

**UCEAP FRANCE PROGRAM
PARIS, FRANCE**

**“FOOD FOR THOUGHT”: POLITICS OF FOOD AND ENVIRONMENT IN FRANCE
POLITICAL SCIENCE 127**

FALL 2019

1. COURSE INFORMATION

Class Times: M 10am-1pm (unless otherwise indicated on course schedule)

Class Location: ACCENT Study Center

Language of Instruction: English

UC Quarter/Semester Credits: 5/3.33

UCEAP Course Subject Area(s): Political Science, Environmental Science, European Studies

Course Duration (weeks): 13 weeks

2. FACULTY INFORMATION

Faculty: Ruchi Anand, Ph.D.

Faculty Contact Information: ruchi.anand@ags.edu

Office: UC Paris Study Center

Office Hours: by appointment

3. COURSE DESCRIPTION

There is a good reason why France was showcased at the Paris Climate Change Summit in 2015. According to the 2016 Food and Nutrition Sustainability Index (FSI) published by the *Economist Intelligence Unit* (EIU), France is a pioneer country ranking first amongst 25 countries. France scores highest on policy and governmental action including its quality of response to food losses, tackling distribution-level loss, management of water supplies, climate change mitigation, and unhealthy eating habits. Growing public concern on the issue of food wastage recently led to the ‘Supermarket Law’, making France the first country in the world to penalize supermarkets that throw away edible products to end food waste. As global population rises at the same time as food consumption, it is crucial to understand how problems of food and the environment occur at all stages of the production and supply chains. Environmental concerns linked with food are not unique to France, a nation of gourmets and *haute cuisine*, but France can serve as a case study to interrogate the complexities of environmental politics and controversies. This course aims to introduce students to the politics and controversies of environmental issues in France and their inter-connections with food and similar politics at the EU and UN levels. In doing so, it will explore some pressing environmental issues facing the country such as GMO politics, food wastage, air pollution, water pollution, species extinction, environmental justice, trade, climate change and the impact of chemicals on health to name a few. It will critically assess the nature of problems encountered; and discuss workable solutions for sustainable development in order to avoid a “tragedy of the commons.”

4. COURSE MATERIALS

Course Reader [CR]

5. COURSE LEARNING OUTCOMES

- Gain an understanding of the links between food and the environment at the production, consumption and distribution stages.
- Gain an understanding of the intertwined nature of food choices with environmental, social, political, ethical and economic issues.
- Gain an awareness of the inter-connectedness between issues in France and food politics at the EU and UN levels.
- Acquire knowledge of the main actors in the food and environment nexus – people, states, farmers, multinational corporations, NGOs etc., as well as of the key literature in the discipline.
- Acquire the ability to locate their area of interest within the discipline, to analyze practices of world food politics from a conceptual perspective, and their drive to find sustainable solutions to the problems raised.
- Develop skills to critically analyze French environmental law, policy and politics relating to food.

- Develop oral, written and research skills to critically assess a significant amount of complex (and at times contradictory) material.
- Develop skills to compile data and research materials on a subject, as well as memo and report writing.
- Develop skills to create and perform formal oral presentations, as well as to accept criticism.

6. PREREQUISITES

There are no prerequisites for this course.

7. METHODS OF INSTRUCTION

Instruction will consist of lectures, interactive case studies and debates, as well as on theoretical concepts and methodology; student presentations; and class discussions on course topics as well as on readings.

8. COURSE REQUIREMENTS

Lectures

Class meetings will last 3.0 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read the material assigned for each class and be prepared to discuss the material.

Class Participation

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

There is a list of study questions attached to every week. Students should come prepared to class to answer questions in relation to the study questions. Both discussion and comments in class are crucial to students' success in this course.

Discussion Leading

Each student is expected to lead discussion on 1 day of class. Discussion leading implies introducing the subject of the day and giving a list of key arguments from the readings. Students are expected to discussion lead for at least 10 minutes of the class session with some critical evaluation.

