

GEOG / HNSC 3870 A01 Food Geographies
Department of Environment & Geography
University of Manitoba

COURSE OUTLINE Winter 2022

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Course Delivery

At this time, the plan is that courses this term will begin with remote delivery (via UM Learn) and will pivot to in-person learning starting, for this course, on Tuesday, March 1, 2022. Be sure to stay alert to your UM student email for information should instructional plans change and details about the anticipated pivot to in-person instruction. Your instructor will also be in touch via email and UM Learn Announcements.

While we are in the remote-learning mode, lectures will be delivered asynchronously, accessible in UM Learn every week, by weekly topic, by noon Tuesdays. Any change to this timing will be noted in an email to all students and in Announcements in UM Learn. There will be 2-3 lectures per week, approximately the same duration (in minutes) as when we meet in person on campus (~75 min per class).

All lectures are **narrated PowerPoint presentations** that you **download** and then review at your own pace, as many times as you need, and fit into your schedule. You **MUST** have MS PowerPoint to play the narrated lecture files on your computer. You **cannot** play these on your smartphone or a Chromebook. If you do not have current MS PowerPoint software, you can obtain it as part of Microsoft Office 365, free from the University at: <https://umanitoba.ca/ist/email/2397.html>

All course materials, including the **required readings** and **additional materials** such as videos, news articles etc., are available on the UM Learn site for this course. All resources are organized into weekly course topic modules/sections, corresponding to those listed in the schedule at the end of this Course Outline. **There is no course textbook.**

UM Zoom Office Hours: These will be held Tuesdays and Thursdays from 11:30 am-12:30 pm via UM Zoom (Look under the Integrations tab in UML). Here you will see a list of scheduled dates and times. This is for **individual time with your instructor** to ask questions about course content, studying, tests, etc.; if I am speaking with a student already, you may have to wait a few minutes in the UM Zoom 'waiting room'; please be patient. All students in the waiting room will be met before the current UM Zoom session ends. Should we pivot to in-person learning in February, office hours will remain via UM Zoom. However, the times will be rescheduled, and you will be notified via UM email and Announcements in UM Learn.

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TRADITIONAL TERRITORIES ACKNOWLEDGEMENT



The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.



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“As defined in *The Human Rights Code* (Manitoba) and in accordance with the University of Manitoba’s Respectful Work and Learning Environment (RWLE) Policy, all learners, faculty and staff, regardless of race, ethnicity, colour, religious beliefs, national origin, rurality, gender, age, sexual orientation, disability, political beliefs, language, or socioeconomic status, are valued for their individuality, academic pursuits, and contributions to the diversity and functions of the University of Manitoba. Unacceptable discrimination, including racism, microaggressions, sexism, ableism, ageism, homophobia and transphobia will not be tolerated.”

(Source: Rady Faculty Equity, Diversity and Inclusion Policy, 2020)

Course Description

This course examines food consumption and production issues as analyzed in current scholarship in geography, environmental studies, and allied disciplines. It emphasizes that food is inherently geographical; all food is produced and consumed *somewhere*. Geographical/environmental insights on food issues focus on food production and consumption as they vary across space, in place, and at scales of human-environment interaction from the personal to the global. Students are challenged to build their own understanding of the complex relations between people, what they eat, where and why they eat it, where it is grown and how it travels to their plate.

Course Learning Objectives

- Increase student understanding of geographical and environmental relationships in food issues, patterns and practices
- Increase student understanding of food as a nexus for evolving local-to-global (and vice versa) economic, social, cultural, political and environmental relations
- Improve student skills in critical thinking, reading, and writing

Student Learning Evaluation

Students registered with Accessibility Services that require additional testing time should ensure that the instructor is officially notified WELL before the test date so that any time extensions can be set up in UM Learn.

1. Take-home Midterm Test (30%)

- *Questions distributed to students at 7 am, Tuesday, March 8, 2022*
- *Completed take-home tests MUST be submitted by 7 pm, Wednesday, March 9, 2022*
 - **LATE SUBMISSIONS MAY NOT BE ACCEPTED**
- Completed exams are submitted to a folder in UM Learn Assessment / Assignments.
- The folder will be open for submissions from 7 am-7 pm Central Time
- Mix of short answer and essay questions
- Questions are based on course required readings, narrated lectures and select additional materials, up to and including Week 5 (Food, Consumption & Embodiment)
- *Because this is an open-book, take-home test, you are expected to reference all sources used, following APA format correctly*
 - *Such testing comes with a high expectation for correct grammar and spelling and synthesis of course information from across all course materials.*

