



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*3110 Food Security

COURSE OUTLINE - WINTER 2024

1. CALENDAR DESCRIPTION

Credit Weight: 0.5 credits

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

Pre-Requisite(s): 9.50 credits including NUTR*2050

Restriction(s): Registration is limited to students registered in the B.A.Sc. AHN major

2. 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.

The University issued email address is considered an official means of communication with the student and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly. See Section I--Statement of Students' Academic Responsibilities for more information.

If sending an email, please include NUTR 3110 in the subject line and the nature of your question/comment in the subject line of the e-mail. Emails without a course code will not be responded to.

If you have a question:

Questions can be saved for class. Quite often if one student has a question someone has the same question and will benefit from hearing the answer. Dr. Sneyd will also be available to answer questions before and after each class. If these routes do not work, questions can also be posted to the Class Questions thread on the Discussion Board on Courselink. The Discussions Boards are available to ask questions of classmates, the TA or Dr. Sneyd.

3. LEARNING RESOURCES

Required Resource(s):

Please see the reading list in our teaching and learning activities.

4. 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 during class activities, a book review assignment, participation and a food security videolog assignment.

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. The assignments will enable students to 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 students 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.

7. TEACHING AND LEARNING ACTIVITIES

The course involves readings, a variety of speakers from the field and discussions on programs and activities directed towards increasing food security and food access for those who are food insecure.

All materials for the course will be posted on CourseLink, including lecture PowerPoint slides when available, readings as links or document files.

There may be a few guest speakers that will be invited to class and their slides will be posted on CourseLink with their permission. The material covered by guest speakers will be included in the course assignments.

It is assumed that **all** students are familiar with Pubmed and other library searches. If not, students are **strongly** advised to sign up for one of the library info sessions.

COURSE SCHEDULE AND READINGS

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 CourseLink. The weekly content is organized around the pillars of food security to better understand the dimensions of food security and insecurity. In the first two weeks we will learn more about the framework and in subsequent weeks we will dive into greater detail in each of the dimensions: the availability of food; the accessibility of food and the utilization and adequacy of food in people's lives. We will end with a consideration of other dimensions such as agency and sustainability.

WEEK 1 January 9/11

Course Overview - Introductions, Review of Course Syllabus

Unpacking the world food economy: definitions and measurements of food security and insecurity. Dr. Sneyd will provide a high-level overview of the key food security and food system issues. This session will focus on approaches and perspectives on food security issues from an international perspective before we delve down to local issues.

Bene, C. 2020. Resilience of local food systems and links to food security – A review of some important concepts in the context of COVID-19 and other shocks. Food Security 12:805–822

Clapp, J. (2020). Chapter One: Unpacking the World Food Economy IN Food 3rd Edition. Polity Press. pp. 1-25.

Clapp et al. 2022. Viewpoint: The case for a six-dimensional food security framework. *Food Policy*. <https://www.sciencedirect.com/science/article/pii/S0306919221001445>

UN General Assembly. 2018. Implementation of the UN Decade of Action on Nutrition (2016-2025).

World Economic Forum. This is the State of Food Security in 2023. <https://www.weforum.org/agenda/2023/08/food-security-hunger-global/>

Optional:

Sundaram, Jomo, et al. 2019. Address Malnutrition, Not Just Food Security. <http://www.ipsnews.net/2019/12/address-malnutrition-not-just-food-security/>

FAO. Food Insecurity Indicators <http://www.fao.org/economic/%20ess/ess-fs/ess-fadata/en/#.Xfphqy0ZNb4>

WEEK 2 January 16/18

Food Security and the Right to Food

The 2020 edition of the Right to Food and Nutrition Watch – Not Our Menu: False Solutions to Hunger and Malnutrition – attempts to connect the dots surrounding the food that we eat.

<https://www.righttofoodandnutrition.org/not-our-menu-false-solutions-hunger-and-malnutrition>

The Watch’s popular supplement, Plates of Injustices, makes these connections concrete. For instance, it links our consumption of cereal products to mass-produced and pesticide-laden monocrops such as corn and wheat that zap the soil’s nutrients, pollute the air we breathe, and poison water bodies from where we source our food.

