GD205-30 Security, Sovereignty and Sustainability in the Global Food System

20/21

Department
Global Sustainable Development
Level
Undergraduate Level 2
Module leader
Leon Sealey-Huggins
Credit value
30
Module duration
20 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

The module draws on Warwick's world leading research – especially those involved in the university's Global Research Priority on Food – to deliver subject and analytical knowledge, as well as research and communication skills, to equip students with a multi-disciplinary toolkit for positive participation in the creation of more sustainable food systems.

[Module web page](#)

Module aims

The module aims to examine the relationship between Food and Sustainability using theories and methods from the sciences, social sciences and humanities.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be

covered. Actual sessions held may differ.

The Module is structured into two distinct sections, which map onto the two main teaching terms. Part 1 (Autumn Term) explores key issues connected to global food systems and sustainability. Part 2 (Spring Term) is focused more on issues relating to food sovereignty and food justice. Each part has accompanying guest lectures, talks, film screenings, and fieldtrips.

Part 1: Food Systems & Sustainability (Autumn Term - Indicative)
Week(s)

1. Introduction: The Food Systems Approach and Foundational Issues
2. Food Regimes and Global Commodities
3. Food Production as Modified Ecosystems
4. Food Production: Industrial and Small Farmer Sustainability
5. Food Supply and Governance: Sustainability in Corporate and Alternative Approaches
6. Environmental Impacts of Food Supply
7. Crop Production and Threats
8. University of Warwick in the Food System
9. Financialisation: Food Prices and Crisis
10. Visual Campaign Presentations

Part 2: Food Security & Sovereignty (Spring Term - Indicative)

Week(s)

1. Introduction: Security and Sovereignty
2. A genealogy of food security
3. The Right to Food
4. Food poverty at the household level
5. Group Presentations
6. Food growing and performing the land
7. The cultural significance of food
8. Sociology of food
9. The customs, rituals and cultural meanings of eating
10. Conclusion

Learning outcomes

By the end of the module, students should be able to:

- Upon completing this module students will be able to apply a 'Food Systems' approach to the identification, research and analysis of broadly conceived sustainability issues, emerging in food production, processing and consumption.
- Upon completing this module students will be able to articulate and analyse scholarly concerns surrounding food security, sovereignty, and sustainability.
- Upon completing this module students will be able to recognise and appropriately apply contrasting disciplinary approaches to the investigation and analysis of contemporary food systems, on a variety of scales.
- Upon completing this module students will be able to think consciously about their

contributions to the creation of collective knowledge, and the learning of others, through the medium of oral discussion.
- Upon completing this module students will be able to evaluate contrasting responses proposed to problems created by a need to feed the planet.
- Upon completing this module students will be able to independently locate, interpret synthesize and evaluate academic and other credible research and analysis to critically respond to essential topics and questions.
- Upon completing this module students will be able to appreciate the potential of mixed media campaigns for advocacy and engagement, and have some experience of designing these.

Indicative reading list

Albritton, R. (2009) Let Them Eat Junk: How capitalism Creates Hunger and Obesity. London: Pluto Press.
Alkon, A.H. & Agyeman, J. (eds) (2011) Cultivating Food Justice: Race, Class and Sustainability. Cambridge Mass: MIT Press.
Atkins, P & Bowler, I. (2001) Food in Society: economy, culture and geography. London: Arnold.
Carolan, M. (2013) Reclaiming Food Security. Abingdon: Earthscan from Routledge.
Dowler, E & Jones Finer, C. (eds) (2003) The Welfare of Food: rights and responsibilities in a changing world. Oxford: Blackwell Publishing. also issued as special issue of Social Policy and Administration, (2002) 36, 6
Germov, J. & Williams, L. (eds) (2008) 3rd edition A Sociology of Food and Nutrition: The Social Appetite. Victoria, Australia: Oxford University Press.
Lang, T., Barling, D. & Caraher, M. (2009) Food Policy: integrating health, environment and society. Oxford: Oxford University Press.
Maurer, D. & Sobal, J. (eds.) (1995) Eating Agendas: Food and Nutrition as Social Problems. New York: Aldine de Gruyter.
Patel, R. (2007) Stuffed and Starved: Markets, Power and the Hidden Battle for the World Food System. London: Portobello Books.
Tansey, G. & Worsley, T. (1995) The Food System: A Guide. London: Earthscan.

