

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

CGS 3201G 550 THINK GLOBAL, ACT LOCAL

The Centre for Global Studies
Huron University College
Winter 2022
Dr. Katherine Lawless



Illustration by Steven Shik for *Detour Detroit*

Course Description

In this course, we will engage with grassroots community gardening organizations in London, Ontario and Detroit, Michigan to study local responses to the global problem of *food insecurity*. The United Nations describes food insecurity as a lack of 'regular access to enough safe and nutritious food for normal growth and development and an active and healthy life.' Current estimates place the portion of the world population suffering from hunger at roughly 9%, but this has increased substantially during the global pandemic. The second UN Sustainable Development

Goal (SDG2) 'Zero Hunger' seeks to eradicate this problem by 2030. Local organizations such as London Poverty Research Centre (LPRC) are localizing the SDGs by tracking and analyzing local indicators, such as 'small scale food production,' 'food access,' and 'food bank usage.' Ultimately, the goal is to facilitate *food security*, which, according to the UN Committee on World Food Security, 'means that all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life.' Grassroots organizations such as the Detroit Black Community Food Security Network (DBCFSN) take this even further by striving for *food sovereignty*, which La Via Campesina International Peasant's Movement defines as 'the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems.'

Through our work with local partner organizations, we will explore urban gardening as a response to the forces of globalization, with a particular focus on food sovereignty, socio-ecological sustainability, and racial and environmental justice. In collaboration, we will develop, design, and deliver projects that serve the needs of our partner organizations. At the same time, we will learn from these organizations about how and why local responses differ. By placing London and Detroit in conversation, we engage in comparative analysis that allows us to further consider how local responses are shaped by unique material conditions, including geography, economics, demographics, and politics. This will help us to understand not only how two proximate North American locales are differentially affected by broader global structures and globalizing processes, such as industrialization and free trade, but also the potential transferability of local responses. In our study, we may also assess initiatives undertaken in other localities for their applicability to both London and Detroit. Throughout this process, we will critically engage with the aims and practices of our partner organizations while meaningfully participating in community building and research-based critical reflection.

Course Information

Professor	Dr. Katherine (Kate) Lawless, A211
Contact Information	519-438-7224 x705; klawles@uwo.ca
Class Time	Tuesday, 6:30-9:30 (as necessary)
Room	W102

Prerequisite(s): 0.5 course from Centre for Global Studies 2002F/G - 2004F/G, or permission of the Centre for Global Studies

Course Objectives

- 1) To cultivate a vibrant learning community committed to the eradication of food insecurity, racial injustice, and unsustainable agriculture in collaboration with a grassroots community partner

- 2) To develop a rigorous praxis in which scholarly research collaborates with community practice
- 3) To acquire new skills in cross-cultural communication; community-based research and learning; and multi-scalar comparative analysis
- 4) To discover what it means to work holistically and collaboratively toward a collective goal

Course Requirements

- Interest in engaging deeply and critically with the problem of food insecurity and the possibilities of food security, sovereignty, and justice across multiple scales of production, social organization, and experience
- Curiosity about how food insecurity intersects with other forms of social, political, and economic inequity
- A strong commitment to conscientious community engagement
- Capacity for collaboration, self-direction, and thinking 'outside the box'
- Willingness to engage in self-reflection, self-directedness, and self-evaluation
- Penchant or aspiration for growing things, making things, activating, caring, and connecting, or some variation of these

Learning Outcomes

Together, we will:

- 1) Become deeply familiar with and critical of the problem of food insecurity in terms of both its conceptualization at the global level and its expression at the local level
- 2) Explore grassroots urban community gardening as a response to food insecurity, unsustainable agriculture, and gendered and racialized regimes of resource distribution
- 3) Develop, design, and deliver an initiative or project in collaboration with and based on the needs of a local community gardening organization in London
- 4) Conduct a comparative study of London and Detroit to determine the ways in which responses to global issues are shaped by highly localized conditions
- 5) Promote autonomous, sustainable, and anti-racist modes of food production

Methods of Instruction, Conduct and Expectations

This course will operate differently than most courses. We will meet regularly in the classroom throughout the semester to discuss and reflect on the work we are doing; however, we may not meet every week. COVID restrictions permitting, we will make a collective field trip to Detroit to visit organizations working on food sovereignty. If, for any reason, you are unable to cross the border, please let me know in advance and we will make the appropriate adjustments for your participation. Outside of these collective elements, you will work individually on your respective

elements of the project in conjunction with our community partner. Regardless of the pandemic's status, we will utilize our newly honed virtual-digital skills to work online and connect remotely with each other and our community organization.

