

UNIVERSITY OF FLORIDA
Department of Geography
GEO3315 Hungry Planet: Global Geographies of Food

Course Information

Semester	Fall 2023
Credits	3
Prerequisites	None
Location	Turlington 3018
Time	Monday, Wednesday, and Friday 12:50 - 1:40 PM

Instructor Information

Instructor	Lacey Harris-Coble, PhD Student, Department of Geography
Email	lharriscoble@ufl.edu
Office Hours	Wednesdays 3 – 5pm or by appointment, Turlington 1215

Course Description

“Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.” - Mark Twain

This quote from a novel by Mark Twain notes the importance of education with a humorous and botanically correct analogy. It is a reminder that many of the modern crops in our plates did not always exist, at least in the form that we know them. What we eat today is not same as what our parents or grandparents ate when they were young, and our current diets are even more different compared to the diets of our ancestors thousands of years ago. Although humans have primarily relied on agricultural production to produce food for about 10,000 years, the types of foods grown and the places where they are grown (or the geography of crops) have changed considerably over time. These changes in diets have occurred along with dramatic changes to the methods of agricultural production, food consumption and globalization, which influence and are influenced by the geography of crops.

This semester we will explore the botanical characteristics of crops and discuss their places of origin and current centers of production. We will also use geographical concepts to examine the botanical, environmental and historical factors that shape the modern geography of crops, and discuss how the geography of crops relates to current food systems issues and research happening at UF. Finally, students will develop and apply writing, mapping and presentation skills to a relevant topic of their choice.

Course Objectives

The course objectives are aligned with the goals of general education courses at the University Florida:

“The General Education Program provides students with instruction that enables them to communicate, make informed decisions, and participate fully as informed citizens in local,

national and global matters. General Education courses in the biological or physical sciences, humanities, mathematics, and social and behavioral sciences should present a breadth of knowledge and should not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

The General Education Student Learning Outcomes (SLOs) for general education courses fall into three categories: content, critical thinking and communication.

By the end of this course, students will be able to:

- Describe the botanical aspects of the major crop categories, their places of origin, and the geographic processes, both physical and human, that influence the geographic distribution of crops [Content]
- Analyze and discuss how the geography of crops relates to current food system issues and research topics [Critical Thinking]
- Demonstrate and apply writing, mapping and presentation skills to the geography of crops [Communicate]

Textbook

This course will use the 4th edition of *Economic botany: Plants in our world* as the primary textbook.

Simpson, B.B. and Ogorzaly, M.C. (2014) *Economic botany: Plants in our world*. New York: McGraw-Hill Education. ISBN-10: 0073524247.

Additional reading materials will be made available on Canvas.

Software

ArcGIS Pro is accessible to students for free through UF Apps.

UF General Education

This course fulfills a University of Florida General Education Requirement for Biological Sciences ([see area objectives here](#)). A minimum grade of C is required for general education credit.

Weekly Schedule of Topics, Readings and Assignments

The schedule below is subject to change at the discretion of the instructor, changes will be communicated in class and via Canvas.

Class Dates	Topic	Readings	Assignments
Week 1: August 23 rd and 25 th	Course Overview	<ul style="list-style-type: none"> • Optional readings on Canvas 	
Week 2: August 28 th , 30 th and September 1 st	Introduction to Geography	<ul style="list-style-type: none"> • Biogeography: an ecological and evolutionary approach – Chapter 10 • Introduction to Economic Geography Chapter 1 	<ul style="list-style-type: none"> • Week 2 reading summary due August 28th

Week 3: September 6 th and 8 th	Botanical Introduction to Crops	<ul style="list-style-type: none"> • Economic Botany: Chapter 1 • Economic Botany: Chapter 3 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 3 reading summary due September 4th
Week 4: September 11 th , 13 th and 15 th	Origins of Agriculture	<ul style="list-style-type: none"> • Economic Botany: Chapter 2 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 4 reading summary due September 11th • Map assignment #1 due September 11th
Week 5: September 18 th , 20 th and 22 nd	Global Agricultural Systems	<ul style="list-style-type: none"> • Readings on Canvas 	<ul style="list-style-type: none"> • Week 5 reading summary due September 18th
Week 6: September 25 th , 27 th and 29 th	Old World Grains	<ul style="list-style-type: none"> • Economic Botany: Chapter 6 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 6 reading summary due September 25th • Choose individual paper topic by September 22nd
Week 7: October 2 nd and 4 th	New World Grains	<ul style="list-style-type: none"> • Economic Botany: Chapter 7 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 7 reading summary due October 2nd • Map assignment #2 due October 2nd
Week 8: October 9 th , 11 th and 13 th	Legumes	<ul style="list-style-type: none"> • Economic Botany: Chapter 8 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 8 reading summary due October 9th
Week 9: October 16 th , 18 th and 20 th	Foods from Stems and Leaves	<ul style="list-style-type: none"> • Economic Botany: Chapter 9 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 9 reading summary due October 16th
Week 10: October 23 rd , 25 th and 27 th	Foods from Roots, Tubers and Rhizomes	<ul style="list-style-type: none"> • Economic Botany: Chapter 10 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 10 reading summary due October 23rd • Map assignment #3 due October 23rd
Week 11: October 30 th , November 1 st and 3 rd	Agriculture and Land Use Change	<ul style="list-style-type: none"> • Readings on Canvas 	<ul style="list-style-type: none"> • Week 11 reading summary due October 30th • Group presentation proposal due October 30th
Week 12: November 6 th and 8 th	Fruits and Nuts of Temperate Regions	<ul style="list-style-type: none"> • Economic Botany: Chapter 4 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Individual paper due November 6th • Week 12 reading summary due November 6th
Week 13: November 13 th , 15 th and 17 th	Fruits and Nuts of Warm Regions	<ul style="list-style-type: none"> • Economic Botany: Chapter 5 • Additional readings on Canvas 	<ul style="list-style-type: none"> • Week 13 reading summary due November 13th
Week 14: November 20 th	Week of Thanksgiving	<ul style="list-style-type: none"> • Group workday 	<ul style="list-style-type: none"> • None
Week 15: November 27 th , 29 th and December 1 st	Agricultural Trade	<ul style="list-style-type: none"> • Readings on Canvas 	<ul style="list-style-type: none"> • Week 15 reading summary due November 27th
Week 16: December 4 th and 6 th	Group Presentations	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Submit PowerPoint presentation by December 6th • Submit peer evaluation by December 6th