<https://www.righttofoodandnutrition.org/not-our-menu-false-solutions-hunger-and-malnutrition>

Please download the PDF here: https://www.righttofoodandnutrition.org/files/rtn_watch13-2021_eng_web.pdf

Fakhri, M. 2021. Interim report of the Special Rapporteur on the right to food, Michael Fakhri. UN General Assembly A 76/237.

Canada Case:

De Schutter, O. 2010. Report submitted by the Special Rapporteur on the Right to Food. UN General Assembly A/HRC/16/49. <http://www2.ohchr.org/english/issues/food/docs/A-HRC-16-49.pdf>

De Schutter, O. Special Rapporteur on the right to food: Visit to Canada from 6 to 16 May 2012 - End-of-mission statement.

<http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12159>

And visit the links below for additional information:

<http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx>

<http://www.srfood.org/>

WEEK 3 January 23/25

AVAILABILITY

Clapp, J. (2012). Chapter Two: The Rise of a Global Industrial Food Market. IN Food. Polity Press. pp. 24-57.

Denning, Glenn. 2023. Prophets of Doom. In *Universal Food Security: How to End Hunger While Protecting the Planet*, New York Chichester, West Sussex: Columbia University Press, 2023 Pages. 1-20. <https://doi-org.subzero.lib.uoguelph.ca/10.7312/denn19760>

Timmer, C. P. 2015. Understanding Food Security Dynamics: Models and Numbers. In *Food Security and Scarcity: Why Ending Hunger Is So Hard* (pp. 52–74). University of Pennsylvania Press. <https://doi.org/10.2307/j.ctt13x1n9v.6>

Listen:

Nourishing: Matters to Chew On: Junk food, processed food and ultra-processed food and impacts on health and the environment. 9 December 2020.

https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnljdj6wFztNQOZnWWygck_Hh1sAV4GcJEsQ2YiojMmljqt7iPARZyf-U

WEEK 4 January 30/Feb 1

AVAILABILITY

Food systems and industrial food

Blay-Palmer, Alison. 2016. Power Imbalances, Food Insecurity, and Children's Rights in Canada. *Front Public Health*. 2016; 4: 117. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4980580/>

De Master, K., Jayaraman, S., & Nestle, M. (2020). Introduction. In K. De Master & S. Jayaraman (Eds.), *Bite Back: People Taking On Corporate Food and Winning* (1st ed., pp. 1–12). University of California Press. <https://doi.org/10.2307/j.ctvwcjhvs.4>

Winson, A. (2014) *Between Producers and Eaters: Shaping Mass Diets*. IN *Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating*. Pp. 15-41. UBC Press.

Tip: *Power mapping* is the process of creating a concept map that represents all stakeholders that touch a problem and the power dynamics at play. Power maps allow students to critically reflect on where power resides in a food system and how authority, privilege, and oppression play out in the daily lives of its stakeholders (Hildreth, 2014). Can you map power this week?

WEEK 5 February 6/8

ACCESSIBILITY

Which types of family are at risk of food insecurity?
Social dimensions of food poverty.

O'Connell, R. and Julie Brannen. 2021. *Families and Food in Hard Times: European Comparative Research*. London: UCL Press.

Free download: <https://bit.ly/3aOnvrc>

Please read the Introduction and Chapter 2

O'Connell, R. and Julie Brannen. 2021. Section 2 Household as resource unit. IN *Families and Food in Hard Times: European Comparative Research*. London: UCL Press.

Deaton, B. J., & Scholz, A. (2022). Food security, food insecurity, and Canada's national food policy: Meaning, measures, and assessment. *Outlook on Agriculture*, 51(3), 303-312.

<https://doi.org/10.1177/00307270221113601>

Nutritious Food Basket for Wellington Dufferin Guelph 2018.

https://www.wdgpublichealth.ca/sites/default/files/file-attachments/basic-page/bh.01.nov0718.r33_-_nutritious_food_basket_for_wdg_2018_with_appendices_access.pdf?utm_source=guelphmercury.com

[_nutritious food basket for wdg 2018 with appendices access.pdf?utm_source=guelphmercury.com](https://www.wdgpublichealth.ca/sites/default/files/file-attachments/basic-page/bh.01.nov0718.r33_-_nutritious_food_basket_for_wdg_2018_with_appendices_access.pdf?utm_source=guelphmercury.com)

WEEK 6 February 13/15

ACCESSIBILITY

O'Connell, R. and Julie Brannen. 2021. Section 3. Social dimensions of food poverty. IN *Families and Food in Hard Times: European Comparative Research*. London:UCL Press.

