

ANG 6930: Food & Nutrition Security

Mondays 5:10-8:10 pm

Turlington Hall 1208H

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Office Hours: Mondays, 2- 4:30 pm & by appointment

Course Overview

This course offers a broad examination of the concepts and issues associated with global hunger, food sovereignty, and food/nutrition security. We use ethnography and cross-cultural comparisons to investigate the global political ecology of food/nutrition security and variation in the lived-experience of hunger and food sovereignty including: a) different methods for identifying and evaluating variation in the experience of hunger, food sovereignty and resource security, and b) the socioecological and political dimensions of food/nutrition security including disparities associated with socioeconomic marginalization, race, and gender.

By the end of the course you should be able to:

1. Identify and evaluate different concepts and experiences of hunger, food sovereignty, and nutrition security
2. Analyze and explain the political ecology of food and resource security including the multi-level factors that influence access to resources and the experience of resource security
3. Utilize an anthropological approach to understanding and addressing local and global food/nutrition security challenges.
4. Understand and avoid the issues (and assumptions) associated with the measurement and evaluation of hunger, food sovereignty, and food/nutrition security

Class Structure

The class is a seminar-based class with weekly readings, discussions, and in-class activities on methods and analyses. Each class period will be divided into two hours for discussion and one hour for a weekly hands-on activity.

Required Books (available through the UF bookstore and Amazon)

- Sharman, P. 2006. *Hunger: An Unnatural History*
- Schanbacher, W. 2010. *The Politics of Food: The Global Conflict between Food Security & Food Sovereignty*
- Biesalski, H.K. & P. O'Mealy. 2013. *Hidden Hunger*
- Page-Reeves, J. 2016. *Women Redefining the Experience of Food Insecurity: Life Off the Edge of the Table:*
- Cliggett, L. 2005. *Grains from Grass: Aging, Gender & Famine in Rural Africa*

Course Requirements and Grading

Students will be evaluated based on class participation, class presentations, précis on the books in the course, and a poster that the student prepares as a class project in a symposium at the end of the course. Course grades are calculated based on the following:

1) *Participation/In-class activities (50 points)*

I expect students to attend class meetings and take an active part in discussions and class activities. Active participation includes attendance but also requires that you read all assigned readings and prepare thoughtful questions and discussion points in advance of class meetings. I will evaluate your participation based on the *quality* of your contributions and not simply on how often you speak in class. The purpose of evaluating your participation is to encourage you to prepare for class and to promote thoughtful analysis and discussion.

2) *Discussion moderation (25 points)*

Starting January 23rd each student will moderate/lead one discussion session in the class.

3) *Précis (50 points)*

Each student is required to write a précis for each book in the class (5 total, see course schedule for specific due dates). A précis is a concise summary of a written work that helps encourage careful reading of the material in the text. : (1) the primary argument of the text (2) a note on the object of analysis, the purpose of the work and kinds of evidence employed; (3) the intellectual, disciplinary, and /or political context of the work. Additional guidelines will be provided prior to the submission of the first précis.

4) *Research Poster Project (100 points)*

Students are required to present a research poster on a topic relating to medical anthropology as a final project for the class. The poster project is cumulative; several assignments will be used to assess the progress of research for the poster throughout the semester. Guidelines for the different stages of the poster project will be provided in class.

- **Poster proposal** outlining the topic of the research project is due **Monday, February 13**; this proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues your project will explore. (25 points)
- **250-word abstract and annotated bibliography** with at least 10 carefully selected references from scholarly literature is due **Monday, March 13**. (50 points)
- An electronic **copy of your final poster** is due **Friday, April 14**.
Final poster presentations will be held during regular class time on **Monday, April 17** (25 points)

CLASS POLICIES

Grades

Grades are awarded on the basis of points received in the class and are not curved.

Final grades will be based on the following scale: A (94-100), A- (90-93.99), B+ (87-89.99), B (84-86.99), B- (80-83.99), C+ (77-79.99), C (74-76.99), C- (70-73.99), D+ (67-69.99), D (64-66.99), D- (60-63.99), E (<59.99).

Attendance & Participation

Students have to be in class to receive credit for group activities and discussion. Excused absences require documented proof of absence and non-emergency situations must be approved in advance.

Per UF policy, "... acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused."

Policy on Late Assignments

Students are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline (including weekends). There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement.

I will not assign grades of "incomplete" except in the most unusual, extreme circumstances (i.e. alien abduction). You must provide documentation of such circumstances from an appropriate authority. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

Academic Honor Code

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code:

www.registrar.ufl.edu/catalog/policies/students.html).

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide

documentation to the instructor. For more information about services available to University of Florida students:

Dean of Students Office Disability Resource Center
202 Peabody Hall or 0020 Reid Hall
Phone: (352) 392-1261 Phone: (352) 392-8570

University of Florida Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life.

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Course Schedule and Readings

This is a preliminary schedule of readings and may be subject to change with advance notice.
The schedule has been left more flexible to help accommodate student interests/needs. A more refined list of specific topics/dates and supplemental readings will be posted in E-Learning after our first meeting.

Date	Topic	Reading/Assignments
Jan 9	Introduction/Course mechanics	Syllabus
Jan 16	No class- MLK Day	
Jan 23, 30	Hunger and food security	<i>Hunger: An Unnatural History</i> (Sharman) • Précis due Jan 30 th
Feb 6	Food systems and politics	<i>The Politics of Food: The Global Conflict between Food Security & Food Sovereignty</i> (Schanbacher) • Précis due Feb 6 th
Feb 13, 20, 27	Food/nutrition security and its measurement	<i>Hidden Hunger</i> (Biesalski & O'Mealy) • Poster proposal due Feb 13 • Précis due Feb 27
Mar 6	No class-SPRING BREAK	
Mar 13, 20, 27	Social inequality, gender, and food/nutrition security	<i>Women Redefining the Experience of Food Insecurity: Life Off the Edge of the Table</i> (Page Reeves) • Abstract & annotated bib due Mar 13 • Précis due March 27
Apr 3, 10	Socioecological aspects of food/nutrition security	<i>Grains from Grass: Aging, Gender & Famine in Rural Africa</i> (Cliggett) • Précis due April 10 • Poster due April 14
Apr 17	Student poster session	