

Food Policy and Sustainability

Winter 2018/2019

Dr. Sylvain Charlebois

Time: TBD, Four x 2 hour discussion sessions

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Place:

Office Hours:

SEMINAR DESCRIPTION

This seminar explores the theories, concepts and conundrums of food policy development in Canada. This seminar offers a critical analysis of agricultural income, marketing, adjustment and trade problems and policies in the developed countries, with emphasis on Canadian agricultural policies. Using a seminar style, the seminar examines policy and program options to create a sustainable, equitable and health promoting food system for Canada. Specific seminar topics will be determined at the beginning of the seminar based on the specific needs of registered students. The emphasis will be on addressing current challenges and knowledge gaps faced by students in their food and related studies. Sessions will make use of lecture formats, student presentations, discussion and guest speakers.

SEMINAR OUTCOMES

Principle outcomes of the seminar is to help students define what is meant by policy and how policies are established in agriculture and food. It also intends to help students describe current issues related to the principal areas of domestic and international nutrition, food, and farm policy, they aim to do, and which branch of government is responsible. Most importantly, students will gain some awareness on identifying the principal groups holding a stake in the food system, and their respective positions on food system issues, and how stakeholder groups influence the development and implementation of food and nutrition policies. As such, students will be able to analyze the elements of food and nutrition policies and the effectiveness of policies in achieving goals—the Perception.

SEMINAR APPROACH

This seminar is discussion based. Students will be expected to come to class prepared to discuss the reading materials. This seminar helps graduate students prepare for the future of food, as policymakers, researchers, and thinkers. The material presented in this seminar will help students prepare for a lifelong career as a practitioner and/or researcher, irrespective of one's interest in a topic or area of specialization at the present time.

REQUIRED TEXTS

The required readings list consists mainly of academic journal articles (including seminal papers on particular topics), which are a mix of conceptual and empirical papers. The class size will facilitate opportunities for a seminar format. The expectation of this class is to have an interactive environment, in which each student is meant to be continuously engaged and to think critically.

Methodological Materials

Bryant, C. R., Smit, B., Brklacich, M., Johnston, T. R., Smithers, J., Chiotti, Q., & Singh, B. (2000). Adaptation in Canadian agriculture to climatic variability and change. In Societal adaptation to climate variability and change (pp. 181-201). Springer, Dordrecht.

De Gorter, H., & Swinnen, J. (2002). Political economy of agricultural policy. Handbook of agricultural economics, 2, 1893-1943.

Historical Background

Blay-Palmer, A. (2009). The Canadian pioneer: The genesis of urban food policy in Toronto. *International Planning Studies*, 14(4), 401-416.

MacRae, R. (1999). Policy failure in the Canadian food system. For *Hunger-Proof Cities: Sustainable Urban Food Systems*. Ottawa, ON: International Development Research Centre, 182-94.

Recommended Reference Text

Swinnen, J. (2018). *The political economy of agricultural and food policies*. Palgrave Macmillan US.

McRae, T., Smith, C. A. S., & Gregorich, L. J. (2000). Environmental sustainability of Canadian agriculture. Report of the Agri-Environmental Indicators Project. Ottawa ON: Agriculture and Agri-Food Canada, 224.

Current Materials

Preibisch, K. (2010). Pick- Your- Own Labor: Migrant Workers and Flexibility in Canadian Agriculture 1. *International Migration Review*, 44(2), 404-441.

Hobbs, J. E., Bailey, D., Dickinson, D. L., & Haghiri, M. (2005). Traceability in the Canadian red meat sector: do consumers care?. *Canadian Journal of Agricultural Economics/Revue canadienne d'agroeconomie*, 53(1), 47-65.

Costa-Font, M., Gil, J. M., & Traill, W. B. (2008). Consumer acceptance, valuation of and attitudes towards genetically modified food: Review and implications for food policy. *Food policy*, 33(2), 99-111.

SEMINAR REQUIREMENTS

Students will be evaluated on the substance of their overall contributions to the seminar and based on their written submissions. The grade determination for this seminar is as follows:

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|----|------------|------|
| 1. | Term Paper | 100% |
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Term Paper (100%)

Each student will write an academic paper dealing with some aspect of food systems and policy. Students are encouraged to utilize the opportunity to develop the theoretical session of their theses. Students may select two other options for the subject matter.

Select one or a cluster of factors (e.g., agriculture and farming, globalization and trades, natural resource management, consumer trends, food safety, labour, technology, etc...) which have impacted the development of food systems thought and practice in recent years; or Choose a specific functional area of food systems (inputs, farming, processing, distribution, retailing, food service, etc...) and relate it to the development of food policies.

The paper can be a critical summary of some existing literature or can involve developing a set of theoretical statements about the relevant agrifood phenomenon. The literature review should involve a synthesis of existing literature, with an emphasis on strengths and weaknesses. Of major importance is developing an agenda for future research; a review of each single paper is of less importance. A theoretical paper should develop a set of propositions or hypotheses which follow from both existing knowledge and your own creativity. It is expected that students will spend between 30 and 40 hours on the paper. The final paper is due on the final week of the semester. This paper should conform to the format and style required by the well-known journal Food Policy. The academic paper should have anywhere between 4500-6000 words. The instructor will schedule several meetings with you throughout the semester (at roughly three-week intervals) to discuss the paper and monitor your progress. The instructor also intends to discuss class presentation with students and provide feedback throughout the semester.