O'Connell, R. and Julie Brannen. 2021. Chapter 4 Which types of family are at risk of food insecurity?. IN *Families and Food in Hard Times: European Comparative Research*. London:UCL Press.

Ana Caroline B. Leme, Sophia Hou, Regina Mara Fisberg, Mauro Fisberg, Jess Haines. 2021. Adherence to food-based dietary guidelines: a systemic review of high-income and low- and middle-income countries. *Nutrients*, 2021, 13(3), 1038.

READING WEEK

WEEK 7 February 27/29

ACCESSIBILITY

Ontario Dietitians in Public Health NEW Position Statement on Responses to Food Insecurity

Guests: Mary Ellen Prang, Registered Dietitian/Health Promotion Specialist
Healthy and Safe Communities, Public Health Services - Healthy Environments, City of Hamilton

Please read:

<https://www.odph.ca/odph-position-statement-on-responses-to-food-insecurity-1>

Mikkonen J, Raphael D. Social Determinants of Health. *The Canadian Facts*. Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28). Toronto (ON); York University School of Health Policy and Management; 2010.

https://www.thecanadianfacts.org/The_Canadian_Facts.pdf

Household Food Insecurity in Canada, 2017-2018. <https://proof.utoronto.ca/>

The Household Food Security Survey Module (HFSSM)

<https://www.canada.ca/en/health-canada/services/food-nutrition/food-nutrition-surveillance/health-nutrition-surveys/canadian-community-health-survey-cchs/household-food-insecurity-canada-overview/household-food-security-survey-module-hfssm-health-nutrition-surveys-health-canada.html>

WEEK 8 March 5/7

ADEQUACY/UTILIZATION

Brouwer et al. 2021. Reverse thinking: taking a healthy diet perspective towards food systems transformations. *Food Security*.

Carlsson, L. 2022. Beyond what not to eat: Supporting communities to know sustainable diets. In *Routledge Handbook of Sustainable Diets*. Routledge.

FAO. The State of Food Security and Nutrition in the World. 2023. **Urbanization, agrifood systems transformation and healthy diets across the rural–urban continuum.**

<https://www.fao.org/documents/card/en/c/cc3017en>

Please read the executive summary and sections you are interested in.

Popkin, B. M., C. Corvalan, and L. M. Grummer-strawn. 2019. Series Double Burden of Malnutrition 1 Dynamics of the double burden of malnutrition and the changing nutrition reality. The Lancet 6736 (19):1–10.

Optional:

Patel, R. (2007) Introduction. IN Stuffed and Starved: The Hidden Battle for the World’s Food System. Pp. 1-18. Harper Collins: Toronto.

Scaling Up Nutrition In Practice: The Contribution of Agriculture and Social Protection to Improving Nutrition. <https://scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf>

WEEK 9 March 12/14

ADEQUACY/UTILIZATION

What will we eat tomorrow?

Berretta et al. Berretta et al. 2023. Rapid evidence assessment on women’s empowerment interventions within the food system: a meta-analysis Agriculture & Food Security (2023) 12:13 <https://doi.org/10.1186/s40066-023-00405-9> t

Bahn, R. et al. 2021. Leveraging Nutrition for Food Security: The integration of nutrition in the four pillars of food security. In Charis M. Galanakis, Food Security and Nutrition, Academic Press. <https://doi.org/10.1016/B978-0-12-820521-1.00012-5>

O’Connell, R. and Julie Brannen. 2021. Chapter 3 The Study. IN Families and Food in Hard Times: European Comparative Research. London:UCL Press.

Viviero-Pol, J.V. et al. 2019. Introduction: The food as commons are coming.... IN Routledge Handbook of Food as Commons. London: Routledge.

WEEK 10 March 19/21

ADEQUACY/UTILIZATION

Indigenous perspectives on food security

Settee, Pricilla and Shailesh Shukla. 2020. Synthesis: Revitalizing the Past, Nourishing the Present and Feeding the Future. IN Indigenous Food Systems: Concepts, Cases and Conversations. Toronto: Canadian Scholars.