Written Assessment – Research Paper

Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit a research paper (details to be discussed in class) on a topic of Food and France to be chosen by the student in consultation with the instructor. Students must decide their topics by mid-semester. The research paper (8-10 pages) is due on the last day of class. In-class oral presentations of the research paper will be held during the last class sessions before the final exam.

Essays will be 8-10 pages long and will include a title, introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on the date specified on the course schedule. No late submissions will be accepted.

Oral Assessment – Presentations

The oral presentation is based on the students' research paper. Students will be graded on the clarity, accuracy, and the depth of research of the oral presentation, as well as the ability to answer questions. Presentations should be no more than 20 minutes.

Midterm Exam and Final Exam

The midterm and final exams aim at evaluating students' knowledge base, their ability to apply their analytical skills to discussions surrounding the theories and issues of the environmental politics of food, and their ability to appreciate and discuss these various issues through environmental, social, political, ethical and economic lenses, as well as the actors in the food and environment nexus. Both the midterm and final exams will cover the material read and discussed in class up to the date of the exam. The exams will be comprised of both short answer and essay questions. Students will be required to compose their ideas in essay form and in a manner that addresses the topic as it relates to course content.

9. ASSESSMENT AND GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

➤ Class Participation	15%
➤ Discussion Leading	10%
➤ Oral Presentation	10%
➤ Outline of Research Paper	5%
➤ Research Paper	15%
➤ Midterm Exam	20%
➤ Final Exam	25%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>
60 – 69	<i>Basic degree of competence</i>
0 – 59	<i>Failure to demonstrate a basic degree of competence</i>

10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.
Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: No late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Fall Semester Program in Paris students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

12. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>.

14. COURSE SCHEDULE

Date	Contents & Readings	Coursework & Site Visits
<p><i>WEEK 1</i> Monday, Sept. 9th</p>	<p>TOPIC: Introduction: The Meaning of Food</p> <p>“The time has come to reclaim the stolen harvest and celebrate the growing and giving of good food as the highest gift and the most revolutionary act.” - Vandana Shiva</p> <hr/> <p>READINGS: 1. Nielsen N. V. (2015), Global Health and Fitness Report: We are What We Eat: Healthy Eating Trends Around the World. Global Health and Fitness Report, pp. 1-27. 2. Paul Rozin (2005), The Meaning of Food in Our Lives: A Cross-Cultural Perspective on Eating and Well-Being, Society for Nutrition Education, pp. 107-112. 3. International Market Bureau (2012), The French Consumer: Behaviors, Attitudes, Perceptions Towards Food Products, pp. 1-23.</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What are some France-US differences and similarities of behaviors, attitudes and perceptions towards food and food choices? 2. Consumer choices about food are usually influenced by lifestyle. How do French demographics influence choices? 3. What role do food manufacturers and retailers have on the health of consumers? Should they be held accountable? 4. What is your relationship to food? <p>Suggested Activity: Visit some of the six major grocery retail chains in France to observe, compare and learn: Carrefour, Leclerc, Casino, Auchan, Systeme U, and Monoprix.</p>
<p><i>WEEK 2</i> Monday, Sept. 16th</p>	<p>TOPIC: Subject: The State of Food (in) Security in World</p> <p>“Food democracy is being created through a new solidarity between environmental democracy and sustainable-agriculture movements, farmers’ movements, consumer movements, and new movements of public-interest scientists.”</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What is ‘food security’ and what are some worldwide trends? 2. What are the environmental

