



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## NUTR\*3110 FOOD SECURITY

### Course Outline - Winter 2019

#### Calendar Description

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Prerequisite:** 9.50 credits including [NUTR\\*2050](#)

**Restrictions:** Registration is limited to students registered in the B.A.Sc. AHN major

#### Course Description

The prevalence of food insecurity in Canada and selected industrialized and non-industrialized countries is examined. The course will review environmental, social, and other factors associated with food insecurity and take critical look at the effectiveness of programs and policies designed to improve food security. The course involves readings, a variety of speakers from in the field and discussions on programs and activities directed towards increasing food access for those who are food insecure.

#### Timetable

Mondays 8:30 to 11:20 am  
MINS 103

#### Final Exam:

April 9, 2019; 11:30 am to 1:30 pm  
Location TBA

#### Instructional Support

##### Course Instructor:

Hannah Tait Neufeld, PhD  
Office: MACS 228  
Phone : 519-824-4120, ext. 53796  
Email: hannahtn@uoguelph.ca

##### Office Hours:

Mondays after class, or by appointment

##### Teaching Assistant:

Kira Jewell  
kjewell@uoguelph.ca

## **Learning Outcomes**

**At the completion of the course, successful students will be able to fulfil the following objectives:**

### **1. Literacy:**

Students are required to read scientific journal articles and position/policy papers on aspects of food security. They will communicate their understanding of food security issues in a mid-term and a final exam, comprised of multiple choice, short answer and essay questions.

### **2. Global understanding:**

Students will acquire an understanding of the social, political, agricultural and economic influences on food security in Canada and selected industrialized and non-industrialized countries. They will gain knowledge of the various strategies used to combat food insecurity in selected countries.

### **3. Moral maturity:**

Students will develop an enhanced awareness of society's obligations to its citizens around food availability, access and utilization. In addition, they will appreciate that individuals and population groups classified as being "food insecure" are not personally responsible for their circumstances.

### **4. Depth and breadth of understanding:**

Students will develop an in depth understanding of the forces that converge and lead to circumstances of both acute and chronic food insecurity, and the need to assess the effectiveness of programs and policies designed to improve food security. Through volunteer and other graded assignments and they will identify influences on food security, and the barriers faced by clients of specific programs locally.

### **5. Independence of thought:**

Students are expected to be critical thinkers in reviewing published studies. Written assignments will give them an opportunity to demonstrate independence of thought.

### **6. Love of learning:**

This course embraces intellectual curiosity. Students will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and to suggest improved strategies.

### **Specific learning objectives:**

Students who successfully complete the course will:

1. Have an understanding of food security and the factors that undermine it in both industrialized and non-industrialized countries.
2. Be aware of the prevalence of food insecurity among different population groups.
3. Understand the nutritional consequences of food insecurity.
4. Be aware of the interaction of health, economic and agricultural policies in creating food security.
5. Be able to critique the effectiveness of various programs and interventions designed to improve food security.

