



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

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

Geography for Today: The Geography of Food

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 to many local and global issues. These include, but are not limited to, climate change, health, poverty, and international 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 no 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?*
-

LEARNING OUTCOMES

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

- have knowledge of contemporary 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.

EVALUATION

Your grade will be based on four components.

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

Commentaries provide an opportunity for you to present your thoughts and reactions to the assigned readings. They are not intended to be summaries. The questions presented below are suggestions. Depending on the reading you may end up answering all of them, some of them or add to them. The most important thing is that you convey your impression of the reading.

Provide First Author's Name

How did the reading fit with your own knowledge (previous learning) and experiences? Did it make you think about the topic in a different way? If yes, explain how. If no, describe the connection between the reading and your past learning or experience.

Has the article left you with any questions?

Are there any important issues that were not covered in the article?

Format: Times Roman 12 Font, 1.5 Spacing. APA style. 200-250 words.

Evaluation

- *Reflection:* Higher grades will be given to work that describes your thoughts about the findings or questions raised by the reading. Lower grades will be given to work that is vague or which provides little evidence of thoughtful assessment of the reading.
- *Grammar, Spelling and Style:* Higher grades will be given to work that is grammatically correct and is clearly and accurately written. Lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

The commentaries will be submitted in four groups. The groupings will be posted to Brightspace.

Due dates are: September 30, October 21, November 15, December 6

2. Personal Food Journal – Due Thursday November 18 for 25% of final mark

The first part 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 arrangement. 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 food choices. Information about your diet will not be shared with anyone.*

3. Midterm Test – October 28 for 25% of final mark

Short answer questions based on the lectures.

4. Take Home Exam - December 9 – 11 for 30% of final mark

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	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.
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.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: geogadvisor@uvic.ca

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. 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

Web: 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/

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/

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/. 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