



Carriageworks farmers' markets, Sydney

**GEO 422 / SUST 423**  
**AGRICULTURE, FOOD AND**  
**SOCIETY (WI)**

3 credits

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**COURSE DESCRIPTION:**

Where does the food we eat come from? What are the challenges to practicing sustainable agriculture? How do contemporary changes affect farmers' livelihood? To what extent do consumer awareness and consumer politics shape the agro-food systems? How do answers to these questions differ by place, and how have they changed over time?

Agricultural systems of the world evolve as local resources, society, and political economic relations shape the patterns of resource use. As one of the most culturally diverse global cities, Sydney provides numerous opportunities to examine the changing relationships between agriculture, food and societies – including multiculturalism and food citizenship. Many public places such as supermarkets, farmers' markets, and a number of urban farms embody the various aspirations that are expressed through political and economic activities. The first part of the semester introduces key concepts in the political economy of agricultural production. In the second part of the semester, we will shift our attention to the consumption side, with a special focus on the foodscapes of Australia (and Sydney in particular).

We will visit [the Royal Botanic Garden Sydney](#) to learn about agricultural history and indigenous food systems. For the second fieldtrip, students will choose one of the many [ethnic food](#) and [farmers' markets](#) to investigate expressions of multiculturalism.



[The Powerhouse museum in Parramata](#) is currently under construction. Upon its completion<sup>1</sup> it will feature exhibitions on innovation in design, engineering, and architecture, including [The Vitocco Family Kitchen](#) that focuses on the histories and leading contemporary thinking about the culture and production of food.

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<sup>1</sup> If completed and open by Spring 2025, we will include a fieldtrip here as part of the class activities

**COURSE OBJECTIVE/STUDENT LEARNING OUTCOMES:**

1. Students can identify and describe key forces that shape global agro-food systems
2. Students can contrast social-economic and political institutions in Australia and in the US that result in diverse forms of agro-food systems (SAC SLO #2)
3. Students demonstrate awareness of their own cultural values and biases that shape their consumption patterns (SAC SLO #1)
4. Students improve their communication skills and in expressing their views.

*Course Format*

Classes will meet on the University of Sydney campus in person, with most materials provided on UH laulima. But we will maintain a flexible attitude if circumstances necessitate us to pivot to the online platform. Class materials will be delivered through a combination of learning methods: readings, film / video showing, lectures, and class discussions. Additionally, students will participate in two field trips (schedule TBD) and conduct their own field observations. On average, you should expect to spend between 5-7 hours per week of reading, writing, and doing other activities assigned by this class. All readings and annotating must be completed before the first meeting each week. Unless stipulated otherwise, all assignments are due each week on Friday at 5 PM.

*Required Materials*

- Reading materials will be provided on Perusall (a platform for reading and annotating) through the class laulima website
  - Click on “Perusall” on laulima to enter the platform
  - Upon entering under "get started", read the introduction on what collaborative annotation aims to do
  - Click on “library” on the top menu, and you will see the select chapters and journal articles I have provided for this course
- Many of the class handouts will be provided as google docs that can only be accessed by University of Hawaii students. If you cannot access a document, you might want to double check that you are logged in through your hawaii.edu account.

**CLASS REQUIREMENTS / WORKLOAD:**

This is a writing-intensive course. This means that we use writing (based on readings, discussions, and assigned videos) is one of the means through which learning will take place. Writing assignments take a variety of forms, including online annotations, discussion reports, fieldtrip reports, and short essays.

*Attendance and participation (50 points)*

All students are expected to actively participate in class activities and discussions. Your participation will be assessed based on the quality of your engagement.

Good discussions only happen when we all have done our share in completing all reading and video assignments before coming to class. While you should feel free in asking questions and

exploring different points of view, repeated expressions of unfounded speculations will not be tolerated.

### *Reading and annotating on Perusall (100 points)*

- You should read and annotate the assigned articles before class.
- You receive credits for spending time to read the articles, annotating the readings to comment or raise questions, answering your classmates' questions, or simply upvoting others' points that you agree with. On average, you should expect to make an average of *seven* (7) annotations in each chapter / article.
- For more information on how your participation on Perusall is graded, go [here](#)

### *Discussion facilitation and report summary (100 points)*

We will allocate ~15-20 minutes per week for student-led small group discussions. Insights and questions from the readings become the topics of student-led small group discussions in class. Students will take turn leading small group discussions, and we will decide on the assignment schedule during the first week. As a discussion leader, a student is responsible to come up with initial question(s) to get the discussions going, and to summarize the lessons that your group learns from the exercise (up to 300 words / 1 page). Use [this template](#) to write your discussion report, and submit your report to the "Discussion Reports" on laulima by Friday at 5 PM following the class discussion. To ease navigation, please "copy and paste" your report and insert it inline (do not use attachment)

If you cannot be present in class on the day you are assigned, you should make an arrangement to swap with another student. Failure to do so will result in your receiving zero point for that assignment.

Students not leading the discussion must be prepared to participate actively (this will count towards your participation points). You are also welcome to add comments on the discussion report forum.

### *Quizzes and short answers on laulima (150 points)*

Answer short questions and quizzes that pertain to the topics by the due dates.

### *Field Trip reports (2 X 100 points)*

Each fieldtrip will be an opportunity to practice participant observation and take fieldnotes to better engage with the cultural geography of place.

1. Prior to each trip, submit a list of key questions on the topics you would like to learn from the fieldtrip
  - we will discuss them in class to create a master list that represent our starting points to inquiry
  - the list will evolve following discoveries and new information you encounter throughout the visit.
  - Each student is free to follow specific lines of inquiry they would like to pursue and elaborate
2. Upon completion of each field trip, submit a 3-page report (~ 1000 words) by the following Friday, 5 PM.

- Your report must be factually correct and mention where you went, what you did, and what you saw.
- Write fieldnotes describing the scene at the site. Is it festive? Frenetic? What is the weather like? What do you feel? What incidents, sights, sounds trigger that feeling? How does the setting influence / inhibit learning about the assigned subject matters?
- Make connection with the assigned readings for the field trip. Does the trip convey the same comprehension you got from the readings alone? Or does it enhance/raise more questions not addressed in your readings?
- Take pictures (with caption) to illustrate your written descriptions.

### *Midterm and final exams (2 X 200 points)*

The exams will consist of questions that test your comprehension of the course materials; and short essays that analyze a thematic issue in globalization and environment.

*Total: 1000 points*

A = 900-1000; B = 800-899; C= 700-799; D= 600-699; F=<600  
Plus/minus grade system will be applied within each category

## **WEEKLY OUTLINE (SUBJECT TO CHANGE)**

**\*Materials highlighted in gray indicates content specific to Study Abroad in Sydney\***

### *Week 1. Introduction*

Introduction to Geography of Agriculture and Food.

- Friedberg, Suzanne. 2009. "Introduction" in *Fresh*, pp. 1-17.

### *Week 2. Is there enough food?*

- Belasco, Warren. 2010. "Will the world run out of food?" in *Meals to Come: The History of the Future of Food*. Pp. 20-60 (chapter 2). Berkeley and Los Angeles, CA: University of California Press.
- \*Sen, Amartya. 1999. "Famines and other crises," in *Development as Freedom*. Pp. 160-188 (chapter 7). New York: Alfred A. Knopf.

### *Week 3. Technological and social change*

- Goodman, David and Michael Redclift. 1991. "Food into freezers, women into factories," *Refashioning Nature: Food, Ecology, Culture*. London and New York: Routledge. Chapter 1.
- Friedberg, Suzanne. 2009. "Refrigeration," in *Fresh*, Chapter 1 (pp. 18-48).

### *Week 4. Plant resources*

- Brockway, Lucile. 1983. Plant imperialism. *History Today* 33(7): 31-36.

- Forbes, Stephen. 2008. "How botanic gardens change the world." Magill, South Australia: Hawke Research Institute for Sustainable Societies, University of South Australia (4 pp.)
- Santich, Barbara. 2011. "Nineteenth-Century Experimentation and the Role of Indigenous Foods in Australian Food Culture." *Australian Humanities Review* (51):65-78.
- Field trip to the Royal Botanic Garden Sydney

#### Week 5. Industrial agriculture and crisis of abundance

- \*Pollan, Michael. 2006. "Industrial Corn," *The Omnivore's Dilemma*, chapter 1-3 (pp. 15-64.)
- *King Corn*. 2007. Stream online through UH library

#### Week 6. The meatification of agriculture

- Boyd, William. 2001. "Making meat: Science, technology and American poultry production." *Technology and Culture* 42:631-664. doi: 10.1049/et.2010.0525.
- Howden, Matthew, and Kirk Zammit. 2019. United States and Australian agriculture – a comparison. Australian Bureau of Agricultural and Resource Economics and Sciences, Canberra. <https://doi.org/10.25814/5d6c8584ea0f5>
- Whitnall, Tim, and Nathan Pitts. 2019. "Global trends in meat consumption." *Agricultural Commodities* 9 (1):96-99.

#### Week 7. The labor question

- Bernstein, Henry. 2010. "Production and productivity," chapter 1 in *Class Dynamics of Agrarian Change*. Kumarian Press, pp. 13-24.
- Cook, Ian. 2004. "Follow the Thing: Papaya." *Antipode* 36 (4):642-664.
- [Food Chains](#)

#### Week 8. Review and midterm

- *A place at the table* <https://www.youtube.com/watch?v=Stx5PGsFj20>
- MIDTERM (200 points) due by Friday at 5 pm

#### Week 9. MID SEMESTER BREAK

#### Week 10. Foodscapes of Sydney

- Benbow, Heather Merle, and Lara Anderson. 2015. "Cultural Indigestion in Multicultural Australia." *Gastronomica* 15 (1):34-43. doi: 10.1525/gfc.2015.15.1.34.
- Edwards, Ferne. 2016. "Alternative food networks." *Encyclopedia of food and agricultural ethics*. Dordrecht: Springer:1-7.
- Field trip to a food market in Sydney (TBD)

#### Week 11. Food and culture

- Cook, Ian, and et al. 2015. "Geographies of food: mixing." *Progress in Human Geography* (2008):1-13. doi: 10.1177/0309132508090979.

