**ANG 6405-0001**
**Food Security and Sustainability**
**Spring 2020**

## Course Information

Wednesday 12:00PM-2:50pm
HPH 0409M

## Contacting the Professor

Office Hours: Tuesday 1-3pm or by appointment
Office: Philips Hall, Room 309J
Phone: (407) 823-4611
Fax: (407) 823-3498
E-mail: Ty.Matejowsky@ucf.edu

## Course Catalog Description

Global concepts of food security and sustainability including an examination of the social, economic, and environmental dimensions of how humans produce and consume food

## Course Objectives

This course examines the concepts of food security and sustainability in both the Global North and South. The social, economic, and environmental dimensions of how humans produce and consume food has wide ranging implications for populations that cut across geography and history. The challenges faced by humanity on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important policy implications that impact future directions of political economies worldwide.

## Student Learning Outcomes

1. Students will be able to define the concepts of "food security" and "sustainability" from various theoretical perspectives.
2. Students will be able to trace human food cultivation from our earliest attempts at cultivation to today's massive global food production apparatus.
3. Students will gain insight about different types of sustainable agriculture systems, their origins, and (dis)advantages.
4. Students will understand anthropology's role in the policy debates surrounding food security and sustainability.

## Course Materials and Resources

There are no required textbooks or equipment for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

**Class Format**

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short lectures will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes.

**Weekly Writing Assignments**

Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class. Proper US English spelling and grammar is expected. No late work will be accepted.

**Discussion Leadership**

Students will lead class discussion based on assigned readings throughout the semester. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

**Weekly Participation**

All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or non-engaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

**Final Paper**

All students must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will relate the food security/sustainability topics covered in class to a particular country in the Global South. Papers can include text and figures and must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions. Please incorporate in your paper all or most readings from the course that are relevant to your particular topic. The use of scholarly journal articles and book chapters is expected. Please keep website information to a minimum (i.e. no Wikipedia). Due: 4/22/20

**Paper Proposal**
Students must turn in a 1-2 page (double spaced and with bibliography) Proposal for Final Papers. The bibliography does not count toward the 1-2 page Proposal limit. Students will receive written feedback on their Proposals at that time; however I encourage you to verbally discuss your ideas with me during my office hours in advance of writing your Proposal. Due: 2/19/20

**Presentation of Final Paper**

During the class period of week 14, students will present their Final Papers to their colleagues in class. Students will have approximately 15-20 minutes for their presentation. Please allow a few minutes at the end of your presentation for questions and comments. Students may use Power Point for a portion of their presentation or the entire talk but are not required to do so. As before, please feel free to be creative while keeping the presentation concise and of high quality both intellectually and visually.

**Final Exam**
There is no final exam in this course.

**Grading Policy**:
1. Twelve Short Reaction Papers: **20%** (due every Thursday by 11:59am, electronically on Webcourses so that others can read it; any lateness will be reflected in the grade)
2. Attendance, Discussions and Participation: total **30%** (absences will be noted)
a. Discussion Leadership: **15%** (evaluated after each class)
b. Non-Leadership Participation: **15%** (evaluated after each class)
3. Proposal (Research Paper): **5%** (Due on 2/19/20)
4. Presentation of Final Paper (**15%**) (will begin from week 14)
5. Final Paper (Research Paper): **30%** (Due 4//22/20, midnight, electronically)

**Grading Scale:**
A = 93+, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F= 59 or below

I will only discuss matters related to grades during office hours or by appointment.

**Changes in the Syllabus:** The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

**Withdrawals:** The drop date for spring 2020 is **March 20** which is the last date to withdraw or drop out without grade penalty.