Wilson, T and Shukla, S. 2020. Pathways to the revitalization of Indigenous food systems: Decolonizing diets through Indigenous-Focused food guides. Journal of Agriculture, Food Systems and Community Development. 9(4): 201-208.

WEEK 11 March 26/28

AGENCY AND SUSTAINABILITY

Justice and sustainability and resistance for healthy diets

Clapp, J. (2020). Chapter Six: Justice and Sustainability in World Food IN Food 3rd Edition. Polity Press.

Hertz, J. 2020. Afterward: Taking Action to Create Change. In K. De Master & S. Jayaraman (Eds.), *Bite Back: People Taking On Corporate Food and Winning* (1st ed., pp. 1–12). University of California Press. <https://doi.org/10.2307/j.ctvwcjhvs.4>

Mann, Alana. 2021. Resilience Through Resistance. IN Food in a Changing Climate, Emerald Publishing Limited.

National Nutrition Month. 2022. Unlock the Potential of Food: Ingredients for a Healthier Tomorrow. Activities and Ideas Guide.

<https://www.dietitians.ca/DietitiansOfCanada/media/Documents/Resources/NM2022-ActivityGuide-EN-FINAL.pdf?ext=.pdf>

A proposed Roadmap for Dietitians of Canada. Please click around and explore this site: [https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-\(SFS\)-that-Promote-Health.aspx](https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-(SFS)-that-Promote-Health.aspx)

Optional:

Food Secure Canada. (2015) Resetting the Table- A People’s Food Policy for Canada.

<http://foodsecurecanada.org/sites/default/Siles/fsc-resetting2012-8half11-lowres-en.pdf>

WEEK 12 April 2/4

VideoLog Presentations and Wrap Up

Students present. Order of presentations to be announced.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
In-Class Group Presentation and Activity Facilitation	Literacy, Global Understanding, Depth & Breadth, Moral Maturity, Love of Learning	Throughout	30%
Participation and Engagement	Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning	Throughout	20%
Book Review	Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning	February 16 10am	20%
VideoLog	Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning	2 April during class	30%
Total:			100%

9. ASSIGNMENT GUIDELINES

In-Class Group Presentation and Activity Facilitation

Format: During the first-class students will create groups of 4-5 to present and facilitate class on Thursday. It is important for the group to work together to manage the seminar environment and engagement with the week's content. Students will be responsible for quickly introducing (not summarizing) the reading to the seminar on the assigned day and guiding the ensuing discussion (the bulk of the facilitation). They will draw links between the readings for the week and discuss the selected work in light of broader themes already covered in our course and/or news items related to our course content.

This is about engaging in conversations with colleagues. The professional introductory comments should:

- highlight key issues and concepts,
- articulate various strengths and weaknesses of the readings,
- and raise several questions for further discussion.

Criteria for the evaluation of this course component will include:

- the knowledge of the readings students are able to demonstrate;

- the degree to which the facilitation is made interesting for others;
- the originality and comprehensiveness of the links drawn between the weekly topic and with broader course themes;
- the effectiveness of the questions posed to the seminar to enable quality class discussion of the material
- effectiveness of the facilitation by the group

This exercise is important to develop competencies communicating research findings about food security and engaging the group to develop a deeper understanding. Overall, this should be an engaging activity for the class and a way to understand the content in a dynamic group format.

Class Participation and Engagement (20% of the final course grade):

It is crucial that students attend class and participate and contribute to class interaction. The participation and engagement component of the grade will evaluate students’ ability to participate and contribute to the weekly discussions and facilitations in the class. Criteria for the evaluation of participation will include regular attendance, knowledge of assigned readings, and the ability to make relevant, substantive, and original contributions to advance the discussion. As this course will be conducted in seminar format with a focus on the assigned readings it will entail intensive weekly discussions and may focus on in-class, active learning in small groups. Attendance and informed participation by all will be expected. Students are required to do the assigned readings before class. Individual contributions to seminar discussions and group activities will be evaluated on the performance scale:

Grade	Engagement	Participation/Discussion	Reading
16-20	Always	Excellent: leads debate; offers original analysis; uses assigned reading to back up arguments; offers valuable comments in virtually every seminar. Attends class.	Clearly has done and understands virtually all of the reading; intelligently uses the course material in the seminar discussions.
15-12	Almost always	Good: thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.

11-8	Frequent	Fair: has a basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported. Attends class in-frequently.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
7-5	Occasional	Not good: remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions. Attends class in-frequently.	Actual knowledge of material is outweighed by improvised comments and remarks.
5-0	Rare	Poor: rarely speaks, and parrots other students when put on the spot to offer an opinion. Rarely attends class.	Little to no apparent familiarity with assigned material.

Students will submit a final report on their participation **DUE 5 April** and their contributions to the discussion board (200 words plus entries see above) and answer the following questions:

1) I contributed to the class in the following ways:

2) My level of participation was:

High

Average

Low

Justify your rating:

3) To prepare for class, I:

4) Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, sought assistance with writing, researching, and/or statistical interpretation) provided feedback to other groups).

Your self assigned grade for participation ___/20

Book Review

Review essay worth 20%:

For this assignment students will produce a scholarly review of:

Dening, Glenn. 2023. Universal Food Security: How to End Hunger While Protecting the Planet. Columbia University Press.

<https://cup.columbia.edu/book/universal-food-security/9780231197618>

This book is available open access on the Library site and can be purchased online.

The purpose of the assignment is to develop a critical analysis of the text. Students should draw extensively on concepts and approaches covered in the required readings and in the lectures. We are reading some of the chapters as part of the weekly reading requirements and the remainder of the chapters are the students' responsibility to read. DO NOT omit the unassigned chapters, they are still required reading as part of the review essay assignment. Do make time to read the entire book.

The paper should be no longer than 2000 words. It should be typed, double-spaced and edited for spelling and grammar. The review should include a clear, original argument statement or thesis, and the essay should be organized or structured to defend the thesis. Students are expected to produce review essays that explicitly identify their argument and address counter-arguments to their positions. This assignment should not summarize the text but critically engage with the content to demonstrate a deeper understanding of ways to achieve food security. Particular focus should be on food system transformation and sustainability. Additional research should be done to justify and expand on points from the text. Essays must include a title page and a list of works cited or references. The reference page should list all sources that were consulted, and students should properly document sources using a consistent documentation style throughout the paper (i.e. one of MLA, Harvard, APA or Chicago). A workshop on the review essays will be presented during one of our class sessions. The rubric for this assignment is below. Please note that this is a guide to assist you in structuring and writing your review assignment. It may also be useful to have a peer review your assignment.

Evaluation:

Does not meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> • Paper does not address a topic relevant to the assigned chosen text • Paper does not sufficiently provide a social science context for the issues presented • Paper does not develop a clear argument • Argument is descriptive or preferential in nature • Paper does not use sufficient evidence • Evidence is out of date, low quality, or not relevant • Paper does not demonstrate an understanding of food issues 	<ul style="list-style-type: none"> • Paper addresses a topic relevant to the course on food systems, security and sustainability • Paper provides a social science context for the issues presented • Paper develops a clear argument • Argument demonstrates critical thinking • Paper uses evidence in support of the argument • Evidence is timely, high quality, and relevant • Paper demonstrates an understanding of food issues • Paper connects to the course content 	<ul style="list-style-type: none"> • Paper's argument shows a sophisticated understanding of the assigned text • Paper's argumentation and evidence provide new insights to the course themes and content • Paper represents an exhaustive search for and analysis of relevant literature on the chosen topic • Paper demonstrates a nuanced understanding of course content and themes

<ul style="list-style-type: none"> • Paper does not adequately connect to course content • Paper does not engage with, or show an understanding of, course themes 	<ul style="list-style-type: none"> • Paper addresses and develops course themes 	
<ul style="list-style-type: none"> • Paper is not well organized • Paper is not properly referenced • Paper has many spelling or grammar errors • Paper is significantly longer or shorter than 2,000 words 	<ul style="list-style-type: none"> • Paper is well organized • Paper is referenced properly • Paper is free from major spelling and grammar errors • Paper is approximately 2,000 words 	

VideoLog

Presentation of 12-minute video log in teams of two-three with information drawn from academic and course content. Video is truly multi-media, providing opportunities to express oneself with visuals, sound, and text. The wide range of skills involved in capturing video, curating and editing video and adding narration, mean that a video assignment can be quite exciting for students. This wide range of tasks can also contribute to a valuable group assignment with varied responsibilities and roles.

For this assignment students must draw from at least five media sources and three academic sources. Make sure the group includes a list of sources. You are asked to use your phone or other device to film a short presentation on ‘recent’ media attention of public engagement on food security issues or projects which have received a lot of attention in recent years, particularly related to food security and nutrition. You do not need to focus on a single event, proposal or ongoing/completed project the group could develop a story line and a single message about food security and sustainability.

Feel free to get creative and film while walking in a site of interest or outdoors. You could even interview someone or find other interesting ways to report findings. This need not be a formal

presentation with Power Point although you can use any tool at your disposal (such as voice over Power Point) or simply film yourselves talking.

Marks will be given for Videologs that are well timed, well referenced and studied, well-rehearsed and creatively delivered. You are expected to provide a balanced review that demonstrates a strong understanding of the issues and its coverage by media. You are also expected to answer questions as best you can following the presentation of your video in class.

Ask yourself: how are food security and food system issues portrayed by the media? Are these assessments accurate, fair, balanced? What factors have led to this depiction? What was good or could be improved within this coverage? What impacts do you think this coverage can have on food security outcomes or communities? In what ways, if any, did the media analysis differ from the academic analysis?

Communication, critical thinking, and collaboration are crucial competencies students must have in any discipline they choose to pursue. These soft skills are not just important to master in the classroom – they are indispensable for students’ future success. Being able to communicate ideas, present well, and collaborate with others are critical skills in today’s workplace. Overall, this assignment aims to create a video documentary, video essay, or short film

The final class will be discussion based around the Videologs. Students are to summarize their Videologs in three bullet points for class with some highlights from the video content. This information will be presented in class followed by a quick ‘live’ Q and A on April 2/4.

Storyboard your group video. Make sure the group works together on script-writing drafts, revisions, hands-on practice in the use of the software, peer-review and discussion. A document on the storyboard and planning must be submitted with the final video submission. Deadlines will be discussed in class.

Resources for group video tasks:

https://otl.du.edu/knowledgebase/files/2018/10/Handout_video_assignment_tips.pdf

<https://otl.du.edu/knowledgebase/helpful-tips-for-instructors-and-students-with-video-assignments/>

Criteria		Does not meet expectations	Meets expectations	Exceeds expectations
Proper & effective use of media	<ul style="list-style-type: none"> • Media/Images is/are relevant to the topic presented • Media/Images is/are clearly viewable and appropriate • Text associated with media/ images 			

	is informative & accurate			
Presentation of script and integration of information	<ul style="list-style-type: none"> • Information is presented in a logical flow • All information presented pertains to the topic • All content is clearly and accurately stated 			
Accuracy and quality of the presentation	<ul style="list-style-type: none"> • Presentation provided sufficient information & detail • Created logical links between different sets of information • Presented to audience, didn't read from presentation 			
Understanding of the subject	<ul style="list-style-type: none"> • Explained content correctly for level of audience • Included relevant, understandable information • Stated all terms, procedures, & vocabulary correctly 			
Explicitly met criteria of assignment	<ul style="list-style-type: none"> • Directly addressed the interaction between human health and environmental health. • Explained a logical and informed relationship between human health and environmental health (or vice versa) 			

References properly cited	<ul style="list-style-type: none"> • All media and academic resources are used • Scientific and other resources are cited correctly 			
Student attendance	<ul style="list-style-type: none"> • Student attended final class presentation • Student provided constructive feedback on other presentations (i.e. did not just award maximum points) 			
Submitted all required documents according to published timelines	<ul style="list-style-type: none"> • All content was submitted on time according to published timeline during the semester 			

9. 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.

Artificial Intelligence (AI) AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies. The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

- 1) Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
- 2) Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Communication. Please check your university email account and the Announcement page of the NUTR*3110 Courselink page once every 1-2 business days. Any important information arising throughout the semester will be communicated by these means and the university mandates that students must check them. The instructor and TA will do their best to respond to emails within two business days. Questions with answers that can be found in course documents will receive short replies (e.g., "please see course syllabus"). Students must use proper punctuation and professional language when emailing the instructor or TA. If your question is not of a personal nature please post to the discussion board.

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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:

Students have until the last day of classes to drop courses without academic penalty. 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

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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 Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online

- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor