

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

Course Information

Semester	Spring 2023
Credits	3
Prerequisites	None
Location	Little Hall 0113
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	Mondays 2 – 4pm or by appointment, Turlington 1215

Course Description

This course will introduce students to the physical and human factors which interact to shape the global spatial distribution of crops, and learn how geographic concepts can be applied to agriculture and food production. During this course, students will survey a wide range of topics and also explore their own specific interests in more depth through a group project. By the end of the course students will be familiar with the factors that have influenced where food is produced globally, understand how to interpret and produce maps related to food production, learn to integrate multiple perspectives and geographic concepts related to food system issues, and apply this knowledge as it relates to current food system issues through critical discussions.

Course Objectives

- Learn about agriculture, food and nutrition concepts that can be applied in geography from various disciplines (e.g. biology, geology, economics, nutrition etc.)
- Learn about geographic processes, both natural and human, that influenced the geographic distribution of crops in the past as well as currently
- Gain exposure to food systems research at UF both within the geography department and across campus
- Gain experience with and develop skills in writing, research and mapping through assignments and a final project
- Apply concepts learned in class to critical discussions of current food issues

Reading Materials

There is no textbook for this course. Reading materials for each week will be made available via Canvas.

Software

Mapping software will be accessible to students through their UF credentials.

Weekly schedule of topics, readings and assignments

**The schedule below is subject to change at the discretion of the instructor. Any change will be announced in class and on Canvas*

Week + Topic	Class #	Class Activity	Assignments Due
Week 1: January 9th Introduction	1	Class Introduction	<ul style="list-style-type: none"> - Introductory survey in Canvas - <i>Reading Summary Instructions</i> - <i>How to Read a Scientific Article</i>
	2	Lecture	
	3	Lecture	
Week 2: January 16th Biogeography of Climate and Soils	1	Holiday – no class	<ul style="list-style-type: none"> - Reading summary for week 3 - Map interpretation and critique assignment
	2	Lecture	
	3	Lecture	
Week 3: January 23 rd Domestication and Origins of Agriculture	1	Activity - Crop Suitability Mapping	<ul style="list-style-type: none"> - Reading summary for week 4
	2	Lecture	
	3	Lecture	
Week 4: January 30 th Global Agricultural Systems	1	Lecture	<ul style="list-style-type: none"> - Reading summary for week 5 - Exploring crop suitability via soils and climate zones assignment
	2	Discussion #1	
	3	Guest Speaker	
Week 5: February 6 th Spatial Patterns: Cereals	1	Discussion #2	<ul style="list-style-type: none"> - Reading summary for week 6
	2	Lecture	
	3	Activity - Final project topics and group formation + slides on how to work effectively in groups	

Week 6: February 13 th Spatial Patterns: Roots, Tubers and Legumes	1	Discussion #3	- Reading summary for week 7 - From domestication to production and consumption map assignment
	2	Lecture	
	3	Guest speaker - Agriculture Specialist Librarian	
Week 7: February 20 th Spatial Patterns: Fruits	1	Lecture - Special topic – literature review strategies and citations	- Reading summary for week 8
	2	Discussion #4	
	3	Lecture	
Week 8: February 27 th Special topic: Climate Change	1	Discussion #5	- Reading summary for week 9
	2	Lecture	
	3	Guest Speaker	
Week 9: March 6 th Spatial Patterns: Vegetables	1	Discussion #6	- Reading summary for week 10 (due after Spring break) - Literature review assignment due (due before Spring break)
	2	Lecture	
	3	Activity	
March 13 th – Spring Break			
Week 10: March 20 th Spatial Patterns: Coffee, Chocolate and Spices	1	Discussion #7	- Reading summary for week 11 - Submit group project proposal
	2	Lecture	
	3	Activity	
Week 11: March 27 th Spatial Patterns: Livestock	1	Discussion #8	- Reading summary for week 12
	2	Lecture	
	3	Guest Speaker	
Week 12: April 3 rd	1	Discussion #9	- Reading summary for week 13

Spatial Patterns: Fish	2	Lecture	
	3	Activity	
Week 13: April 10 th Special topic: Food Insecurity and Conflict	1	Discussion #10	None
	2	Lecture	
	3	Guest Speaker	
Week 14: April 17 th Final Project Presentations	1	Activity – Food Origins Trivia Game	None
	2	Presentations	
	3	Presentations	
Week 15: April 24 th Final Project Presentations	1	Presentations	Final project paper due
	2	Presentations	
	3	No class	

Evaluation and Grading

There will be no extra or optional assignments.