## Teaching and Learning Activities

| Week | Topics   | Assigned Readings and Guest Speakers  | Notes and Due Dates   |
|------|--|---|---|
| 1    | <b>Course Overview</b> <ul style="list-style-type: none"> <li>• Introductions, Review of Course Outline and Syllabus</li> <li>• Review setting up volunteer activities and assignments</li> </ul><br><b>Definitions and Measurements of Food Security and Insecurity</b> | <p>The Household Food Security Survey Module (HFSSM)<br/> <a href="http://www.hc-sc.gc.ca/fn-an/surveill/nutrition/commun/insecurit/hfssm-mesam-eng.php">http://www.hc-sc.gc.ca/fn-an/surveill/nutrition/commun/insecurit/hfssm-mesam-eng.php</a></p> <p>FAO. Policy Brief - Food Security<br/> <a href="http://www.fao.org/forestry/13128-0e6f36f27e0091055bec28ebe830f46b3.pdf">http://www.fao.org/forestry/13128-0e6f36f27e0091055bec28ebe830f46b3.pdf</a></p> <p>FAO. Food Insecurity Indicators<br/> <a href="http://www.fao.org/economic/ess/ess-fs/ess-fadata/en/">http://www.fao.org/economic/ess/ess-fs/ess-fadata/en/</a></p>   | <p>All materials for the course will be posted on CourseLink, including all lecture PowerPoint slides, readings as links or document files and volunteer program information.</p> <p>There are a number of speakers that will be invited to class and their slides will be posted as soon as possible on CourseLink. The material covered by guest speakers <b>will</b> be on the mid-term and final exams.</p> |
| 2    | <b>Food Insecurity in North America:</b> <ul style="list-style-type: none"> <li>• Individual and Household Food Insecurity</li> <li>• Prevalence, Challenges with Measurement, Definitions and Policy Implications</li> </ul>  | <p>Addressing Household Food Insecurity in Canada – Position Statement and Recommendations – Dietitians of Canada<br/> Can J Diet Pract Res. 2016;77(3):159.<br/> <a href="http://dcjournal.ca/doi/full/10.3148/cjdpr-2016-019">http://dcjournal.ca/doi/full/10.3148/cjdpr-2016-019</a></p> <p>Executive Summary Addressing Household Food Insecurity in Canada: Position Statement and Recommendations –Dietitians of Canada, August 2016<br/> <a href="http://www.dietitians.ca/Downloads/Public/HFI-Executive-Summary-Dietitians-of-Canada-FINAL.aspx">http://www.dietitians.ca/Downloads/Public/HFI-Executive-Summary-Dietitians-of-Canada-FINAL.aspx</a></p> <p>Household Food Insecurity in Canada 2014.<br/> <a href="https://proof.utoronto.ca/resources/proof-annual-reports/annual-report-2014/">https://proof.utoronto.ca/resources/proof-annual-reports/annual-report-2014/</a></p> |   |

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| 3 | <p><b>Introduction to Volunteer Placement Options and Tour of Chalmers and 10C *</b><br/> <b>(CLASS TAKING PLACE OFF CAMPUS AT 10 CARDEN STREET)</b><br/> <a href="https://10carden.ca/">https://10carden.ca/</a></p>     | <p><a href="https://www.theseedguelph.ca/">https://www.theseedguelph.ca/</a><br/> <a href="https://chalmerscentre.ca/">https://chalmerscentre.ca/</a></p> <p>Melissa Tanti, Community Engaged Scholarship Institute</p> <p>Sarah Dermer, Chalmers Community Service Centre</p>   | <p>Please read up on The SEED and Chalmers Community Service Centre before class.</p> <p>Melissa Tanti will lead the lecture to discuss the work of these local community agencies and options for short practicums this semester. Sarah Dermer will concurrently lead tours of Chalmers location at 10C.</p> |
| 4 | <p><b>Food Insecurity in North America:</b></p> <p><b>Social Determinants of Health</b></p> <p><b>Food Security: Ethics and Practice</b></p>  | <p>Mikkonen J, Raphael D. Social Determinants of Health. The Canadian Facts. <b>Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28)</b>. Toronto (ON); York University School of Health Policy and Management; 2010.<br/> <a href="http://www.thecanadianfacts.org/The_Canadian_Facts.pdf">http://www.thecanadianfacts.org/The_Canadian_Facts.pdf</a></p> <p>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans: Course on Research Ethics<br/> <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a></p> <p>Lindsay Thompson, Community Engaged Scholarship Institute</p> |   |
| 5 | <p><b>Food Insecurity in Higher Resource Countries</b></p> <ul style="list-style-type: none"> <li>• Community Food Security and Community Level Interventions (Programs and Policies) to Improve Food Security</li> </ul> | TBA  |   |

