City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2024/25

Part I Course Overview

Course Title:	**Food Governance and Sustainable Development**
Course Code:	**PIA5059**
Course Duration:	**One Semester**
Credit Units:	**3**
Level:	**P5**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II Course Details

1. Abstract

Food is essential for life and for a livable future. Yet, food production and consumption has been problematic due to the industrialization of food production, unchecked globalization and extreme neoliberalism. This course introduces students to the global food system and provides a critical understanding of such a food system and food governance. An enhanced knowledge of the characteristics, its vulnerabilities, and the opportunities the global food system holds for benefiting society and the environment will be discussed. It will lead students to review various food models and policies that have impacts on public health, social equality and climate change. Students will realize how responsible food behavior and food practices will bring common good to the community and enhance social justice. The course contains lectures, class exercises, out of classroom field visits and team research project. It will take students to explore ways that promote sustainable development and improve food governance.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Enhance students' food literacy and understanding of the global food system.	20%	✓	✓	✓
2.	Explore personal relationship with the environment, climate change, and sustainable development through food practices	20%	✓	✓	✓
3.	Explore the relationships between nature, soil, and health	15%	✓	✓	✓
4.	Contrast and compare different food policies and food governance models and their impacts on public health, environment and social equality.	15%	✓	✓	✓
5.	Develop one's own sense of responsibility towards sustainable development and food justice.	15%	✓	✓	✓
6.	Work in groups and conduct independent research on food and sustainability issues.	15%	✓	✓	✓
		100%			

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures and seminars	Lecturers, Videos	✓	✓	✓	✓	✓	✓	
Presentations	Participation in lectures, including presentation of case studies	✓	✓	✓	✓	✓	✓	
In-class participation	Discussion of reading materials and visual material shown in class	✓	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: **100%**								
1. In-class participation	✓	✓	✓	✓	✓	✓	20	
2. Group presentation	✓	✓	✓	✓	✓	✓	30	(~3,500 words)
3. Term paper	✓	✓	✓	✓	✓	✓	50	
Examination: N/A% (duration: **N/A**, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Adequate participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Demonstration of adequate knowledge of the course	Fail to demonstrate basic knowledge of the course
Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of excellent understanding and critical evaluation of impacts of food governance and sustainable development	Demonstration of good to very good understanding and critical evaluation of impacts of food governance and sustainable development	Demonstration of general knowledge of main features of impacts of food governance and sustainable development but without good critical evaluation	Demonstration of adequate knowledge of main features of impacts of food governance and sustainable development, but without good critical evaluation	Failure to demonstrate basic knowledge of of impacts of food governance and sustainable development; inability to engage in critical evaluation

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class participation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Group presentation	To assess individual presentation	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Fail to demonstrate basic knowledge of the course
3. Term paper	To assess the ability to write a 3000-3500 words essay	Demonstration of excellent understanding and critical evaluation of impacts of food governance and sustainable development	Demonstration of good to very good understanding and critical evaluation of impacts of food governance and sustainable development	Demonstration of general knowledge of main features of food governance and sustainable development, but without good critical evaluation	Failure to demonstrate basic knowledge of impacts of food governance and sustainable development; inability to engage in critical evaluation

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Food system, food governance, sustainable development, organic food and organic farming, green revolution, food policy, food policy council, regenerative agriculture, soil management, industrialization of food production, climate change, carbon footprint, food miles, good food, greenhouse gas emission, vegetarianism, food justice, food sovereignty, food security, food safety, global food supply chain, food citizenship.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Ayres, J. and M. Bosia (2011) Beyond global summitry: Food sovereignty as localized resistance to globalization. *Globalizations* 8(1): 47-63.

Carson, R. (1994 [1962]) *Silent Spring*. Boston: Hougton Mifflin.

Caswell, H. (2008) Britain's battle against food waste. *British Nutrition Foundation Nutrition Bulletin* 33: 331–335.

