

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 04/08/2015 Date revised 09/14/2022

4. Department/discipline: Geography/Sustainability

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Geography of Food  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: GEOG/SUST 8. Course Level: 1015

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 60 Control Number (online) 25

11. Catalog/Course description:

This course will interrogate how food shapes culture and place, from the global to the local. We will look at migration patterns of people and their impact on local foods, the power dynamics in our contemporary food systems, and food sovereignty movements throughout history. Topics include food origins, food production and distribution, food systems, the politics of food, and relationships between food and the environment, all through the lens of geography. (Meets MnTC goal areas 5 & 8).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Determined by instructor.

14. **Course Content** (Provide an outline of major topics covered in course)

1. What is Geography and why is it important for food?
2. Why the geography of food matters
3. Food and human migration (origins, transportation, and food as an expression of culture)
4. Food webs and food systems
5. The politics of food (food aid, food security, food as a resource, and conflict)
6. Culture of food
7. Future of food and agriculture
8. Climate change and feeding the world

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Define what geography is and describe how its concepts can be applied to food.	A, B	7 – Students will gain insight into different ways of being and conceptualize these effects on lived experience.
Understanding human migration patterns within the context of food and how it shapes food systems.	A, C, D	4 – Students will develop a nuanced understanding of human migration patterns and how the inherent complexity shapes contemporary food systems.
Identify the differences between food pathways, foodsheds, and food hubs.	A, B	6 – Through place based interrogation of current food systems, students will be able to articulate the diversity of their current environment.
Interrogate the linkages and leverage points between production and consumption in food systems.	A, B, C	2 – By gaining a deeper understanding of power dynamics within the geography of food, students will deepen their understanding of the interrelatedness of these dynamics and their outcomes.
Identify the connections between food and culture.	A, B, D	5 – Food as a cultural expression will provide students with a better understanding of the interdependence between

		and amongst people and place.
Discuss the implications of food within a political context.	A, B, C	3 – By delving into the socio-political context of political-ecological systems, students will be confronted with new truths and be able to move forward with this knowledge in their own study.
Explain the impacts of climate change on food production.	B, C, D	4 – Via a thorough analysis of the impacts of climate change, students will gain a deeper understanding of the concomitant effects on the geography of food.

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5 & 8

Goal 5: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 8: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

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