	<p style="text-align: center;">-Vandana Shiva</p> <p>READINGS: 1. Guido Barilla et al (2013), Food and the Environment: Diets that are Healthy for People and the Planet, Barilla Center for Food & Nutrition, pp. 1-35. 2. FAO, IFAD, UNICEF, WFP and WHO (2018), The State of Food Security and Nutrition in the World 2018: Building climate resilience for food security and nutrition. Rome, FAO, pp. 37-79.</p>	<p>impacts of what we eat?</p> <ol style="list-style-type: none"> How do 'food pyramid' and 'environment pyramid' differ? Can we think of the environment without first solving hunger and malnutrition? <p>Suggested Activity: Ask around (survey or interview) if people would give up their favorite foods to protect the environment?</p>
<p><i>WEEK 3</i> Monday, Sept. 23rd</p>	<p>TOPIC: Situating Europe & France in Worldwide Trends</p> <p>"You are not Atlas carrying the world on your shoulder. It is good to remember that the planet is carrying you." - Vandana Shiva</p> <p>READINGS: 1. Clapp, Jennifer and Caitlin Scott (2018), The Global Environmental Politics of Food, Global Environmental Politics 18:2, May 2018, pp. 1-13. 2. FAO (2017), The Future of Food and Agriculture – Trends and Challenges, Rome, pp. 1-23. 3. Regulation (EC) No 178/2002 of the European Parliament and of the Council of 28 January 2002 laying down the general principles and requirements of food law, establishing the Europe, pp. 1-6. 4. Food and Agriculture Imports into France, Table 5. Food Ethics Council (2018), Lessons from France: World Leader on Sustainable Food & Farming? Report of Business Forum, 21st March 2018, pp. 1-2.</p>	<p>Study Questions</p> <ol style="list-style-type: none"> What are some trends and challenges of food and agriculture? France is seemingly leading the world when it comes to sustainable food and farming. What and how do they do it differently (and right?) How do France and the EU deal with food safety issues? How is the intersection of environment and food framed in international political settings by different actors including states, corporations, civil society organizations, and marginalized populations?
<p><i>WEEK 4</i> Monday, Sept. 30th</p>	<p>TOPIC: Multinational Corporation and Food Meat Industry</p> <p>"The biggest corporate takeover on the planet is the hijacking of the food." -Vandana Shiva</p> <p>READINGS: 1. Bern Declaration, Econexus (2013), Agropoly: A Handful of Corporations Control World Food Production, pp. 1-18. 2. European Commission Directorate Generale for Agriculture (2004), The Meat Sector in the European Union, https://ec.europa.eu/agriculture/publi/fact/meat/2004_en.pdf</p>	<p>Study Questions</p> <ol style="list-style-type: none"> What is the environmental impact of the meat chain? How does France's internationally renowned meat sector show its commitment to finding solutions to the food, environmental and social challenges facing the sector?

	<p>3. Piper Hoffman (2002), Save the Planet: Eat Less Meat, Care2 Make a Difference, pp. 1-2.</p> <p>4. Meat Industry, www.businessfrance.fr, pp. 1-10.</p> <p>5. Ilija Djekica (2015), Environmental Impact of Meat Industry – Current Status and Future Perspectives, <i>Procedia Food Science</i> 5 (2015) 61 – 64.</p>	<p>3. Should we stop eating meat to save the planet?</p>
<p><i>WEEK 5</i> Monday, Oct. 7th</p>	<p>TOPIC: Subject: GMOs</p> <p>“Seeds must be in the hands of the farmers.” -Vandana Shiva</p> <p>READINGS:</p> <p>1. InfOGM (2008). The French Laws on GMO: Balanced or Biased? 2. Sylvie Bonnie, Why are most Europeans opposed to GMOs? Factors explaining rejection in France and Europe, <i>Electronic Journal of Biotechnology</i>, Vol.6 No.1, Issue of April 15, 2003, pp. 50-71. 3. Marcel Kuntz (2014), The GMO case in France: Politics, Lawlessness and Postmodernism. <i>GM Crops & Food</i> 5:3, July/August/September 2014; © 2014 Taylor & Francis Group, LLC, pp. 163-169. 4. VIB, Effect of Genetically Modified Food on the Environment, pp. 1-28.</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What are the impacts of GMOs on the environment? 2. Why are most Europeans opposed to GMOs? 3. Is the French 2008 GMO law balanced or biased?
<p><i>WEEK 6</i> Monday, Oct. 14th</p>	<p>TOPIC: Subject: Pesticides and Food</p> <p>“We’re still eating the leftovers of World War II.” - Vandana Shiva</p> <p>READINGS:</p> <p>1. Vandana Shiva, Transcript (2014), Food Otherwise Conference, 21 February 2014, Available at, https://www.tni.org/files/download/transcript_speech_vandana_shiva.pdf, pp. 1-11. 2. N. Jas (2007), Public Health and Pesticide Regulation in France Before and After Silent Spring, <i>History and Technology</i> 23(4):369-388. 3. Pesticide Action Network (2013), Reducing pesticide use across the EU, www.pan-europe.info/Resources/Reports/2 NAP_best_practice.pdf, pp. 1-24. 4. CIEL (2018), CETA Threatens EU Member States: Pesticides, Center for International Environmental Law, https://www.ciel.org/wp-content/uploads/2018/03/CIEL_CETA-pesticides_March2018.pdf 5. Henry Samuel, France becomes first country in Europe to ban all five pesticides killing bees, <i>Telegraph</i>, https://www.telegraph.co.uk/news/2018/08/31/france-first-ban-five-pesticides-killing-bees/</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What are the impacts of pesticides on food and the environment? 2. Who should have the ‘primary responsibility’ for monitoring pesticides? 3. What is the ‘precautionary principle’? 4. Is the the function of these practices to protect populations from the detrimental effects of pesticides OR to enable the development of intensive agriculture and the pesticide industry?
<p><i>WEEK 7</i> Monday, Oct. 21st</p>	<p>TOPIC: Review for Midterm</p>	<p>Research Paper Topic & Outline Due</p>
<p><i>WEEK 7</i> Monday, Oct. 21st</p>	<p>MIDTERM EXAM</p>	

FALL BREAK		
<p><i>WEEK 8</i> Monday, Nov. 4th</p>	<p><i>TOPIC:</i> France and Food Waste Laws</p> <p>"Nature shrinks as capital grows. The growth of the market cannot solve the very crisis it creates." - Vandana Shiva</p> <hr/> <p><i>READINGS:</i> 1. Aurélien Acquier , Louis Chappet , Valentina Carbone (2018), Rise of the Phenix: The French Startup Giving a Second Life to Food Waste, The Independent, January 13, 2018, pp. 1-12. 2. Marie Mourard (2015), France Moves to a National Policy Against Food Waste, National Resources Defense Council, pp. 1-12. 3. Sofie van der Meulen and Gilles Boins (Food Waste and Donation Policies in France and the Netherlands: Initiatives to Reduce Food Waste, E-Food-Lab International, pp. 1-3.</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What measures has France taken to minimize food waste? 2. "Monsanto said they were the patient, the diagnostician and physician all in one." What does this mean and imply?
<p><i>WEEK 9</i> Friday, Nov. 15th Make-up session for Monday, Nov. 11th</p>	<p><i>TOPIC:</i> Environmental Justice & Solutions</p> <p>"Those least responsible for climate change are worst affected by it." - Vandana Shiva</p> <hr/> <p><i>READINGS:</i> 1. Danielle M. Purifoy (2014). Food Policy Councils: Integrating Food Justice and Environmental Justice, Duke Environmental Law and Policy Journal, Vol. 24, pp. 375-398. 2. Paul B. Thompson (2012), The Agricultural Ethics of Biofuels: The Food vs. Fuel Debate, Agriculture, Vol. 2, pp. 339-358</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What is meant by 'environmental justice' and 'food justice' and how are these linked?
<p><i>WEEK 10</i> Monday, Nov. 18th</p>	<p><i>TOPIC:</i> Solutions and Lessons: SDG and Food Justice</p> <hr/> <p><i>READINGS:</i> 1. World Economic Forum: Shaping the Future of Global Food Systems: A Scenarios Analysis.1-28. 2. Kirsten Valentine (2015), What does it Mean to do Food Justice? Journal of Political Ecology Vol. 22, pp. 1-26.</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What is the future of the global food system?
<p><i>WEEK 11</i> Monday, Nov. 25th</p>	Student Presentations	
<p><i>WEEK 12</i> Monday, Dec. 2nd</p>	Student Presentations	

<i>WEEK 13</i> Monday, Dec. 9 th	Review for Final Exam	RESEARCH PAPER DUE
<i>WEEK 13</i> Monday, Dec. 9 th	FINAL EXAM	