2. Assignment – Persuasive/Argumentative Research Essay (30%)

Due Thursday, April 14, 2022

LATE SUBMISSIONS WITHOUT AN APPROVED EXTENSION MAY NOT BE ACCEPTED

An **Argumentative/Persuasive** style of paper is **not** a generic literature review that presents a broad survey of a topic; *such a paper will not earn a passing grade.*

You will select ONE of the following broad topics:

- i. The impacts of Covid19 on the Canadian/North American food system OR food consumption practices
- ii. Indigenous food sovereignty in Canada
- iii. Food banks and food insecurity In Manitoba/Canada
- iv. Climate change effects on food production in Canada/North America
- v. Foods and regional/cultural identity
- vi. Food trends/histories of a specific commodity/food item

Once you have identified your broad topic above, you must **identify a specific position you will argue/persuade a reader about within that topic.**

- **Discuss your position/argument ideas with Dr. Hallman in the UM Zoom office hours and/or email to focus your argument/position. Your essay must have an obvious position statement that answers the question: *What is being argued in this paper.***
 - FYI - Those students that don't avail themselves of Dr. Hallman's help rarely do well on this assignment
- **You are required to use the APA referencing format.** This is standard in the social sciences like Geography Examples of APA referencing format can be found at:
https://umanitoba.ca/student/academiclearning/media/cite_APA-1.pdf
- The spelling and grammar check function in MSWord is your friend; use it!
- Length: 3-4 pages single-spaced = 1500-2000 words
 - This does NOT include the reference list, nor any tables or graphics you include
- Format:
 - Student name, ID#, course name and number, and Assignment title in a Header – NO TITLE PAGE
 - Single-spaced, standard margins, 12-pt Arial or Times New Roman font ONLY

Additional, detailed instructions will be available in UM Learn Contents for this course.

3. Take-home Final Examination (40%)
Scheduled for April 21-23, 2022
LATE SUBMISSIONS MAY NOT BE ACCEPTED

This exam will be distributed via University of Manitoba student email and UM Learn Announcements.

- Students will have **48 hours to complete answers to 3 (three) of a possible 5 (five) essay questions**. The completed responses will be submitted to a folder in UM Learn Assessment / Assignments.
- Answers are to draw on all relevant course materials; *outside research is not required*.
- The essay questions are drawn from across the course, however somewhat weighted to the second half of the course not tested on the Midterm.

Letter Grades

The following is the standard grade scheme used in the Department of Environment and Geography:

- A+ = 90 % +**
- A = 80-89%**
- B+ = 75-79%**
- B = 70-74%**
- C+ = 65-69%**
- C = 60-64%**
- D = 50-59%**
- F = < 50%**

GEOG/HNSC3870 A01 WINTER 2022 – COURSE SCHEDULE

The term will begin with remote delivery via UM Learn. Anticipated pivot to in-person delivery for this course starts March 1, 2022

DATES	LECTURES & EVENTS	READINGS
Week 1 – Looking at food geographically		
Tuesday, January 25	Class introduction	Lewis (2000)
Thursday, January 27	Thinking geographically...	Monrreal (2008)
Week 2 – Food, Foodways and Diffusion		
Tuesday, February 1	Food Diffusion-Spices	Dursteler (2014)
Thursday, February 3	Food Diffusion-Kitkat	Wright (2007)
Week 3 – Food Consumption Beliefs and Trends		
Tuesday, February 8	Beliefs and Trends 1	Beagan & Chapman (2012)
Thursday, February 10	Beliefs and Trends 2	Jackson (2010)
Week 4 – Food, Consumption, and Social Life		
Tuesday, February 15	Food and Social Life 1	Gombay (2010)
Thursday, February 17	Food and Social Life 2	Liu (2017)
<i>February 21 – Louis Riel Day – University Closed</i>		
<i>February 22-25 - Winter Term Break</i>		
Week 5 – Food, Consumption, and Embodiment (SWITCH TO IN-PERSON EXPECTED)		
Tuesday, March 1	Corporeal Place	Little et.al. (2009)
Thursday, March 3	Embodied Geographies	Waitt (2014)
Week 6 – Food and Industrial Agriculture		
Tuesday, March 8	Industrial Agriculture	Hassler & Franz (2013)
Thursday, March 10	Agribusiness/Worker Issues	Wald (2015)
<i>Tuesday, March 8 – Take-home Midterm distributed via UMLearn & email at 7 am</i>		
<i>Wednesday, March 9 – Take-home Midterm due to UMLearn folder by 7:00 pm</i>		
Week 7 – Food and Alternative Agriculture 1 - Sustainability		
Tuesday, March 15	Sustainability	Reganold & Wachter (2016)
Thursday, March 17	The Organic Standard	Jain (2012)
Week 8 – Food and Alternative Agriculture 2 – Local Foods		
Tuesday, March 22	Slow Food Movement	Beckie et.al. (2012)
Thursday, March 24	Community Supported Ag.	Kato (2014)
Week 9 – The Problem of Food Waste		
Tuesday, March 29	Scale of Food Waste	Melikoglu (2013)