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|   | <b>Review for the Midterm</b>  |  |   |
| 6 | <b>*Midterm*</b><br><br><b>Understanding Poverty</b>                       | <p>Bridges Out of Poverty Workshop<br/> <a href="https://www.wdgpulichealth.ca/?q=bridges">https://www.wdgpulichealth.ca/?q=bridges</a></p> <p>Note: This workshop PowerPoint presentation cannot be posted as the workshop is copyrighted.</p> <p>Elaine Weir Public Health Nurse,<br/> Wellington-Dufferin-Guelph Public Health</p>  | <p>First hour of the class will be the <b>midterm</b>.</p> <p>Following the midterm there will be a short break, then guest lecture on poverty.</p> |
| 7 | <b>No Class - Reading Week</b>   |  |   |
| 8 | <b>Consequences of Food Insecurity: Indigenous Food Security in Canada</b> | <p>Skinner K, Burnett K, Martin D, Williams P, Stothart C, LeBlanc J, Veeraraghavan G, Sheedy A. (2016). Challenges in assessing food environments in northern and remote communities in Canada. <i>Canadian Journal of Public Health</i>, 107(Suppl 1), eS60-eS63. doi: 10.17269/CJPH.107.5324</p> <p>Burnett K, Skinner K, LeBlanc J. (2015). From Food Mail to Nutrition North Canada: Reconsidering federal food subsidy programs for Northern Ontario. <i>Canadian Food Studies</i>, 2(1), 141-156.</p> <p>Gordon K, Licker A, Neufeld HT. "Healthy Roots: Sharing Stories Rooted in Haudenosaunee Knowledge to Grow Indigenous Foodways and Promote Well-being". <i>Canadian Journal of Food Studies</i>. 5, (2018): 180-195.<br/> <a href="https://doi.org/10.15353/cfs-rcea.v5i2">https://doi.org/10.15353/cfs-rcea.v5i2</a></p> |   |

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|    |  | <p>Dr. Kelly Skinner, Assistant Professor, School of Public Health, the University of Waterloo</p> <p>Kelly Gordon, RD<br/>Six Nations Health Services</p>   |  |
| 9  | <p><b>Food Insecurity in Less Industrialized Countries:</b></p> <ul style="list-style-type: none"> <li>• State of Food Security in the World</li> <li>• Community-based Nutrition Programs to Address Food Insecurity</li> </ul>   | <p>Global Hunger Index: Forced Migration and Hunger; 2018.<br/><a href="https://www.globalhungerindex.org/pdf/en/2018/synopsis.pdf">https://www.globalhungerindex.org/pdf/en/2018/synopsis.pdf</a></p> <p>FAO. The State of Food Security and Nutrition in the World:<br/>• <b>2018:</b><br/><a href="http://www.fao.org/3/CA1354EN/ca1354en.pdf">http://www.fao.org/3/CA1354EN/ca1354en.pdf</a></p> <p>Scaling Up Nutrition In Practice: The Contribution of Agriculture and Social Protection to Improving Nutrition<br/><a href="http://docs.scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf">http://docs.scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf</a></p> <p>Dr. Kendra Siekmans,<br/>Nutrition International</p> |  |
| 10 | <p><b>Food Insecurity in Less Industrialized Countries:</b></p> <ul style="list-style-type: none"> <li>• Nutrition Consequences <ul style="list-style-type: none"> <li>o Hunger and Undernutrition</li> <li>o Nutrition Paradox</li> <li>o Nutrition Transition</li> </ul> </li> <li>• Policy and Programs to Address Food Insecurity</li> </ul> | <p>Sixth Report on the World Nutrition Situation. Progress in Nutrition. Summary Chapter 2 Regional Trends <b>pg 8-11</b>; Summary Chapter 3 Maternal Nutrition <b>pg 62-63</b>; Summary Chapter 4 Sustainable Food and Food Security <b>pg 76-77</b>.<br/><a href="https://www.unscn.org/files/Publications/RWNS6/report/SCN_report.pdf">https://www.unscn.org/files/Publications/RWNS6/report/SCN_report.pdf</a></p>   |  |