Chan, Y.W. (2016) 'Food localism and resistance: A revival of agriculture and cross-border relations in Hong Kong. *Asia-Pacific Viewpoint* 57(3): 313-325.

Coulson, H. and P. Milbourne (2020) Food justice for all? Searching for the 'justice multiple' in UK food movements. *Agriculture and Human Values*, https://doi.org/10.1007/s10460-020-10142-5.

Counihan, C. and V. Siniscalchi (eds) (2014) *Food Activism: Agency, Democracy and Economy*. London: Bloomsbury.

Ericksen, P. J. (2008) Conceptualizing food systems for global environmental change research. *Global Environmental Change* 18: 234–245.

Freyer, B. and J. Bingen (eds) (2015) *Re-Thinking Organic Food and Farming in a Changing World*. Dordrecht: Springer Netherlands.

Nestle, M. (2018) *Unsavory Truth: How Food Companies Skew the Science of What We Eat*. New York: Basic Books.

Reed, M. (2010) *Rebels for the Soil: The Rise of the Global Organic Food and Farming Movement.* London: Routledge.

Scherb, A. et al. (2012) Exploring food system policy: A survey of food policy councils in the United States. *Journal of Agriculture, Food Systems, and Community Development* 2(4): 3-14.

Scott, S. et al. (2018) *Organic Food and Farming in China: Top-down and Bottom-up Ecological Initiatives*. Waterloo: Routledge.

Smith, J.M. (2003) *Seeds of Deception: Exposing Industry and Government Lies About the Safety of the Genetically Engineered Foods You're Eating.* Portland: Yes Books.

Tendall, D.M., et al. (2015) Food system resilience: Defining the concept. Global Food Security 6: 17-23.

Mintz, S. (1985) *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.

Wilkins, J.L. (2005) Eating right here: Moving from consumer to food citizen. *Agriculture and Human Values* 22: 269–273.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Alexander, F.D. & M. Schneider (2018) The end of alternatives? Capitalist transformation, rural activism and the politics of possibility in China. *The Journal of Peasant Studies* 45(7):1221-1246.

Barrera, E.L. & M. Hertel (2021) Global food waste across the income spectrum: Implications for food prices, production and resource use. *Food Policy* 98: 101874.

Dorard, G. and S. Mathieu (2021) Vegetarian and omnivorous diets: A cross-sectional study of motivation, eating disorders, and body shape perception. Appetite 156, doi.org/10.1016/jappet.2020.104972.

Lal, R. et al. (2018) The carbon sequestration potential of terrestrial ecosystems. *Journal of Soil and Water Conservation* 73(6): 145A-152A.

Luo, Z.H, R. Mu and X.B. Zhang (2006) Famine and overweight in China. *Review of Agricultural Economics* 28(3): 296–304.

Lynas, M. (2020) *Seeds of Science: Why We Got It So Wrong on GMOs*. New York: Bloomsbury.

Stagl, S. (2002) Local organic food markets: Potentials and limitations for contributing to sustainable development. *Empirica* 29: 145-162.

Szilagyi, A. (2013) Milk, lactose, lactase: the medical adventure. In D. Green & E. Lee (eds) *Lactose: Structure, Food Industry Applications and Role in Disorders*. New York: Nova Science Publishers.

Wiley, A. (2012) Milk for growth: global and local meanings of milk consumption in China, India, and the US. In B. Lawrance and C. de la Peña (eds) *Local Foods Meet Global Foodways: Tasting History*. London: Routledge.

Online resources

- https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zjnxwnb
- https://www.lawndalehs.org/apps/video/watch.jsp?v=50533
- https://www.foodspan.org/lesson-plans/films/out-to-pasture.html
- https://www.dailymotion.com/video/xx728t
- https://www.foodspan.org/lesson-plans/films/growing-solutions.html
- https://www.youtube.com/watch?v=Q5hA3PN0uic
- https://www.who.int/health-topics/food-genetically-modified#tab=tab_1
- https://www.youtube.com/watch?v=LWCMql9gjgw