Thursday, March 31	Drivers/Actions	Thyberg & Tonjes (2016)
Week 10 – Food Security and Sovereignty 1		
Tuesday, April 5	Human Right/Obligation	DelCanto et.al. (2015)
Thursday, April 7	Food Deserts, Mirages	Miewald & McCann (2014)
Week 11 – Food Security and Sovereignty 2		
Tuesday, April 12	Food Sovereignty 1	Desmarias & Wittman (2015)
Thursday, April 14	Food Sovereignty 2	Islam & Berkes (2016)
<i>Thursday, April 14 - Persuasive Essay Due – submit to UMLearn</i>		
<i>Friday, April 15 – Good Friday – University Closed</i>		
Week 12 – Conclusion: Food Geographies		
Tuesday, April 19	Food, Culture & Place	Bunzey (2020)
Thursday, April 21	Conclusion/Exam Q&A	Chan (2019)
<i>Thursday, April 21 – Take-home Final Exam distributed via UML & email @ 7 am</i>		
<i>Saturday, April 23 – Take-home Final Exam submitted to UMLearn by 7 pm</i>		
<i>Monday, April 25 – Last instructional day Winter 2022 (no class scheduled for 3870)</i>		

GEOG / HNSC 3870 FOOD GEOGRAPHIES

LIST OF REQUIRED READINGS – W2022

All readings are available (pdf files) in UMLearn, in the weekly modules for each listed topic. It is recommended that you download these files and print them for reading and note-making.

Additional materials in each module are recommended reading - they may include news stories, short videos or government/institutional websites. These resources are provided to augment and support lecture materials.

Week 1 - Introduction: Looking at food geographically

- Lewis (2000) From Minnesota Fats to Seoul Food: SPAM in American and the Pacific Rim. *Journal of Popular Culture*. 34:2, 83-105.
- Monrreal (2008) A Novel, Spicy Delicacy: Tamales and Imagined Geographies of Mexico. *Cultural Geographies*. 15:3, 449-470.

Week 2 - Food, Foodways & Diffusion

- Dursteler (2014) 'Bad Bread and the Outrageous Drunkenness of the Turks': Food and Identity in the Accounts of Early Modern Travelers to the Ottoman Empire. *Journal of World History*. 25:2&3, 203-228.
- Wright (2007) The Medieval Spice Trade and the Diffusion of the Chili. *Gastronomica*. 7:2, 35-43.

Week 3 – Food Consumption Beliefs and Trends

- Beagan & Chapman (2012) Meanings of Food, Eating, and Health among African Nova Scotians. *Ethnicity & Health*. 17:5, 513-529.
- Jackson (2010) Food Stories: Consumption in an Age of Anxiety. *Cultural Geographies*. 17:2, 147-165.

Week 4 – Food Consumption and Social Life

- Gombay (2010) Community, Obligation and Food: Lessons from the Moral Geography of Inuit. *Geografiska Annaler Series B: Human Geography*. 92:3, 237-250.
- Chen Lui (2017) Food practices, gendered intimacy and family life in contemporary Guangzhou. *Gender, Place & Culture*. 24:1, 97-107.

Week 5 – Food, Consumption and Embodiment

- Little et.al. (2009) Gender, Consumption and the Relocalisation of Food. *Sociologia Ruralis*. 49:3, 201-218.
- Waitt (2014) Embodied Geographies of Kangaroo Meat. *Social & Cultural Geographies*. 15:4, 406-426.

Week 6 – Food and Industrial Agriculture

- Hassler & Franz (2013) Food Production Networks: Indian Organic Pepper in Germany. *TESG*. 104:1, 29-40.
- Wald (2015) Visible Farmers, Invisible Workers. *Food, Culture and Society*. 14:4, 567-586.

