# Unit Outline

GEOG2001 Geographies of Food Security  
Semester 1, 2016

<table>
<thead>
<tr>
<th><strong>Unit study package code:</strong></th>
<th>GEOG2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of study:</strong></td>
<td>Fully Online</td>
</tr>
<tr>
<td><strong>Tuition pattern summary:</strong></td>
<td>This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at <a href="http://ctl.curtin.edu.au/wil/fieldwork/index.cfm">http://ctl.curtin.edu.au/wil/fieldwork/index.cfm</a>, which also contains a link to the <a href="http://ctl.curtin.edu.au/wil/fieldwork/index.cfm">Fieldwork Policy</a> and <a href="http://ctl.curtin.edu.au/wil/fieldwork/index.cfm">Fieldwork Manual</a>.</td>
</tr>
<tr>
<td><strong>Credit Value:</strong></td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Pre-requisite units:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Co-requisite units:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Anti-requisite units:</strong></td>
<td>314939 (v.1) Geographies of Food Security 514</td>
</tr>
<tr>
<td><strong>Result type:</strong></td>
<td>Grade/Mark</td>
</tr>
<tr>
<td><strong>Approved incidental fees:</strong></td>
<td>Information about approved incidental fees can be obtained from our website. Visit <a href="http://fees.curtin.edu.au/incidental_fees.cfm">fees.curtin.edu.au/incidental_fees.cfm</a> for details.</td>
</tr>
</tbody>
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**Unit coordinator:**

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Dr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Tod Jones</td>
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<tr>
<td><strong>Location:</strong></td>
<td>Building: 201 - Room: 612</td>
</tr>
</tbody>
</table>

**Teaching Staff:**

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
<th>Sudeep Thing</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td><strong>Location:</strong></td>
<td>Building: 201 - Room: 614D</td>
</tr>
</tbody>
</table>

**Administrative contact:**

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
<th>Dean Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone:</strong></td>
<td>+618 9266 4023</td>
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<tr>
<td><strong>Location:</strong></td>
<td>Building: 201 - Room: 320</td>
</tr>
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</table>

**Learning Management System:**  
Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
This unit will provide an insight into the global food situation and the challenge to increase food production given the contexts of population growth and increased competition over access to resources. A range of topics will be examined through case studies from Australia and its region. These case studies will highlight the linkages between urban, peri-urban and rural landscapes, economies and societies.

Introduction
This unit analyses food, an essential part of life and politics. As Berthold Brecht has written, “Food first, then morality.” The unit provides insights into global food production systems, the challenges of ensuring that we all have access to enough safe and appropriate food, and how all this relates to the kind of communities we currently live in, and want to create in the future. We look at a variety of issues and case studies, from the impacts of global trade, to urbanisation, to the challenges of climate change. Case studies include the challenges facing oil palm farmers in Papua New Guinea and challenges facing Indigenous hunter-gatherers in Nepal, to the dynamics and impacts of urban food. Students will learn about food security and food sovereignty, how to analyse both immediate and structural causes of food insecurity, and be challenged to think about the ethical and political implications of what we choose to have on our plates.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Examine the geographical principles of sustainable environments</td>
<td>📖💡🔍</td>
</tr>
<tr>
<td>2 Identify and evaluate key issues relating to the global food situation and the challenges to increase food production</td>
<td>📖💡🔍</td>
</tr>
<tr>
<td>3 Evaluate adaptation strategies to address the challenges of food security</td>
<td>📖💡🔍</td>
</tr>
<tr>
<td>4 Develop skills in the interpretation, presentation and analysis of data</td>
<td>📖💡🔍</td>
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Curtin’s Graduate Attributes
- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team)
- **Professional Skills** (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities

1. **Key concepts in food security and this unit**

This week provides an introduction to food securities and looks at what we will be covering during the semester. It introduces:

- A brief history: from the green revolution to the 2008 food crises
- An introduction to proximate and structural causes;
- Food security vs. food sovereignty;
- The critical concept of political ecology; and
- The different dimensions of food security that we will examine this semester;

Preparation for next week: measure your calories for a single day using an app like “Easydiet diary” or “MyFitnessPal”.

Required reading:

- Ockham’s Razor on Radio National—talk by Professor Mark Wahlqvist: [Link](http://www.abc.net.au/radionational/programs/ockhamsrazor/theforesight-saga/4491164)

Further reading:

  [Link](http://www.nytimes.com/2007/01/28/magazine/28nutritionism.html?_r=2&).
2. **Introduction to the concept, dimensions and measurements of food security**

This week unpacks the concept of ‘food security’ and analyses some of its different dimensions. It covers:

- What is food security?
- Measuring food security
- Poverty, vulnerability and food insecurity
- Food security in the developing and developed world

**Required reading:**


**Further reading:**

3. Scale and Food Security

This unit provides a more detailed analysis of proximate and structural causes of food (in)security, and provides an overview of the key players at the different scales of the global food production and consumption system. It also looks at the relationships between scales and some of the key players.

- The definition of structural and proximate causes and an introduction to the concepts of structure and agency
- The historical relations between locations, populations and relevant food security issues
- The key stakeholders and stakeholder types at global, national, regional and local scales.
- The influence of overlapping scales and causes of food security and the livelihoods of individuals

Required reading


Further reading:

- The Power of Community. How Cuba Survived Peak Oil https://www.youtube.com/watch?v=UUWces5TkCA
4. Population Growth, Settlement Patterns and Urbanization

This week investigates the challenges presented by global population growth and urbanization trends. It covers:

- History of population growth
- Demographic Transition;
- The implications of urbanisation for food security.
- A critical appraisal of Malthusian population theory;

Required Reading:


Other reading:

5. Tuition free week

6. Food insecurity, conflict and aid

This week reviews food security issues related both natural disasters and conflicts.

- Examine case studies of natural disasters;
- Explore concepts of risk management and response; and
- Examine case studies that explore the relationship between food security and conflicts—food scarcity as both cause and consequence.
- The politics of food aid

Required readings:

- Rashmee Roshan Lall. 2014. The west’s peanut butter bias chokes Haiti’s attempts to feed itself. The Guardian Online 10 July: [link](http://www.theguardian.com/global-development/2014/jul/10/haiti-peanut-butter-food-aid-malnutrition)

Further reading:

  - Section 4.3.4 - Stability
  - Section 19.6.2 – War/conflict and social displacement

On food aid:


On economic sanctions:

7. **Environmental Challenges: Climate Change, Water Availability and adaptation**

The first part of this week explains the changes that are predicted for climate change and water availability to food production. This second part investigates how companies, governments, organisations and individuals are addressing or not addressing water scarcity with a focus on Australia, and some examples from overseas. In particular, we will focus on Western Australia’s response to changing rainfall patterns. In particular, it presents:

- Ecosystems, climate change and food security;
- An overview of the causes of climate change;
- An understanding of the language of prediction and risk assessment;
- A focus on its impacts on water availability globally and the different distribution of the impacts;
- An assessment of the impacts on developed and developing countries;
- Issues of scale in the responses to water scarcity in Australia.

**Required readings:**


**Other reading:**

8. Tuition free week

9. Geographies of food consumption

This lecture examines the geographical dimensions of malnutrition, understood as both undernutrition (not enough to eat) and overnutrition (eating too much leading to obesity and related illnesses). In covers:

- Critical understanding of global patterns and geography of malnutrition
- Understand global patterns and shifts in food consumption and implications
- Familiarity with key global facts of malnutrition
- Critically insights into proximate and structural causes of malnutrition

Required reading:


Further reading:

10. **Global Food Networks, Supply Chains and Integration**

This week overviews the historical development of global food networks and how these have changed in the last three decades. Particular attention is given to Australia’s position within the global supply, distribution and consumption networks. It also looks at the drivers of vertical integration and the risks and opportunities it generates for different groups.

- The structural aspects of global food systems, markets and their effects on local social and ecological systems.
- The role of transnational corporation (TNCs), vertical integration, horizontal integration and monopolies.
- How concepts of food security and food sovereignty correspond to different types of development.
- The politics behind genetically modified organisms (GMOs).

**Required reading**


**Further Reading**

11. **Food Safety: protecting populations and controlling markets and indigenous peoples’ food security**

This week examines issues of food safety. Following from Week 9’s discussion of changes in the food distribution systems and the amount of food moving huge distances, this week we look at the implications of the regulation of food to ensure that it is safe for human consumption, the multiple ways that food and beverages are regulated (alcohol in particular), and the tradeoffs between food safety and trade, in particular how it effects different places and groups (producers, middle men, consumers, those in proximity).