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| 11    | <b>Role of Research and Monitoring in Program and Policy Development</b> <ul style="list-style-type: none"> <li>Nutritious Food Basket</li> </ul> | <p>Recommendations Report: Emergency Food Services in Guelph-Wellington. Available at: <a href="https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/9066/EmergencyFoodServicesGW.pdf?sequence=1">https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/9066/EmergencyFoodServicesGW.pdf?sequence=1</a></p> <p>Nutritious Food Basket for Wellington Dufferin Guelph 2018<br/><a href="https://www.wdgpulichealth.ca/nutritious-food-basket-wdg-2018">https://www.wdgpulichealth.ca/nutritious-food-basket-wdg-2018</a></p> <p>Lisa Needham, RD<br/>WDG Public Health</p> <p>Randalin Ellery, Coordinator of the Guelph Wellington Poverty Task Force</p> | <b>Project Report due by 11:59 pm via Dropbox</b> |
| 12    | <b>Sustainable Food Systems and Implications for Dietetic Practice</b>  | <p>Sustainable Food Systems that Promote Healthy Diets: A proposed Roadmap for Dietitians of Canada<br/><a href="https://www.bth.se/wp-content/uploads/2017/07/Summary_Sustainable_Food_Systems_Healthy_Diets_2017-.compressed.pdf">https://www.bth.se/wp-content/uploads/2017/07/Summary_Sustainable_Food_Systems_Healthy_Diets_2017-.compressed.pdf</a></p> <p>Mary Ellen Prange, MHSc RD, City of Hamilton Public Health Services</p>   |   |
| 13    | <b>Group Presentations</b><br><br><b>Wrap-up and Exam Review</b>  |  | Details to be announced                           |
| Apr 9 | <b>FINAL EXAM</b>   |  | Location TBA                                      |

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## Assessment Details

| Assessment   | LOs Addressed  | Due Date | % of Final |
|--|--|----------|------------|
| Midterm  | Literacy, Global Understanding, Depth & Breadth                                      | Feb. 11  | 25%        |
| Project Report   | Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning | Mar. 18  | 20%        |
| Group Presentation   | Literacy, Depth & Breadth, Love of Learning  | April 1  | 15%        |
| Final  | Literacy, Global Understanding, Depth & Breadth                                      | April 9  | 30%        |
| Class Participation (includes completion of Core Tutorial) | Independence of Thought, Love of Learning  | On-going | 10%        |
| Total:   |  |          | 100%       |

### Project Report: Food Security in Your Local Communities [20%]

The purpose is to gain hands-on experience working with local agencies and organizations who work with various population groups to alleviate circumstances of food insecurity. In consultation with the teaching assistant (TA), students will sign up for a volunteer practicum with either Chalmers or The SEED. Students must be able to arrange their own transportation to the agency. The final paper is due: **Monday March 18, 2019 in Dropbox by 11:59 pm.**

### Group Presentation [15%]

Working in groups of 4-5 students, provide a 10 minute presentation (with 5 minutes for Q&As and discussion) based on community identified outputs as part of your volunteer practicum experience. Details on content will be described in class by Professor Neufeld and Community Engaged Scholarship Institute staff and rubrics uploaded to CourseLink closer to the date. Presentation slides and/or handouts must be sent to the course instructor for posting on CourseLink under Student Presentations, by **8:00 am at the latest** the morning of their presentation.

## Course Statements

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments



submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**Referencing**

Referencing of all resources must be in the American Psychological Association (APA) style. APA style guidelines are posted on CourseLink and available in the library: <http://www.lib.uoguelph.ca/get-assistance/writing/citations>

**University Statements****E-mail Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly; e-mail is the official route of communication between the University and its students.

**When You Cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Drop date:**

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.