Absences

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Use this link to refer to the university's attendance policies.](#)

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined in the university's policy.

Description of Graded Work

Assignment descriptions may be updated at the discretion of the instructor. Further instructions for assignments will be provided in class and on Canvas.

Attendance and participation	10% of total grade (100 points)
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This component will be awarded based on class attendance, participation in in-class discussions, and engagement during in-class activities.

Reading summaries	22% of total grade (220 points)
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The reading summaries will be graded for completion based on relevance of content (e.g. references to material from the readings) and length (250 words minimum per reading). Points will not be taken off for spelling or grammar errors, but the summaries must be submitted in prose. Bullet points or other note taking formats are not acceptable for the summaries.

Students need to complete summaries for 11 out of 13 possible weeks to receive full credit (11 x 22 points = 220).

Map assignments	15% of total grade (150 points)
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There will be three assignments to help students gain familiarity with analyzing crop maps and making maps in ArcGIS Pro. Text for these assignments should be proofread before submission. Points will be taken off for grammar and spelling errors. Instructions for the assignments will be provided on Canvas. Steps for making maps in ArcGIS Pro will be demonstrated in class.

Each map assignment will be worth 50 points.

Individual paper	25 % of total grade (250 points)
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This assignment will give each student the opportunity to explore a crop and theme of their choice. Students will write a brief literature review and produce map(s) related to their topic. This assignment

should be at least 2,500 words (excluding references). The literature review should demonstrate an understanding of the topic, cite references correctly, and synthesize multiple aspects of the topic in an organized manner.

After receiving their grade, students will have the opportunity to update their paper based on the feedback received in order to earn up to 50% of points missed (excluding points deducted for lateness). For example, if the grade after submission were 76%, a student could resubmit the paper incorporating the feedback received. If the resubmitted paper scored 94%, the final grade would be 76% plus half of the augmented score (in this case $(94-76)/2 = 9$, resulting in a final grade of 85% for the assignment).

Group project proposal	4% of total grade (40 points)
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Based on the individual papers of each group member, the group will brainstorm and decide on a topic for their group presentation. The group should write a short explanation of the topic of the final group presentation (minimum 500 words excluding references). This assignment will outline why this topic is important/interesting, how the topic will be explored, and what types of data and maps your group plans to use. Only one person needs to submit this assignment for their group.

Group project presentation	20% of total grade (200 points)
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Each group will give a presentation to the class on their topic (approximately 10 minutes per group member). Presentations will be graded based on the content and clarity of the slides, effective communication, demonstration of familiarity and knowledge of the topic, and engagement with questions.

Group project evaluation	4% of total grade (40 points)
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Effective group work is a skill that is valuable both in academic and work environments. A grading rubric will be provided to students in order to assess the contributions each group member to the group presentation.

Total points: 1,000

Evaluation and Grading

There will be no extra credit or optional assignments.

All assignments must be submitted through Canvas unless otherwise instructed by the instructor. Assignment due dates in the syllabus may be adjusted throughout the semester. Changes to assignment due dates will be communicated in class and on Canvas. In the event of a discrepancy between the information provided in the syllabus and Canvas, please follow what is indicated on Canvas.

Grades will be calculated based on the total number of points attained out of the total number of possible points and a letter grade will be assigned based on the university grading scale.

Letter grades will be assigned according to the following numerical scale: A: 93-100+, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: <60, E1: stopped attending, I: incomplete. Final grades will be rounded to the nearest whole number. For more information, [visit UF's Grading Policies](#).

Late Assignment Policy

No partial credit will be given for reading summaries which are graded for completion. Other assignments submitted after the due date will be reduced by one letter grade for each day late unless approval is given by the instructor prior to the due date.

Student Disability Resources

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honor Code

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#).

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another

student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Honor Code and Student Conduct Code.

Student Health and Wellness Resources

- Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu , 352-392-1575, or [visit U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

Student Academic Resources

- Academic Resources E-learning technical support: [Contact the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).