In this week we will explore food security issues of two Indigenous peoples in two different countries. We will first venture into the experiences of a poor indigenous minority group called Sonaha from Nepal who are still struggling for formal recognition from the state as indigenous peoples and contesting conservation regime. We will then explore issues of aboriginal peoples in remote areas of Australia. This week covers:

- Nature conservation, national park and Sonaha indigenous peoples
- Aboriginal peoples in remote Australia and food insecurities
- Current scenario and some evidences
- What are factors/facets of food insecurity of remote aboriginal population?
- Crafting interventions and solutions

**Required reading:**


**Further reading (food safety):**

- Talbot, D. 2007. Regulating the Night: Race, Culture and Exclusion in the Making of the Night-time Economy. Farnham: Ashgate Publishing Ltd.
Further material (indigenous peoples' food security):


12. **Urban Agriculture and farmers markets**

Urban agriculture covers a diverse range of food practices in urban spaces. Urban agriculture is positioned in response to industrial agriculture and urbanization, which advocates argue separates populations from food and the people who grow it. Urban agriculture is an attempt to bridge the divide between urban consumers of food and the rural producers, while also providing an alternative to large industrial and commercial practices. These positions on urban agriculture bring food sovereignty perspectives into urban environments, including Australia's cities. This week addresses:

- Urban Agriculture and the Environment: Population bomb, peak oil and climate change
- Politics of Urban Agriculture: 'Big Food', supermarkets and food sovereignty
- Identity and Urban Agriculture: Local, ethical and social consumption
- Case Study: Redfern and Eveleigh Farmers’ Market

**Required reading**


**Further Reading**

- Guthman, Julie. 2008. “‘If they only knew’: color blindness and universalism in California alternative food institutions.” The Professional Geographer no. 60 (3):387-397.
13. **Sustainable livelihoods case study: small holder settlers in Papua New Guinea**

This week introduces a powerful framework for analyzing food security choices, and issues of poverty more generally: the sustainable livelihoods approach (SLA). It covers:

- Issues of structure and agency;
- The concept of sustainable livelihoods;
- Sustainable livelihoods framework and its various components;
- Critiques of the framework and its approaches in practice.

It explores the SLA through the case of small land holders in PNG in the global food network and the opportunities and vulnerabilities presented by this form of production. It is based on the research of two Curtin researchers who have worked in Papua New Guinea for many years: Prof. George Curry and Dr. Gina Koczberski. This week covers:

- Strengthening livelihoods for food security among cocoa and oil palm farming communities in Papua New Guinea;
- Strengthening smallholder livelihoods and food security: strategies from the oil palm sector, Papua New Guinea;
- Assessing the status of food security among cocoa and oil palm households.

**Required reading:**


**Further reading:**

Week 14: Geography Quiz II: Food Fight

Time for the next round of competitive quiz training, this time with a food security focus. There will be bragging rights and prizes.

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

Online resources

- There is no need to purchase any books for this unit. However, if you choose to buy a book to assist your studies, I recommend an excellent book written by a geographer who takes a critical approach to issues of food production, distribution, sovereignty and security:
  

Other resources


Online resources:

- http://www.justconservation.org/
Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
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<tbody>
<tr>
<td>Exercise 1</td>
<td>50 percent</td>
<td>Week: 4,6,13, Day: 17 March, 10 April, 26 May Time: See below</td>
<td>1,2,3</td>
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<tr>
<td>Report 2</td>
<td>50 percent</td>
<td>Week: 15, Day: Friday 9 June, Time: Midnight</td>
<td>2,3,4</td>
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Detailed information on assessment tasks

1. Assessing Food Security Concepts
   This mark is assigned through two quiz (20%) and a case study essay (30%).

   Quiz
   There will be TWO online quizzes throughout the semester. One in Week 5 and the other in Week 13. They are individually worth 10% of your final grade. The format will be multiple choice and you will be assessed on content from Weeks 1-4 and Weeks 5-10 respectively.
   The two quiz are administered through Blackboard. You will have 1 week from the opening date to complete the quiz. Each quiz is 10 questions and is open book. You have 10 minutes to complete the 10 questions from the time you start the quiz. Please ensure that you have no interruptions for that 10 minutes.
   The first quiz opens at 9am on 17 March and the second quiz opens at 9am on 26 May.

   Case Study
   This will be on a topic relating to food security and of your choice (subject to approval by the lecturer). The topic chosen will be a specific case study – for example:
   - The impacts of climate change on food security in a region and how it is being addressed;
   - Land access issues for an Indigenous group and how this affects their food security.
   - The growth of farmers markets in a specific location including why they were established and how they address food security issues;
   - Developed country issues with food security, such as obesity;
   - The implications of demographic transition in a developing country on diet, and how these issues are being addressed;
   - The food security issues between Australia and Indonesia (could be live exports, could be food safety for tourists);
   - Changes in agribusiness and their implications for different interest groups (for instance, free trade agreements, free trade zones, or the growth of supermarkets)
   - A case study of the relationship between an armed conflict and food security (as a cause and/or a consequence of the conflict);
   - Urbanisation/counter urbanisation of a farming area and its implications for food security; or
   - A topic of your choice to be approved by the lecturer.
   The assessment involves submission of a short report (maximum of 1500 words).
   Make sure you read through the marking guide provided in the assessments area of blackboard for this unit as it explains how marks are allocated and what the tutor will be looking for when they read your submission.
   Due date is midnight on 10 April.