## Tentative Class Schedule

*Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.*

| Classes | Topics | Readings and Assignments |
|---|---|---|
| **Week 1** January 8 | Class Introduction; Syllabus Review; Weekly Discussion Topic Sign-up | Complete online attendance assignment |
| **Week 2** January 15 | Sustainable Agriculture & Global Change | • *The Coming Famine* (xi-29)<br>• Godfray, Charles "Food Security: The Challenge of Feeding 9 Billion" (2010)<br>• Rockstrom, Johan "A Safe Operating Space for Humanity" (2009) |
| **Week 3** January 22 | What is Food Security? | • *The Coming Famine* (14-29)<br>• Brown, Lester "The New Geopolitics of Food" (2011)<br>• Barrett, Christopher "Measuring Food Security" (2010) |
| **Week 4** January 29 | Culture and Global Agriculture | • Diamond, Jared "Worst Mistake in the History of the Human Race" (1987)<br>• Ellis, Erle C. et al "Used Planet: A Global History" (2013)<br>• Lewis, Simon L. & Mark A. Maslin "Defining the Anthropocene" (2015). |
| **Week 5** February 5 | Climate Change and Food Production | • *The Coming Famine* (135-153)<br>• Vermuelen, Sonja et al "Options for Support to Agriculture and Food Security under Climate Change" (2012)<br>• Wheeler, Tim et al "Climate Change Impacts on Global Food Security" (2013) |
| **Week 6** February 12 | Soil and Land Conservation | • *The Coming Famine* (48-68)<br>• Sanchez, Pedro "The State of Soil Degradation in Sub-Saharan Africa: Baselines, Trajectories, and Solutions" (2015)<br>• Lal, Rattan "Soil Carbon Sequestration" (2004)<br>• Hillel, Daniel "The Mission of Soil Science in a Changing World" (2009) |
| **Week 7** February 19 | Water Conservation (Proposals Due) | • *The Coming Famine* (30-47)<br>• Rockstrom, Johan "Assessing the Water Challenge of a New Green Revolution" (2007)<br>• Hanjra, Munir "Global Water Crisis and Food Security in an Era of Climate Change" (2010) |
| **Week 8** February 26 | Organic and Synthetic Fertilizers | • *The Coming Famine* (69-85)<br>• Cordell, Dana "The Story of Phosphorus: |

| | | |
|---|---|---|
| | | Global Food Security and Food for Thought" (2009)<br>• Denning, G "Input Subsidies to Improve Smallholder Maize Productivity in Malawi" (2009) |
| **Week 9**<br>March 4 | Global Impact of Livestock Systems | • Henning, Brian "Standing in 'Livestock's Long Shadow': The Ethics of Eating Meat on a Small Planet" (2011)<br>• McMichael, Anthony "Food, Livestock Production, Energy, Climate Change, and Health" (2007)<br>• Herroro, M. & P.K. Thorton "Smart Investments in Sustainable Food Production: Revisiting Mixed Crop-Livestock Systems (2010) |
| **Week 10**<br>March 18 | Agriculture, Fossil Fuels, and Energy Dependence | • *The Coming Famine* (119-134)<br>• Pimentel, David "Food for Thought: A Review of the Role of Energy in Current and Evolving Agriculture" (2011)<br>• Garnett, Tara "Where are the Best Opportunities for Reducing Greenhouse Gas Emissions in the Food System (including the Food Chain)?" (2011) |
| **Week 11**<br>March 25 | Global Population Growth | • *The Coming Famine* (154-167)<br>• Ehrlich, Paul and Anne "Can a Collapse of Global Civilization be Avoided" (2013)<br>• Bongaarts, J "Human Population Growth and Demographic Transition" (2009) |
| **Week 12**<br>April 1 | Biotechnology, biofuels, labeling, and other emerging issues | • Tilman, David et al "Beneficial Biofuels: The Food, Energy, and Environment Trilemma" (2009)<br>• Ronald, Pamela "Plant Genetics, Sustainable Agriculture and Global Food Security" (2011)<br>• Grunert, Klaus G. et al "Sustainability Labels on Food Products: Consumer Motivation, Understanding, and Use" (2014) |
| **Week 13**<br>April 8 | Food Movements and Sustainable Strategies | • *The Coming Famine* (168-203)<br>• Fedoroff, NV "Radically Rethinking Agriculture" (2010)<br>• Glover, Jerry "Plant Perennials to Save Africa's Soils" (2012)<br>• Garrity, Dennis "Evergreen Agriculture: A Robust Approach to Food Security in Africa" (2010) |
| **Week 14**<br>April 15 | Student Presentations | |
| **Week 15**<br>April 22 | All Final Papers Due Electronically by 11:59 pm | |

| Topic | Policy |
|---|---|
| Contacting the professors | In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. |
| Webcourses@UCF | This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. |
| Accessing On-line Course Content | You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.<br><br>Readings unavailable through the UCF Libraries website will also be available through Webcourses. |
| Grading and evaluation | Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. |
| Attendance and Participation | Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able.<br><br>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. |
| Deadlines and Make-ups | Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. |
| Academic integrity | UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.<br><br>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf |

| | |
|---|---|
| Course Accessibility | We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. |
| Emergency Procedures | Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.<br>In case of an emergency, dial 911 for assistance.<br>Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.<br>Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.<br>If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).<br>To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."<br>Students with special needs related to emergency situations should speak with their instructors outside of class.<br>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>). |
| Deployed Active | Students who are deployed active duty military and/or National |

| | |
|---|---|
| Military Students | Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements |