GEOGRAPHY 288: FOOD SECURITY, FOOD SYSTEMS and GLOBAL CHANGE

CONTACT INFORMATION

Instructors
Hallie Eakin
eakin@geog.ucsb.edu
Office: Ellison 5709
Office Hours: M & T 11-12PM

David Carr
carr@geog.ucsb.edu
Ellison 5714
M 2-3PM; W 3-4PM

NATURE OF THE COURSE

This seminar will explore geographic traditions and new frontiers in research on the challenges of reconciling food production, food security and global economic and environmental change. Food production and food systems epitomize the often precarious nature of human-environment interactions. While agriculture has fundamentally altered the biophysical and economic landscapes of diverse regions, agriculture and rural populations are also highly sensitive to the anticipated negative outcomes of global environmental change.

Part 1 of the seminar (Geog 288 DC) will address questions such as “How has agriculture shaped landscapes in the developing world? What tools and approaches have geographers used to interpret the social and environmental outcomes of agriculture?

Part 2 of the seminar (Geog 288 HE) will address: What is food security and how is it measured? How are food systems being transformed by globalization and climate change, and what are the potential outcomes for food security and rural livelihoods?
The seminar will present these questions in the context of the tradition of cultural and political ecology in geography, literature on household economics and rural development, and in the context of recent research on the impacts of climate change and climate change policy for food systems.

The course is being offered as two sequential 2-credit seminars (288 DC and 288 HE). Please enroll in both seminars for the complete course.

**COURSE OBJECTIVES**

(IF WE ARE SUCCESSFUL IN THIS COURSE YOU WILL…)

1. Describe the significance and limitations of seminal approaches to food security, agriculture & environment interactions, globalization of food systems and global change

2. Select and discuss theoretical, thematic and methodological approaches within the context of a research paper

Some steps you will take to achieve the above objectives:

- Understand key arguments developed in the literature we discuss
- Recognize the significance, assumptions, and limitations of these arguments and their applicability over time and across space.
- Select conceptual frameworks that best support your research paper topic of choice.
- Understand how these conceptual models build on the canon of approaches to agriculture & environment.
- Argue persuasively for the comparative advantage of these arguments over others for developing your paper.

**HOW WILL WE ACHIEVE THESE OBJECTIVES?**

• **Class discussions (20%).** Students will take turns leading class discussions. Discussion leaders will direct our examination of the readings based on the course objectives. The discussions’ purpose will thus be twofold: 1) the class explores the significance of the readings to the broader GEC literature and 2) students receive feedback towards the improved development of their own research paper.

To achieve these goals,

- Discussion leaders will begin the class by presenting a series of discussion questions referring specifically to the week’s readings

- Each class member will arrive in class with a 1-3 paragraph written response to the week’s readings, responding to the key arguments, methods, and concepts proposed in the literature.

• **Papers/presentations.** We encourage you to seek help at Campus Learning Assistance Services. Writing tutors are available at the CLAS Bldg 300 M-Th 9-5 and Fri 10-3. Phone: 893-3269 Web: www.clas.ucsb.edu

- 10 page single-space max. paper (60%) and 15 minute presentation (20%).
• Presentations will occur during exam week (March 19th) – location to be determined.
• Papers are due March 12.

Guidelines for class discussions
• Be prepared for class.
• Share and explain your opinions.
• Don’t dominate; be fair about the amount of time you take to speak.
• Back up your arguments with evidence.
• Disagree politely.
• Listen carefully to other opinions.
• Change your mind when another argument is more cogent than yours.
• Do not hesitate to ask for clarification.
• Make your points succinctly, avoiding repetition, and providing a choice example of your main point.

Guidelines for the Final Paper
We will evaluate your final paper based on the following criteria:

Fulfill task requirements.
• Basic instructions are followed.

Use concepts appropriately and creatively.
• The themes discussed in class are central to your argument, and appropriate literature is cited to reach new insight on the subject.

Synthesize, interpret, and evaluate.
• You explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

Organize with logic and clarity.
• Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences form the backbone of the work and introduce the body of each corresponding paragraph. Superfluous points and non-sequiturs are avoided.

Display accuracy and conceptual discipline.
• No conceptual, logical, or organizational errors are apparent. All factual information or opinions not produced independently by you are cited using Author/Date style.

Present your work flawlessly (or nearly so).
• Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.
PART I: Geography of Agriculture-Environment Interactions, and Global Change

David Carr

Week 1

What is Global Environmental Change?

Turner, B. L., et al. (1990) Two types of global environmental change: definitional and spatial-scale issues in their human dimensions. Global Environmental Change 1, 14-22


What is Land Use/Cover Change?

NAS Report. Land Use/Cover Change


People, Farming, and Food


Charles Mann: cogweb.ucla.edu/Chumash/Population.html

Jared Diamond: muweb.millersville.edu/~columbus/data/art/DIAMOND1.ART

Crosby: muweb.millersville.edu/~columbus/data/art/CROSBY02.SPK

Schwartz: muweb.millersville.edu/~columbus/data/art/SCHWART1.ART


Week 2

Cultural/Political Ecology and Developing World Agriculture


Week 3

Human Agriculture and Environmental Impacts

Landscape Change


Chowdry & Turner 2006: Reconciling agency and structure in empirical analysis Smallholder


Week 4

Institutions, Political Economy

UN-FAO, World Bank, MDGs, Others?

www.fao.org

www.worldbank.org/Trade

www.ifpri.org/pubs/cp/agmdg.asp

PART II: Food Security, Food Systems, and Global Change

Food security: “Availability of food resources, access to those resources, sufficient consumption of food and appropriate utilization in a sanitary and nutritious manner”

Week 1 (Feb 13): Definitions and Approaches

What is food security, how is it theorized and how is it measured?


Overview of the literature: theory, limitations, changing contexts and methods


Week 2 (Feb 20): Households, Food & Livelihoods: Drivers, responses and outcomes

What are common drivers and outcomes of food insecurity in rural and urban areas?


   Household economy analysis: primary drivers


   OR

   Farrow et al. 2005 Exploring the spatial variation of food poverty in Ecuador. Food Policy 30: 510-531

   OR

   Bellon et al. 2005 Targeting agricultural research to benefit poor farmers: Relating poverty mapping to maize environments in Mexico. Food Policy 30: 476-492


Week 3 (Feb 27): Globalization of food systems


4. Morgan, Marsden, Murdoch Worlds of Food: Place, Power and Provenance in the Food Chain selected chapters

5. Friedburg Cleaning up down south: Supermarkets, ethical trade and African horticulture. Social and Cultural geography 41 2003


Explore: http://www.foodcircles.missouri.edu/discoverCFS.htm (Hefferman & Hendrickson Corporate consolidation food chain)

Week 4 (March 5): Challenges for food systems: Biofuels & GM crops

Biotech & Food Security

1. Uma Lele Biotechnology: Opportunities and Challenges for Developing Countries American Journal of Agricultural Economics. 85: 1119-1125.


Biofuels


Week 5 (March 12 – WILL NEED TO RESCHEDULE) : GEC and Food Systems


7. Tubiello et al. 2007 Crop and Pasture responses to climate change. *PN.AS.* 104: 19686-19690