   External and online students will need to check their case study topic and approach with the unit tutor via email.

2. Internal students will assess a food venue. More information will be provided in class on the assessment technique.
   You will be divided into groups to assess the social, environmental, economic and ethical dimensions of a food and beverage retailer on campus, and make recommendations about how they can improve their operations without
excessive economic or time costs to the business. The groups will collect and enter the data. You will write up the report individually.

We will be using the Real Food Calculator (http://calculator.realfoodchallenge.org/help/assessmenttips) to assess a food and beverage venue on campus.

Your report (maximum of 2500 words) will: provide a literature review on issues of ethical and environmentally sustainable food purchasing (issues that you may want to include are environmental justice and food sovereignty); include a research objective; summarise the methods you use; include your results; include a discussion of your results that links your findings to the literature review; draw conclusions.

Present your report like you would for an employer. Make use of tables and write in a clear and direct style. Make sure you use subheadings. Include a title page and index. Include an executive summary. Ensure you have a reference list.

Make sure you read through the marking guide provided in blackboard for this unit as it explains how marks are allocated and what the marker will be looking for when they read your submission. Submit your assignment through blackboard.

External and online students:

This will involve researching a topic relating to food security (and will be different to your topic chosen for the case study). Selection of the topic is subject to approval by the tutor. Your report (maximum of 2500 words) will describe the significance of the topic; identify key areas of concern, and strategies for achieving a more sustainable future. Specific examples should be selected to demonstrate the key food security issues discussed in class and how sustainable solutions are being, or may be, implemented at different scales – be they global, national, regional or local.

Make sure you read through the marking guide provided in blackboard for this unit as it explains how marks are allocated and what the tutor will be looking for when they read your submission. Submit your assignment through blackboard.

Pass requirements

Students must achieve a final mark of 50 or greater to pass this unit.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.
The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

**Supplementary assessments**

Supplementary assessments are not available in this unit.

**Referencing style**

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

**Copyright**

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: [https://academicintegrity.curtin.edu.au/students/AIP.cfm](https://academicintegrity.curtin.edu.au/students/AIP.cfm)

Refer to the Academic Integrity tab in Blackboard or [academicintegrity.curtin.edu.au](http://academicintegrity.curtin.edu.au) for more information, including student guidelines for avoiding plagiarism.

**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: [oasisapps.curtin.edu.au/help/general/support.cfm](http://oasisapps.curtin.edu.au/help/general/support.cfm)

For specific assistance with any of the items listed below, please contact The Learning Centre: [life.curtin.edu.au/learning-support/learning_centre.htm](http://life.curtin.edu.au/learning-support/learning_centre.htm)

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The final report assessment has been updated and new readings have been included on urbanisation and urban food.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Assessment Due</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>3 March</td>
<td>Geographies of food security: key concepts and this unit</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>10 March</td>
<td>Introduction to the concept, dimensions and measurements of food security</td>
<td></td>
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<tr>
<td>3.</td>
<td>17 March</td>
<td>Scale and food security</td>
<td></td>
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<tr>
<td>4.</td>
<td>24 March</td>
<td>Population growth, settlement patterns and urbanization</td>
<td>Quiz 1 opens 17 March on weeks 1-4</td>
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<tr>
<td>5.</td>
<td>31 March</td>
<td>Tuition free week</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>7 April</td>
<td>Food insecurity: disaster, conflict and aid</td>
<td>Case study due: 10 April</td>
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<tr>
<td>7.</td>
<td>14 April</td>
<td>Environmental challenges: climate change, water availability and adaptation</td>
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<tr>
<td>8.</td>
<td>21 April</td>
<td>Tuition free week</td>
<td></td>
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<tr>
<td>9.</td>
<td>28 April</td>
<td>Geographies of food consumption</td>
<td>Case Study Presentations</td>
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<td>10.</td>
<td>5 May</td>
<td>Global food networks, supply chains and vertical integration</td>
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<td>11.</td>
<td>12 May</td>
<td>Food Safety: protecting populations and controlling markets Indigenous food security: from land conflict to health promotions</td>
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<td>19 May</td>
<td>Urban agriculture and farmers markets</td>
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<td>13.</td>
<td>26 May</td>
<td>Sustainable livelihoods case study: small holder settlers in Papua New Guinea</td>
<td>Quiz 2 Opens 26/5</td>
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<td>14.</td>
<td>2 June</td>
<td>Food Fight II—quiz and wrap up</td>
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<td>15.</td>
<td>9 June</td>
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<td>16 June</td>
<td>Exam Weeks</td>
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<td>17.</td>
<td>23 June</td>
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