FOOD SYSTEMS AND SUSTAINABILITY SPRING 2023

GEOG 361 / ERS 361

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 361 081 *[OLN]*	ONLN - Online		Jodi Anne Koberinski jakoberinski@uwaterloo.ca
ERS 361 081 *[OLN]*			
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INSTRUCTOR / TA INFORMATION

Instructor: Jodi Koberinski (course author: Steffanie Scott)

jakoberinski@uwaterloo.ca (mailto:jakoberinski@uwaterloo.ca)

COURSE DESCRIPTION

> *Calendar Description for GEOG 361*
>
> This course examines dimensions of food systems sustainability and food security, from production to consumption, from local to global scales, in the Global North and South. Specific themes covered in the course include technological and genetic change in food production, resource depletion and wider environmental impacts of the industrial food system, and policy, market-oriented, and civil society initiatives to bring about change in the food system, including organic production and localizing food systems. [formerly: GEOG/ERS 461] [Offered online only.]
>
> Antireq: ERS 461/GEOG 461/ERS 489/PSCI 489/GEOG 429

> *Calendar Description for ERS 361*
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Module 1: Health, Ecosystems, and our Food System - We are all in This Together

Module 2: Food and Ecosystems

Module 3: Food, Agricultural Greenhouse Gas Emissions, and Climate Crisis

Module 4: Sustainable Diets and Healthy Food Environments

Module 5: Food System Controversies and the Global Food Economy

Module 6: Food Localism, Labour, and Justice

Module 7: Food Secure Cities and Regions

Module 8: Indigenous Food Systems & Food Sovereignty

Module 9: Food From the Land and Sea

Module 10: Enacting Change: Food Policy, Food Movements, and Food Justice

Module 11: Towards Circular Economies: Food Waste and Recovery

Module 12: Conclusions and Food Futures

LEARNING OUTCOMES

By the end of this course students should be able to:

Upon completion of this course, you should be able critically analyze and explain:
Key environmental, economic, social, and political challenges to food system sustainability
The historical development of the contemporary food system, and associated main concepts and models (e.g., community-based/regional versus globalized/industrial food systems)
Some significant initiatives to improve food system sustainability that are led by the state (i.e., policies), the private sector (i.e., market-based), and civil society (community-based or grassroots)
In addition, you will gain some ideas about cultivating a personal connection to food, place, and the land.

TENTATIVE COURSE SCHEDULE

One module per week, with weekly responses and/or Perusall comments.

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
		No

Readings and other materials are listed on Learn. No purchases of materials are required.

STUDENT ASSESSMENT

Component	Value
see below	

This course uses a relatively new grading method called "specifications grading" (similar to "contract grading"). Basically, you decide what grade you want to achieve in the course and you complete a "pathway" of assessments (e.g., weekly responses, assignments, tests) to achieve that grade. Your grade is based on the number and level of difficulty of assessment that you complete. For more information on specifications grading, you can read the article Yes, Virginia, There's a Better Way to Grade (https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay) , or you can read the book (https://styluspub.presswarehouse.com/browse/book/9781620362426/Specifications-Grading) by Linda B. Nilson.

The rationale for specifications grading is five-fold:

1. It better links assessment with learning outcomes. Your final grade has more meaning because it is not simply an average of things you did well or not, but rather reflects the number and level of learning objectives/outcomes achieved for the course.
2. It increases students' agency in determining their grades through the creation of clear pathways. This reduces students' stress and anxiety over grades, increases motivation, and orients students' attention toward learning rather than performance.
3. Clear criteria (specifications) for different grades reduces the stress and anxiety of instructors by reducing the amount of "negotiation" and "hairsplitting" with students over marks.
4. Instructors allocate more time towards formative (on-going, constructive) feedback, focusing more on improving student learning rather than summative assessment.
5. Re-submission opportunities encourages risk-taking, creativity, and "outside the box" thinking.

Specifications grading is typically preferred by students over the traditional grading systems due to these factors:

- it motivates students to work harder,
- there is more student choice and control,
- it reduces stress,
- students feel more responsible for their own grades,
- it feels more like coaching, and
- it fosters higher order and creative thinking.

All assessments are graded on the basis of credit/non-credit (i.e., pass/fail). Importantly, **a "credit" for an assessment is not simply a 50%.** With specifications grading, a credit means that you are competent in the learning objective/outcome (or "competency") being assessed. This is a much higher bar - you can think of it as the top one or two tiers of a traditional grading rubric, equivalent to a B or even a low A. Since your assessments more closely align with specific learning outcomes/objectives, achieving one outcome/objective exceptionally well does not "balance" or "offset" with doing very poorly for another outcome (as is the case with traditional grading schemes).