Week 7 – Food and Alternative Agriculture 1: Sustainability

- Badgeley et al (2007) Organic agriculture and the global food supply. *Renewable Agriculture and Food Systems*. 22:2, 86-108.
- Reganold & Wachter (2016) Organic agriculture in the 21st Century. *Nature: plants*. 2
- Jain (2012) Transition to 21st Century Agriculture: Change of Direction. *Agricultural Research*. 1:1, 12-17.

Week 8 – Food and Alternative Agriculture 2: Local Foods

- Beckie et al (2012) Scaling up Alternative Food Networks: Farmers' Markets and the Role of Clustering in Western Canada. *Agriculture and Human Values*. 29:3, 333-345.
- Kato (2014) Gardeners, Locavores, Hipsters and Residents: An Alternative Local Food Market's Potential for "Community" Building. *Journal of Agriculture, Food Systems, and Community Development*. 5:1, 145-159.

Week 9 – The Problem of Food Waste

- Melikoglu (2013) Analyzing global food waste problem Pinpointing the Facts and Establishing the Energy Content. *Central European Journal of Engineering*. 3:2, 157-164.
- Thyberg & Tonjes (2016) Drivers of food waste and their implications for sustainability policy development. *Resources, Conservation, and Recycling*. 106, 110-123.

Week 10 - Food Security & Sovereignty 1

- Miewald & McCann (2014) Foodscapes and the Geographies of Poverty: Sustenance, Strategy and Politics in an Urban Neighbourhood. *Antipode*. 46:2, 537-556.
- Del Canto et al (2015) Characterizing Saskatoon's Food Environment: A Neighbourhood-level Analysis of In-store Fruit and Vegetable Access. *Canadian Journal of Urban Research*. 24:1, 62-77.

Week 11 – Food Security & Sovereignty 2

- Desmarais & Wittman (2014) Farmers, Foodies and First Nations: Getting to Food Sovereignty in Canada. *Journal of Peasant Studies*. 41, 1153-1173.
- Islam & Berkes (2016) Indigenous Peoples' Fisheries and Food Security: A Case from northern Canada. *Food Security*. 8, 815-826.
- Richmond, Kerr, Neufeld, Steckley, Wilson & Dokis (2021) Supporting food security for Indigenous families through the restoration of Indigenous foodways. *The Canadian Geographer*. 65(1): 97-109.

Week 12 – Conclusion: Food Geographies

- Bunzey (2020) Sounding soul(food): The discursive interconnection of sound, food, and place in Southern hip-hop. *Food and Foodways*. 28:4, 251-273.
- Chan (2019) Tea cafes and the Hong Kong identity: Food culture and hybridity. *China Information*. 33:3, 311-32

ADDITIONAL COURSE OPERATION INFORMATION:

Policy Regarding Missed Tests or Assignment Extensions

If you miss the midterm for medical or compassionate reasons, you **may** be granted a make-up test or due date extension on your assignment. Reasonable requests are generally accommodated.

Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students **are required to contact their instructor** or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up tests or assignment extensions.

Please follow these guidelines if you are unable to meet an academic requirement for your course whether for medical or compassionate reasons:

- **Contact your instructor for term work such as a quiz, midterm/test, assignment, or lab**
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);
- **Inform your instructor/advisor as soon as possible - do not delay – ideally within 24 hours BY EMAIL.**
- For final exams, students must contact an academic advisor within 48 hours of the date of the final exam
- **Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and the academic work that was missed.**

Please note that reasonable causes for missing a test or exam do **NOT** include things like vacations, long weekends out of town, or work in other courses.

If you do not contact the instructor within 48 hours that a test or assignment due date has been missed, you may not be offered the opportunity to complete a make-up test or receive an extension on a due date (i.e., waiting a week “because you forgot” means that you get a ZERO).

You may have multiple tests or assignments scheduled/due on the same day or very close together. You may **not** write a deferred midterm or get an extension on a due date because you have work due in other courses. Study early and plan accordingly.

- If in doubt about what is an appropriate reason for missing a test or due date, please ask the instructor **beforehand** via email.