Term papers will be evaluated on the following criteria:

1. Significance of research, theoretical or practice question(s);
2. Adequate backing by literature for theoretical abstracts and concepts in marketing;
3. Originality and contribution of knowledge;
4. Clarity of content.

Class participation

In this graduate seminar, there is no overall participation grade. Throughout the seminar individual students will be asked to render reports, summarize readings, lead discussions, etc. The instructor will evaluate each of these which will contribute to your in-class presentations and leading discussions grade. It is expected that you will do all the readings prior to class and participate fully in the discussions.

Contributions in class should adhere to the following standards:

- Relevance: How is your comment/question related to the current discussion?

- **Accuracy:** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures? **Analysis:** Can you explain the reasoning behind your comment using careful analysis?
- **Integration:** Does your comment/question move the discussion forward by building on previous contributions with new insights?
- **Individuality:** Does your comment/question contribute a new perspective to the discussion, or does it simply repeat what others have already said?
- **Application:** Does your comment/question apply the theory, analytical frameworks and other tools to real-world situations?

Discussions will be conducted in an open atmosphere with free form of expression. The professor will be primarily a facilitator for discussion and not a lecturer. For this reason, it is imperative that all reading assignments should be read thoroughly. It is equally important that students will be willing to listen to others as well as contribute significantly to the discussion. To outreach other marketing scholars and graduate students about current interests of research topics, students are encouraged to join research seminars around campus on a regular basis.

Grading Rubric for Assignments and Term Paper

Criteria	A (Excellent)	B (Very good)	C (Fair)	D (Poor)
<i>Content and application of concepts</i>	Concepts correctly interpreted; clear applications given for each concept discussed; ideas are unique, interesting and well-developed. Arguments supported by the literature.	Concepts correctly interpreted; applications given but may be unreasonable; arguments are supported by the literature.	Some concepts interpreted incorrectly; few applications given or applications are ill-explained; ideas show misunderstanding of concepts; connection to the literature is weak.	Most concepts interpreted incorrectly; no applications given; no evident connection to the literature.
<i>Structure</i>	Clear introduction, smooth transitions between topics, and thoughtful conclusion	Introduction, transitions, and conclusion present, but could be clearer or smoother	Evident which topics are being discussed, but no introduction, conclusion, or transitions	Unclear which topics are being discussed and when; transitions non-existent
<i>Sentence structure</i>	Sentences well-formed and appropriately varied in length and style	Most sentences well-formed, with occasional awkwardness	Some sentences poorly constructed but generally understandable	Many sentences poorly constructed, incomplete, and/or awkward
<i>Mechanics</i>	Few if any spelling or grammatical errors	Some spelling and grammatical	Some spelling and grammatical errors, making paper	Many spelling and grammatical errors, which present

Criteria	A (Excellent)	B (Very good)	C (Fair)	D (Poor)
		errors, but paper is still understandable	difficult to understand in places	significant barrier to understanding

SEMINAR SCHEDULE

Schedule

Week	Date	Topic	Presenters	Deliverables
<i>Session 1¹</i>		The power of association and food policies and The development paradox	TBD	
<i>Session 2</i>		Anti-trade bias and the Global policy reforms	TBD	
<i>Session 3</i>		Food price volatility and Crisis and Media	TBD	
<i>Session 4</i>		Research and development, innovation	TBD	

SEMINAR POLICIES

Accommodation:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/seminar/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is

¹ Sessions are two hours.

important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Student Support:

Writing Centre:

The writing centre works to develop writing skills that meet university expectations in one-on-one sessions, in small groups, and in classes. The centre's website (www.writingcentre.dal.ca) offers information on seminars.

Studying for Success:

University life can often be challenging. However, with help from the Studying for Success program, you too can become a more effective learner. Attend our workshops or drop in for individual study skills sessions, where we can help you with Time Management, Critical Reading, Note taking, Preparing for Exams, and much more. We at SFS would like to make your university experience a more rewarding one. Don't wait until it's too late! Let Studying for Success help you find smarter ways to study.

For more information or to make appointments, please:

- *visit our website: www.dal.ca/sfs*
- *visit our main office in the Killam Library, Room G28 (main floor)*
- *call 494-3077 or*
- *email the Coordinator at: sfs@dal.ca*

Intellectual Honesty

Standard Language for Graduate Seminars

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this seminar or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this seminar. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a seminar; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the seminar instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Graduate Studies Grade Policy:

Graduate students must achieve a minimum, or passing, grade of B- in all classes required as part of their degree program. Any lower grade will be recorded as a failure, with the exception of those classes with an approved pass/fail grading scheme.

A+	90-100	Represents very high achievement. Signifies original work of distinction, well organized and presented.
A	85-89	Superior performance indicating high level of command of the subject matter and an ability for critical analysis.
A-	80-84	Very good. Has firm command of seminar principles and techniques.
B+	77-79	Average performance.
B	73-76	Satisfactory. Acceptable performance for a Master's program.
B-	70-72	Marginal performance.
F	< 70	Failure. Unacceptable for credit towards a Master's degree.