You can switch pathways, with some caveats. You can always move to a lower-level grade pathway. You can move up to a higher grade pathway as long as you have met all the due dates for that pathway's assessments. If you have missed a deadline for a higher grade pathway that you would like to switch to, then please speak to the instructor to discuss. You may be permitted to still switch pathways at the instructor's discretion and potentially with some additional make-up work. **Switching up pathways will not be accommodated following Week 6.**

SUMMARY OF ASSESSMENT

This course has assessments due every week. Staying on top of your work is essential if you are to do well in this course. The table below is organized to outline the requirements for different grade pathways.

	Grade A Pathway	Grade B Pathway	Grade C Pathway	Grade D Pathway	Re-submissions allowed?
Starting Grade	**85%**	**75%**	**65%**	**55%**	
Weekly Responses	**11 Responses**	**10 Responses**	**8 Responses**	**6 Responses**	**Yes; three times over the term, due within 3 days of receiving your grade (only one re-submit allowed on any one response)**
Assignments	**1, 2, and 3 (see bonuses below)**	**Any two***	**Any two***	**Any one**	**Yes; only once before a penalty applies**
Final Test	**Yes**	**Yes**	**No**	**No**	**Yes; only once before a penalty applies**

*only one of the Assignment 3 options can be used

RE-SUBMISSIONS

Weekly Responses (or Perusall comments): If a re-submission is requested by the TA, you only have 3 days to resubmit after your work is marked. After that, you forfeit your chance to get a credit for that week's response. If needed, you will have **three opportunities** in total to resubmit your weekly responses--within 3 business days of receiving your grade. Only one re-submission is allowed for each weekly response. **If you submit up to 3 days late, this counts as a re-submission** so you are not able to resubmit after that.

Assignments and Final Test: if your assignment or final test submissions do not meet the "competence" threshold for that assessment, you will be given one chance (for each assignment or test) to resubmit that assessment without penalty. Your re-submission is due within 3 business days of receiving your grade. If you fail to meet the threshold again then you will have to redo that assessment a third time with **a penalty of 5% taken from your overall final course grade**. A fourth re-submission would result in **a 10% deduction from your overall final grade** and so on. Closely re-read the original instructions as well as the feedback and directions from your instructor/TA to meet the threshold.

For the Assignments and Final Test, once the opportunities for re-submission are used up (one chance for each), you will have a three-day window to submit your work. If you miss this new deadline, each 24-hour period beyond the given due date that you submit will result in a **1% reduction in your overall grade**.

BONUS GRADES AND FINAL GRADES

At the conclusion of the course, your final numeric grade will be determined based on which grade pathway you successfully completed (e.g., for a B pathway this starts at 75%), minus any extra re-submission and late submission penalties, plus bonus grades. Bonus grades will be added based on the following criteria:

- Submission of one additional weekly discussion post beyond what is specified for your grade pathway (2% bonus)
- One additional assignment (5% bonus)
- Exceptional quality of writing and critical reflection in all assessments (2% or more bonus; this becomes exponentially more difficult to achieve as the grade approaches 100%. A perfect grade in this course would imply publishable-quality work across the board, which is an extremely high bar.)

EXTENSIONS AND LATE SUBMISSIONS

In order to offer you a bit more flexibility when life gets in the way, you can use the opportunities for resubmitting your work (explained above) as a deadline extension. **So if you are unable to submit a weekly response on time, for example, you can submit it up to three business days late and this will use up one of your re-submission opportunities**. However, if your submission does not meet the "competence" threshold, you will not receive credit for this work. (Only one resubmit is permitted on any one response.)

We will allow a 5-minute grace period window to account for technical problems (i.e., until 12:00 AM for assignments that are due that night at 11:55 PM).

Do **not** send your TA or instructor emails detailing problems you had with your submission or to verify whether a late penalty will be applied. We will follow these instructions and automatically assess your late penalty upon grading. It is your responsibility to submit assignments on time. Please anticipate technical problems and **leave yourself at least a 1-2 hour buffer** before the deadline in case something happens when you try to submit your work. **Save multiple versions of your work** as you write in case you accidentally overwrite your file.

After you have submitted your file, **verify** that you have submitted the correct file (and not another document, a blank document, or an outdated version). You are responsible for such an error (and be sure to resubmit your correct version which, yes, will incur a late penalty). **Once again, you are responsible for submitting your assignment on time and for submitting the correct version.** If you fail to do this, take responsibility for it rather than writing an excuse to the instructor.

ASSIGNMENT SCREENING

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY

Intellectual Property: For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf (https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external (https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) . The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the

University of Waterloo. Intellectual property includes items such as:

-Lecture content, spoken and written (and any audio/video recording thereof);
-Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
-Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
-Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Anti-racism Statement: The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to seek guidance from the Office of Equity, Diversity, Inclusion & Anti-racism (EDI-R) via email at equity@uwaterloo.ca (mailto:equity@uwaterloo.ca) or through their website: › uwaterloo.ca/human-rights-equity-inclusion/ about/equity-office3

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services https://uwaterloo.ca/campus-wellness/ (https://uwaterloo.ca/campus-wellness/) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting

of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) .

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/accessability-services/) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.