- Students will generally have 1 week from the midterm date to complete a make-up test. No make-up tests will be available after that time.
- A make-up test can include any format for test questions, including multiple choice, short answer, long answer, etc. The format will likely be different than the regularly scheduled midterm test. It is up to the student writing the make-up test to ask the instructor about the format.
- All make-up midterm tests will be done via UMLearn Assessment / Quizzes
- Assignment due date extensions must be requested at least 24 hours before the published due date, via email. Note that emails sent later than 5pm may not be viewed before the next day. Generally, extensions are given in 48-hour increments, and will not exceed 1 week from the original due date.
- **If a student has medical or compassionate reasons that mean they are unable to write a makeup test or submit an assignment within 1 week (for example, due to an extended illness), other accommodations will be offered and discussed with the student**

Student Accessibility Services (SAS)

- If you are a student requiring accommodations, please contact SAS for academic supports and services such as note-taking, interpreting, assistive technology and exam/test accommodations
- It is YOUR responsibility to consult with Student Accessibility Services and make sure the instructor is notified of any necessary arrangements for exams/tests
- Students who have, or think they may have, a need for academic supports (e.g. mental or physical illness, learning disability, hearing or visual challenges, or injury-related challenges) are encouraged to contact SAS to arrange a confidential consultation
- *Student Accessibility Services*
<http://umanitoba.ca/student/saa/accessibility/>
 520 University Centre - 204 474 7423
Student_accessibility@umanitoba.ca

Other Student Supports

As members of our university community, we want to see you thrive. But there can be many challenges, in everyday life and in achieving academic success, especially in our current Covid19 context. Many and varied services and supports are here to help you be successful in achieving your university goals. Links to numerous resources can be found at <https://umanitoba.ca/student-supports> I encourage you to review this site and familiarize yourself with all that is offered by your university community.

Copyright

Please respect copyright. Copyrighted works, including those created by your instructors, may be made available to students for private study and research and must not be distributed in any format without permission. Dr. Hallman and the University of Manitoba hold copyright over these course materials, including lectures, tests and exams, and any documents which form this course. The authors of your required readings hold copyright on their work. **No audio or video recording of lectures is allowed in any format, openly or surreptitiously, in whole or in part, without written permission from Dr. Hallman.**

Do not upload copyrighted works to any website, unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University's Copyright Office website at umanitoba.ca/copyright or contact um_copyright@umanitoba.ca

Communicating with Your Instructor

Since September 2013, only your **university email account** is used for official university communications, including messages from your instructors, Department or Faculty, academic advisors, and other university administrative offices. **Only emails from your University of Manitoba account (... @myumanitoba.ca) will be responded to by your instructor.** Additionally:

- **All communications must be professional and respectful.** As members of the university community we are all subject to the Respectful Workplace and Learning Environment Policy (https://umanitoba.ca/admin/governance/governing_documents/community/230.html). You are encouraged to familiarize yourself with this policy.
- **E-mails** to the instructor must include:
 - The subject heading (e.g., **GEOG or HNSC 3870; Food Geography ...**)
 - A salutation (i.e. Dear, Hello, Good Morning . . .)
 - **The instructor's correct name (Professor or Dr. Hallman)**
 - Emails that do not conform to the above format may not get a response.

Normally, emails will be responded to within 24 hours, however emails generally are generally not answered on weekends or after 5pm on weekday evenings.

Academic Integrity

Students are responsible for ensuring they understand the University of Manitoba's Policy on Academic Integrity (<http://umanitoba.ca/student-supports/academic-supports/academic-integrity>).

“Academic Misconduct” means any conduct that has, or might reasonably be seen to have, an adverse effect on the academic integrity of the University, including but not limited to:

- (a) Plagiarism – the presentation or use of information, ideas, images, sentences, findings, etc. as one’s own without appropriate citation in a written assignment, test or final examination
- (b) Cheating on Quizzes, Tests, or Final Examinations – the circumventing of fair testing procedures or contravention of exam regulations. Such acts may be premeditated/planned or may be unintentional or opportunistic
- (c) Inappropriate collaboration – when a Student and any other person work together on assignments, projects, tests, labs or other work unless authorized by the course instructor
- (d) Duplicate Submission – cheating where a Student submits a paper/assignment/test in full or in part, for more than one course without the permission of the course instructor
- (e) Personation – writing an assignment, lab, test, or examination for another student, or the unauthorized use of another person’s signature or identification in order to impersonate someone else. Personation includes both the personator and the person initiating the personation

In addition to the types of Academic Misconduct noted above, **instructors have noticed an increase in the incidence of telling lies to get extensions or other accommodations for late or missed coursework. This is Academic Fraud.** This behaviour takes advantage of an instructor’s desire to support students who genuinely need accommodations due to illness or other compassionate grounds.

The penalties for plagiarism, cheating and fraud are severe and range from receiving a grade of zero on an assignment, an F-grade in a course, to academic suspension.