

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	International Education / Agriculture
Course Number and Title:	IE / AGRI 270 World Interdependence--Population and Food
Division:	Lower
Faculty Name:	Melissa Wdowik
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

The world is producing more food than ever, but a billion people are underfed. Finding food for a growing world population offers an opportunity to understand both the challenges and potential solutions in a global context. This course explores the patterns and causes of change in worldwide population and food; the principles underlying food production; urbanization, migration and transition; cultural pluralism; and world economic interdependence as it shapes these issues.

Through current readings and case studies, students will compare and contrast cultural differences in farming systems, food security and insecurity, politics and policies, food loss and waste, and environmental and economic issues in various countries.

Semester at Sea provides the unique opportunity to view food practices first-hand while evaluating the trends across various societies. Students will examine the sustainability of agriculture, wildlife, fisheries, livestock, soil and water in the countries we visit, pros and cons of technology and biotechnology, and economic implications of hunger. Ultimately, students will form their own world view along with ideas for making a difference.

LEARNING OBJECTIVES

Upon the completion of this course, students will be able to:

- Understand the patterns and causes of change in global population and food production.
- Evaluate world economic interdependence and its effects on population and food issues.
- Recognize cultural pluralism in the world and appreciate the problems and opportunities created by a world community of nations.
- Assess physical, scientific principles underlying food production and strategies for improving the world food supply.
- Explain political influences on food production and allocation.
- Analyze industrial influences on food sources and distribution.
- Examine economic, social and cultural implications of hunger.

- Discuss problems and potential solutions related to food sustainability and security in countries visited.
- Consider pros and cons of technology and biotechnology.
- Identify and apply knowledge of food and society to practices in each of the countries on the Semester at Sea Spring 2023 voyage, especially during the Field Class.

REQUIRED TEXTBOOKS

None

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1: Introduction and Overview

Course norms and expectations

Culture and cultural pluralism

Discussion: Why a course on world interdependence: population and food?

Video: Mapping global population and the future of the world (The Economist)

2: Population Growth and Global Food Production

The future of global food: supply and demand

Discussion: How are patterns in global population and food changing, and why?

Video: The Future of the Global Food Supply at Risk (BBC)

Reading: [The 9-Billion People Question - Introduction](#)

3: Examining Rural Realities

Challenges of farming around the world

Discussion: How can farmers be malnourished?

Activity: Farmers' struggles

Reading: [Farmers and Suicide in India](#)

4: Global Perspectives of Food Security and Insecurity

Food Security and Food Justice

Discussion and Activity: Meeting global demands for food

Video: Food Justice: Fixing our broken food system

Reading: [Global Demand for Food Is Rising. Can We Meet It?](#)

5. Economic, Social and Cultural Implications of Hunger

Case study: Implications of hunger

Discussion: U.N. Sustainable Development Goals

Reading: [Zero Hunger](#)

- 6. Urbanization, Migration and Transition**
 - Discussion: Migration and Urbanization in African nations
 - Activity: Assessing Urbanization in Kenya
 - Reading: [Urbanization and Food Security](#)

- 7: Actors in the Global Food System**
 - Discussion: Farm subsidies and trade
 - Video: Why Do We Need to Change our Food System?

- 8: Food Systems Business and Politics**
 - Discussion: How do food companies dictate food choices?
 - Video: These 10 Companies Produce Almost Everything You Use Every Day

- 9. Food Safety, Food Loss and Food Waste**
 - Examining production efficiency
 - Discussion: What are the consequences of food loss?
 - Activity: Food loss and food waste around the world
 - Reading: [Reducing Food Loss](#)

- 10: Exam 1**
 - Covers readings, discussions, and material from classes 1-9

- 11: Challenges of Improving Nutrition**
 - Discussion: Overview and politics of Dietary Guidelines around the world
 - Reading: [The Challenges of Improving Nutrition: Facts and Figures](#)
 - Reading: [Nutrition Intake of Children in Jordan](#)

- 12. The Green Revolution**
 - Video clip and discussion: What Was The Green Revolution?
 - Reading: [Lessons from the Green Revolution](#)

- 13. Farming, the Environment, and Climate Change**
 - Activity and case study: Farming during climate change
 - Video: What's the future of food? (The Economist) 8 ½ minutes
 - Reading: [Farming Systems and Poverty, FAO - Introduction](#)

- 14. Sustainable Agriculture**
 - Discussion: Comparing conventional, organic and sustainable agriculture
 - Activity: Exploring locally grown crops in India

- 15. Biotechnology and Genetically Engineered Foods**
 - Discussion: GMOs Pros and Cons
 - Video discussion: Monsanto: The Company that Owns the World's Food Supply
 - Reading: [Food Security - Science](#)

