding and excellent</b> 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%	<b>Very good, good and solid</b> 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%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> 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.
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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: [geogadvisor@uvic.ca](mailto:geogadvisor@uvic.ca)

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## POLICY ON LATE ASSIGNMENTS

Only the course instructor can grant exceptions.

## ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

### Policy on Academic Integrity:

<http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html>

If you have any questions or doubts, talk to me, your course instructor. For more information, see <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

## ACCESSIBILITY

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

## POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking

place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## **COURSE EXPERIENCE SURVEY (CES)**

AT the end of term you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). This survey provides important feedback to me regarding the course and my teaching. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device.

### **NOTE:**

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* [uvic.ca/services/counselling/](http://uvic.ca/services/counselling/)

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* [uvic.ca/services/health/](http://uvic.ca/services/health/)

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* [uvic.ca/services/cal/](http://uvic.ca/services/cal/). *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* [uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)