All assignments must be submitted through Canvas unless otherwise instructed by the instructor.

Assignment due dates will be indicated in Canvas.

Late assignment policy: No late credit will be given for reading summaries (graded for completion prior to discussion), other late assignments will be reduced by one letter grade for each day late.

Absences

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university 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 details and rubrics for all assignments will be provided in Canvas.*

Attendance and participation	10% of total grade (100 points)	A number of class periods are devoted to group discussion of the readings for which attendance and participation are essential. This grade will consist of class attendance, participation in in-class discussions, attempting to answer questions posed by the instructor, and engagement in promoting a friendly learning environment
Reading summaries	20% of total grade (200 points)	Students need to complete 9 out of 10 possible reading summaries plus provide discussion questions for one week (assigned via an in-class sign-up sheet) for a total of 10 assignments in this category (each worth 2% of the total grade). The reading summaries will be graded based on relevant content (references to material from the readings) and length (at least 250 words) as a completion grade. 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 this assignment). A set of reflection questions or prompts will be provided to help students summarize the material from the readings.
Map assignments	15% of total grade (150 points)	There will be three assignments to help students gain familiarity with maps as well as to practice skills that can be used in the final project. Text for these assignments should be proofread before submission as points will be taken off for grammar and spelling errors for these assignments. Each of these assignments is worth 5% of the total grade.
Literature review	15% of total grade (150 points)	This assignment will allow students to apply the search strategies explained in the library visit as well as the literature review and citation lecture. This assignment will also provide an opportunity to explore the scientific literature related to their final project topic. Students will write a small literature review (5 articles) related to the group project topic (group members will need to decide among themselves who will review which articles). This assignment should be at least 400 words long

(excluding references). Students will need to read/skim more than 5 articles to figure out which 5 are the best to include in the review (I would suggest finding about 10 relevant articles using the search strategies). The literature reviews will be graded based on a rubric that includes understanding/synthesis of the sources, proper citation format and style + organization (getting the articles to speak to each other and organizing the review based on themes or some other sort of framework).

Final project proposal

5% of total grade (50 points)

Minimum 300-word explanation (excluding references) of the topic/rationale for the final group project. This assignment will outline why this topic is important, how the topic will be explored, the group's current understanding of the main viewpoints on the topic, and what types of data or figures your group plans to gather or develop. Only one person needs to submit this assignment for their group, but be sure to include each group member's name in the submission.

Final group project paper

20% of total grade (200 points)

This paper demonstrates what the group learnt from researching the final project topic. This paper should be no less than 2,000 words (excluding references). Further details on the requirements for this paper will be provided on Canvas.

Final group project presentation

10% of total grade (100 points)

Each group will give a presentation to the class on their topic (between 20 and 30 minutes long with additional time for questions). Each group member should present part of the group's presentation content. Presentations will be graded based on the clarity of the slides, effective communication to the class, demonstration of familiarity and knowledge of the topic and engagement with questions.

Group project evaluation

5% of total grade (50 points)

Effective group work is a skill that is valuable both in academic and work environments. This assignment allows students to provide feedback to their peers on their group contributions. A grading rubric will be provided to allow students to assess their peers', and expectations/strategies for effective group work will be discussed prior to group assignments.

Total points: 1,000

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-: 90-92.99, B+: 87-89.99, B: 83-86.99, B-: 80-82.99, C+: 77-79.99, C: 73-76.99, C-: 70-72.99, D+: 67-69.99, D: 63-66.99, D-: 60-62.99, E: <60, E1: stopped attending, I: incomplete. For more information, [visit UF's Grading Policies](#).

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](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

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](#).