

CGS 3203F Climate Change and the Food System

The Centre for Global Studies

Huron University College

Fall 2022

Dr. Kelly Linton



Course Description

Climate change presents grave challenges for humanity, from the loss of land and livelihoods, to potential displacement, mass migration, and threats to culture. The Food and Agriculture Organization of the United Nations (FAO) (2016) suggests that agriculture is directly responsible for about 14 percent of all greenhouse gas (GHG) emissions globally, but this figure only accounts for the emissions caused directly by production (i.e. agricultural equipment, soil management, methane production from bovines). When other factors such as deforestation, processing and transport, and food waste are accounted for, it is estimated that one-third of all anthropogenic greenhouse gas emissions come from our food system (Jovanovic et al. 2015).

In this course, we will engage with community partners in London and the surrounding area to support local initiatives that are committed to addressing the impact of our food system on the climate crisis. Through our work with partner organizations, we will explore processes of increasing sustainability and building climate resilience, and how environmental initiatives intersect with other important social issues such as food insecurity, labour justice, and Indigenous reconciliation. We will situate our collaborative experiences within larger discussions of the global food system, environmental justice, and biodiversity conservation.

Throughout this process, we will work in collaboration with our partner organizations to develop, design, and deliver initiatives or projects that serve the needs of our community. Experiential Learning is a methodology that engages learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. It helps learners make connections between their past and current experiences. Utilizing a facilitated reflection process, students will make relevant connections to their own academic, professional, and personal motivations and goals. After making these connections, learners will be able to carry their learning process into future experiences and contexts.

Course Information

Professor	Dr. Kelly Linton
Contact Information	kelly.linton@uwo.ca
Class Time	Wednesday, 6:30-9:30 (as necessary)
Room	W102

Prerequisite(s): Permission of the Centre for Global Studies.

Course Objectives

- To create an immersive learning experience where we explore the intersections between the food system and the climate crisis
- To critically reflect on the connections between diverse social processes (economic and political systems, social organization, etc)
- To develop an understanding of how the labour movement, food security, racial injustice, and Indigenous sovereignty are impacted by unsustainable agriculture
- To work in collaboration with a grassroots community partner to make concrete connections between classroom learning and activism
- To acquire new skills in cross-cultural communication; problem solving; community-based research and learning; and critical reflection.

Learning Outcomes

Together, we will:

- Identify how the food system is implicated in climate change and how this intersects with other social justice issues at global and local levels
- Explore grassroots community organizations and their varying responses to addressing the issues of unsustainability in our food system
- Collaborate with community organizations to develop, design, and deliver an initiative or project based on the needs of the local community
- Develop our ability to apply theory to our local environment
- Promote sustainable food production and engage in grassroots activism

Methods of Instruction, Conduct and Expectations

This course has a different format due to the unique nature of experiential learning. We will meet in the classroom 5-6 times throughout the semester to discuss and reflect on the work we are doing. Outside of these class meetings, you will work individually on your respective

projects in conjunction with your community partner, as well as complete course readings and assignments through the course OWL site.

Our work:

We are scheduled to meet in the classroom for 3 hours each week on Wednesdays from 6:30-9:30pm. We will not meet every week. We will schedule meetings for the first 3 weeks as well as the last week, and then throughout the semester as needed. Outside the classroom, we will collaborate with one or more community organizations in London and surrounding communities. We will be in regular communications with these organizations in person or if necessary, 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 and volunteer work.

Conduct and Expectations:

During the first two classes, we will collaborate to create a code of conduct. As ambassadors of Huron, it is important that we reflect on our position within the wider community and reflect on the needs, expectations and objectives of our community partners. We will discuss examples of what procedures to follow when questions or issues arrive. (e.g. who to communicate with and how), and discuss our individual roles in creating and maintaining an open and participatory relationship with our community partners and with each other.

Assessments and Evaluation

This course will evaluate learning differently than what you might be used to in other classes. In experiential learning, the emphasis is on process rather than product, therefore we will be focusing on the quality of the work from a holistic perspective. In the first few weeks, we will work together to develop a list of criteria to determine what constitutes A-level work in this course. Throughout the semester you will complete and submit assignments and will keep a reflection journal documenting your experiences. I will facilitate the learning process by asking questions and providing useful feedback. At the end of the semester, you will receive a grade based on a self-evaluation and the grade I assign based on our collective list of criteria. There can be significant variability in experiential learning as students may be working on different projects, or participating in different external activities. The emphasis in this course is to encourage each student to focus on the work and learning being done rather than the end result. Ideally, you will be cultivating your own unique skills and abilities, as well as developing new proficiencies. We will discuss the details of this process in our first class.

Formal Assessments

Weekly reflection journal: You will keep a weekly reflection journal documenting your experiences in the course. Journal entries should demonstrate your engagement with your community partner, your peers, and with the larger issues discussed in the course. Your self-

reflections should consider lessons learned, successes and failures, connections made between theory and practice, and the ways in which you address conceptual and practical problems encountered in the process. Some entries will respond to a question or prompt based on the trajectory of our research and community engagement.

Community-based project or initiative: Throughout the semester you will work closely with our selected grassroots organizations to develop a project or initiative that serves the needs of the organization. The parameters of this project will be determined in conversation with the organization you will be working with.

Op-Ed: In week 10, students will submit an op-ed (700-800 words) that situates a local grassroots movement within the broader context of addressing the food system's impact on climate change. This writing activity is an opportunity to move beyond critical analysis to suggest ways in which we might create a better world. More information about this assignment will be available in class and on the course OWL site.

Class Conference Presentation: Students will take part in a class conference during our final class on December 7th. Based on an ethical case study, students will give a 15 minute presentation of an ethical dilemma they have confronted during their community engagement, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies will be presented in class and as a group we will discuss the situation and identify various ways of responding. (David Lisman, Colorado College)

Course Texts

There are no required texts for this course. Readings will be posted in the weekly lesson page on our course OWL site. As these readings will be based on the trajectory of our community engagement with various organizations, readings will be determined on an ongoing basis.

Other Course Materials:

All students enrolled in this course will be required to attain a vulnerable sector record check. The cost of this for volunteers is \$15. This is obtained through the London Police Service or your local police service based on your current address. Please note that this check requires a few weeks to process, so please ensure you complete this prior to class or shortly after our first meeting so that you will be prepared for community engagement.

Course Schedule

Week 1: September 14th – Class Meeting 6:30-9:30

Week 2: September 21st – Class Meeting 6:30-9:30

Week 3: September 28th – Class Meeting 6:30-9:30

Week 4: October 5th – TBD

Week 5: October 12th – TBD

Week 6: October 19th – Class Meeting 6:30 - 7:30

Week 7: October 26th – TBD

Week 8: Reading Week

Week 9: November 9th – Class Meeting 6:30-7:30

Week 10: November 16th – TBD

Week 11: November 23rd – TBD

Week 12: November 30th – TBD

Week 13: December 7th – Class Conference 6:30-9:30

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

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: [Academic Calendar - Western University \(uwo.ca\)](#)

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: [Academic](#)

[Calendar - Western University \(uwo.ca\)](http://www.uwo.ca) .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, tablets, 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

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, 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) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) 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. 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: [accommodation_medical.pdf \(uwo.ca\)](#). 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://academicsupport.uwo.ca/>
 Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
 Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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
 Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic-calendar/)