[View reading list on Talis Aspire](#)

Research element

Research skills are embedded into the teaching strategy of the module. Students are expected to independently locate, interpret synthesize and evaluate academic and other credible research and analysis to critically respond to essential topics and questions.

Interdisciplinary

This is an optonal core module on the Global Sustainable Development course which adopts an interdisciplinary approach spanning the arts, humanities, social and natural sciences fields in order to engage with the major global challenges facing contemporary society, explore these 'big problems,' from a variety of perspectives and consider a range of possible solutions. Specifically, this module examines the relationship between Food and different interpretations of Sustainability, using theories and methods from the sciences, social sciences and humanities.

International

This is an optional ore module on the Global Sustainable Development course which offers a unique trans-disciplinary and international learning experience that allows students to achieve breadth and depth of knowledge. Specifically, this module enables students to evaluate contrasting responses proposed by societies around the globe to problems created by a need to feed the planet.

Subject specific skills

Ability to:
critically assess and analyse sustainability issues that need to be addressed, including real-life examples
use and apply established frameworks and methodologies for analysing the impact(s) of a behaviour or process
generate and evaluate different models of sustainable development to assess their likely impact
actively implement or contribute to changes that promote sustainable development within the scope of own learning experience
engage with real-life problems relevant to sustainable development
use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped
identify the importance of empowering individuals and organisations to work together to create new knowledge
employ leadership for sustainable development by challenging assumptions and negotiating alternatives to unsustainable current practices
identify the opportunities to support and develop a progressive and resilient culture that encourages citizens, professions and institutions to put learning into practice

Transferable skills

Written communication skills
Oral communication skills
Working with others
Problem solving
Information technology
Numeracy
Research across various disciplines
Peer review

Study

Study time

Type	Required
Seminars	20 sessions of 2 hours (13%)
Fieldwork	1 session of 5 hours (2%)
Other activity	18 hours (6%)
Private study	237 hours (79%)
Total	300 hours

Private study description

Reading and research in preparation for workshops

Other activity description

18 x 1-hours (Lectures, talks and film screenings with required attendance).

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
Visual campaign group project	25%	
Group presentation	25%	
Essay	50%	

Feedback on assessment

Feedback will be provided via tabula; individual face-to-face feedback sessions will be offered to each student; moodle will be used where appropriate.\r\n\r\n

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Availability

Courses

This module is Core for:

- Year 2 of UIPA-R4L8 Undergraduate Hispanic Studies and Global Sustainable Development

This module is Core optional for:

- Year 2 of UIPA-L1L8 Undergraduate Economic Studies and Global Sustainable Development
- Year 2 of UIPA-L8A1 Undergraduate Global Sustainable Development
- Year 2 of UIPA-L8N1 Undergraduate Global Sustainable Development and Business
- Year 2 of UIPA-R4L8 Undergraduate Hispanic Studies and Global Sustainable Development
- Year 2 of UIPA-V1L8 Undergraduate History and Global Sustainable Development
- Year 2 of UIPA-C1L8 Undergraduate Life Sciences and Global Sustainable Development
- UIPA-V5L8 Undergraduate Philosophy and Global Sustainable Development
    - Year 2 of V5L8 Philosophy and Global Sustainable Development
    - Year 2 of V5L8 Philosophy and Global Sustainable Development
- Year 2 of UIPA-L2L8 Undergraduate Politics, International Studies and Global Sustainable Development
- Year 2 of UIPA-C8L8 Undergraduate Psychology and Global Sustainable Development
- Year 2 of UIPA-L3L8 Undergraduate Sociology and Global Sustainable Development
- Year 2 of UIPA-W4L8 Undergraduate Theatre and Performance Studies and Global Sustainable Development