Our work:

We are scheduled to meet in the classroom for 3 hours each week on Tuesdays from 6:30-9:30pm. We may not meet every week; rather, we will schedule meetings for the first 4 weeks and then throughout the semester as needed. Outside the classroom, we will collaborate in small groups with a community organization London, ON. We will be in regular communications with these organization either in person or using remote technologies. In general, our work will involve a combination of academic research and community engagement as well as remote and in person collaboration.

Conduct and Expectations:

During the first class, we will create a collectively determine list of expectations for me, the professor, and a complementary list of expectations for you, the students. Certainly, part of my work will be to facilitate and liaise between you and the community partner, and part of your work will be to maintain active participation and openness in collaboration. But we will nail these down more concretely in our opening discussion.

Assessments and Evaluation

This course will operate in a different register than most with respect to assessment and evaluation, focusing on the quality of the work from a holistic perspective. You will complete assignments throughout the semester, some formal and others informal. You will receive feedback on these assignments from me, your peers, and our community partners. At the end of the semester, you will receive a grade; however, this grade will not be broken down by attributing specific value to individual assignments. Rather, at the beginning of the term, we will collectively decide what constitutes proficiency in this class, and we will create a list of criteria that can be followed in much the same way as a rubric. Throughout the semester you will complete assignments, independently or collaboratively, you will keep a reflection journal documenting your experiences, and you will submit a final self-reflection in the form of a digital storytelling project. I will ask questions and provide feedback that helps to deepen your engagement with the work. At the end of the semester, we will negotiate a grade based on our collectively determined 'Criteria for Proficiency.' The intention is to help you focus on the work and learning being done rather than the result. Ideally, it will allow you to work in a more organic way instead of attempting to produce the work you think I expect. It will also facilitate flexibility in the collaboration process, allowing you to contribute to the best of your ability using your unique set of skills rather than holding you to an imagined universal standard. We will discuss the details of this process in our first class.

Formal Assessments

- **Community-based project or initiative:** This is a small group project that will take place over the course of the semester in collaboration with 3 community organizations in London, each devoted to urban agriculture and community gardening as a response to food insecurity (among other social and ecological problems). Groups of 4-6 will work in collaboration with each community partner to complete a project proposed by the partner. The outcome of each project will vary depending on the community partner's request; it may include things like a public-facing report, an educational initiative, a web page, or a project plan. Our work with these organizations will entail regular meetings, background research, and project planning and management; it may also include 'on the ground' participation in the activities of the partnered organization. Your peer group and community partner will be determined during the first week of class. **DUE:** Mar 8
- **Weekly reflection journal:** You will keep a weekly reflection journal documenting collaborations with your community partner and peers. This journal should demonstrate the ways in which you work through the conceptual and practical problems encountered in the process. It should be rigorous and honest, and it should incorporate both ideas and experience, theory and practice. Some entries will respond to a question that I pose to you based on the trajectory of our research and community engagement. **DUE:** every Tuesday
- **CURL Conference Presentation:** In your small groups, you will present the outcome of your community-based collaboration at the Centre for Undergraduate Research Learning (CURL) Spring Conference. We will discuss this further in class, but you can find details for the event on the CURL website: <https://www.huronresearch.ca/curl/conferences/> **DUE:** Mar 15
- **Comparative analysis:** Alongside our community collaborations in London, as a full class we will conduct a comparative analysis of community gardening and urban agriculture in London and Detroit. To make this comparison, we will need to understand something about the similarities and differences between Detroit and London, particularly in terms of history, economics, politics, geography, and demographics. Each individual or group will investigate one aspect of this comparison. At the end of the course, we will compile this research. We will also make a trip to Detroit (pandemic pending) to visit some of the community organizations engaged with urban agriculture. **DUE:** Mar 22
- **Digital storytelling project (critical reflection):** At the end of the semester, you will submit a critical self-reflection on the research process, the work done with partnered community organizations, and the development, design and delivery of the community-based project or initiative. This reflection will take the form of a 3-minute digital storytelling project. The aim is to situate the experience of large project development and community engagement within the broader context of local responses to the global problem of food insecurity. **DUE:** Apr 5

Course Texts

There are no required texts for this course.

Course Schedule (TBD)

Our reading schedule will be determined in large part by the interests of our community organizations, the trajectory of our community engagement, and our comparative analysis. Accordingly, I will post relevant readings on weekly Lesson pages on OWL.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the

maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.