- 16: Scarcity and Allocation: Corruption, War and Food**
Discussion: How conflict influences food access and availability
Video: Inside Story: Somalia's Food Aid Theft (24 minutes)
Reading: [The History of Olives and Olive Oil in Greece](#)
- 17: Livestock and Sustainability Issues**
Discussion: Raising livestock sustainably
Video: Raising Livestock Sustainably
Reading: [Livestock and Environment, FAO](#)
- 18. Water and Sustainability Issues**
Discussion: How does global water insecurity impact us all?
Activity: Global Water Security
Reading: [Drought, Agriculture and Economic Losses in Croatia](#)
- 19. Soil and Sustainability Issues**
Activity and case study: Disappearing nutrients
Video: Greening the Desert
Reading: [The Disappearing Nutrient](#)
- 20: Fisheries and Sustainability Issues**
Activity and discussion: Fishing in the Mediterranean
Reading: [Ravaging the Oceans and Seas](#)
Reading: [Mediterranean and Black Sea Fisheries are Turning the Corner on Overexploitation](#)
- 21: Agribusiness, Supermarkets, and Fast Food**
Video: Agribusiness and Food Sources
Reading: [Agribusiness and Food Sources in Europe](#)
- 22: Exam 2**
Covers readings, discussions, and material from classes 11-22
- 23: Connecting the Ingredients: The Future of Food**
Discussion: The Future of Food
Video: The Future of Food
Reading: [Sustainable Agriculture in Morocco Ensuring Food Security](#)
- 24: Student Comparative Experiential Project (CEP) presentations**
- 25: Student Comparative Experiential Project (CEP) presentations**
- Disembarkation Day – April 20**

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Exploring Local Food Production, Availability, and Habits Through the Lens of Sustainability

Outcomes:

- Critique food production from farm to table / supply chain of food
- Investigate sustainable agriculture or environmental practices, such as organic farming, waste reduction, or recycling
- Describe water conservation in food or beverage production
- Gain insight into food insecurity resolution efforts, such as food banks, food pantries, school food programs, or nonprofits/NGO activities
- Understand cultural pluralism, or the extent to which subcultures contribute their food practices to the overall culture

Activities:

- Tour a farm (e.g. organic agricultural farm/site)
- Tour a brewery or winery that is sustainable
- Visit a market that sells local foods
- Lunch at an organic, local, or farm-to-table restaurant
- Visit with university students about their classes or activities related to sustainability or food security
- Visit an NGO to discuss their efforts with sustainability or food security

Assessment:

Students will be expected to prepare for the field class by reading and discussing class assignments ahead of time. They will then be evaluated on two outcomes. First, they must participate and engage appropriately with local guides. Second, they will write an essay (2-3 pages) about how local and national practices reflect sustainability or food insecurity issues, as well as discuss local foods and food practices. They will be given the following ideas for reflection:

- How do local food habits reflect the cultures, traditions and history of the region?
- How is food insecurity addressed?

- Discuss food production methods and pathways. Compare and contrast them to those of your own country and culture.
- Discuss sustainability issues such as organic farming, waste reduction, recycling, or self-sufficiency.
- Consider the local or organic foods and beverages you encountered. How do they differ in variety, cost and acceptability compared to what citizens find in neighborhood stores (or are they the same)?

Depending on the country and field class scheduled, students will be referred to specific course materials (readings, PowerPoint decks, or discussions) to guide their reflection. The assignment will be due one week after the field class.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Part 1: Ongoing Experiential Project

This assignment is your opportunity to process experiences of ports as you go. In five of the port countries we visit (other than the port of the Field Class), you will independently observe food production, availability, security, or practices as discussed in class (for example, signs of food waste or access to locally grown vs. imported foods).

You are encouraged to talk to hosts, guides, and/or local vendors if culturally acceptable as well as take pictures if appropriate and permission is asked.

Questions to guide your reflection

- How is food insecurity addressed?
- How do food production methods and pathways compare to those of your own country?
- How are sustainability issues addressed (such as organic farming, waste reduction, recycling, or the country's self-sufficiency in food production)?
- Are locally grown and/or organically grown foods and beverages available? If so, how do they differ in variety, cost and acceptability compared to what you might find at home? Or compared to what the country's citizens might find in their local grocery stores vs. open air markets?
- How do local food habits reflect the cultures, traditions and history of the region?

Mini presentation and due date

- The beginning of each class after a port will be dedicated to student reflection of their experiences in port related to this project. You should be prepared to discuss the questions above. You will do this five times.

Mini paper and due date

- You will also turn in a 1-page paper of the same content as above. This is due one week after visiting the port. Please submit electronically.
- 50 points / 10% of course grade

Part 2: Cumulative Experiential Project

Toward the end of the voyage, you will compare food production, availability, security, or practices in the five countries you reflected on above. This is where you get to compare and contrast observations across countries and cultures.

Questions to guide your reflection

- Use the questions above to discuss differences and similarities between ports.

Cumulative presentation and due date

- Students will present their findings and turn in a 2-3 page paper during the final two classes of the voyage. Please submit electronically.
- See syllabus for dates.
- 50 points / 10% of course grade

METHODS OF EVALUATION

20%	Field Class & Field Class Assignment	<i>100 points</i>
20%	Comparative Experiential Project	<i>100 points</i>
20%	Exam 1	<i>100 points</i>
20%	Exam 2	<i>100 points</i>
20%	In-Class Activities	<i>100 points</i>
		<i>500 points</i>

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the

instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student

Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Robert Paarlberg
TITLE: Food Politics: What Everyone Needs to Know
PUBLISHER: Oxford University Press
ISBN: 9780199322381
eBook ISBN: 9780199745425
DATE/EDITION: 2013, 2nd edition

AUTHOR: Raj Patel
TITLE: Stuffed and Starved: The Hidden Battle for the World Food System
PUBLISHER: Melville House
ISBN: 9781612191270
eBook ISBN: 9781612191287
DATE/EDITION: 2012, 2nd edition

FILMS

None

ELECTRONIC COURSE MATERIALS

Readings will be provided