- Probyn, Elspeth. 2011. "Eating roo: Of things that become food." *New Formations* 74 (74):33-45.

#### *Week 12. Food and values*

- Mostafanezhad, Mary, and Krisnawati Suryanata. 2018. "Is farming sexy? Agro-food initiatives and the contested value of agriculture in post-plantation Hawai'i." *Geoforum* 91:227-234. doi: <https://doi.org/10.1016/j.geoforum.2018.03.011>.
- Buddle, Emily A., Heather J. Bray, and Rachel A. Ankeny. 2021. "Of course we care!: A qualitative exploration of Australian livestock producers' understandings of farm animal welfare issues." *Journal of Rural Studies* 83:50-59. doi: 10.1016/j.jrurstud.2021.02.024.

#### *Week 13. urban gardens and community building*

- Classens, Michael. 2014. "The nature of urban gardens: toward a political ecology of urban agriculture." *Agriculture and Human Values* 32 (2):229-239. doi: 10.1007/s10460-014-9540-4.
- Kingsley, Jonathan, Monika Egerer, Sonia Nuttman, Lucy Keniger, Philip Pettitt, Niki Frantzeskaki, Tonia Gray, Alessandro Ossola, Brenda Lin, Aisling Bailey, Danielle Tracey, Sara Barron, and Pauline Marsh. 2021. "Urban agriculture as a nature-based solution to address socio-ecological challenges in Australian cities." *Urban Forestry & Urban Greening* 60: 1-6. doi: 10.1016/j.ufug.2021.127059.

#### *Week 14. Citizen consumers and ethical values*

- Morgan, Kevin. 2010. "Local and green, global and fair: the ethical foodscape and the politics of care," *Environment and Planning A* 42(8): 1852-1867.
- Lockie, S., K. Lyons, G. Lawrence, and J. Grice. 2004. "Choosing organics: a path analysis of factors underlying the selection of organic food among Australian consumers." *Appetite* 43 (2):135-46. doi: 10.1016/j.appet.2004.02.004.

#### *Week 15. Wrapping it up, final review*

### **COURSE POLICIES AND RESOURCES**

We will work to form our own positions and perspectives through the different activities in this class. We will discuss issues on which experts disagree; strong, reasonable arguments can often be made on both sides. Be respectful when making comments. Offensive statements will be removed and you will not receive any points from the assignment.

Your learning is my principal concern. I may modify the schedule if it will facilitate your learning. For example, we may discover that we want to spend more time on certain topics and less on others. I'll consider changing the schedule if such changes would benefit most students' learning in this course.

#### *Class communication*

Please check the Laulima website and your UH email regularly for class news and information. If you have questions or concerns, you can reach me by email or speak with me before or after class, and we can arrange for a mutually convenient time to meet.

## COURSE TECHNOLOGY

This course uses the UH Lulima as a Learning Management system (Lulima (Sakai Accessibility)).

Please also be aware that Lulima

- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out if it does not detect activity for two hours. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Lulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

## UNIVERSITY POLICIES AND PROCEDURES

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

### *Student Conduct*

Review the [UH Systemwide Student Conduct Code](#) for more information.

### *Academic Honesty*

Acts of dishonesty, including but not limited to the following: Cheating, plagiarism, or other forms of academic dishonesty.

- Cheating is an act of academic dishonesty and includes, but is not limited to:
  - use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
  - engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- Plagiarism is also an act of academic dishonesty and includes, but is not limited to:
  - the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
  - It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- Furnishing false information to any UH official, faculty member, or office.
- Forgery, alteration, or misuse of any UH document, record, or form of identification.



### *UH Title IX*

The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking ([UH Title IX](#)). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.

- If you would like to report incidents of sex discrimination or gender based violence, contact your campus [Title IX Coordinator](#) or submit the online [reporting form](#).
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus’ [confidential resource](#).

### *Accommodation Statement*

The University of Hawai‘i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see “Americans with Disabilities Act” and “Rehabilitation Act of 1973 – Section 504 or Section 508”.

Students must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Visit the [KOKUA](#) website. KOKUA can be reached at (808) 956-7511 or (808) 956-7612, email: [kokua@hawaii.edu](mailto:kokua@hawaii.edu).

### *Financial Aid Statement*

If students do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact.

For more information on financial assistance for your education, please contact your [home campus financial aid office](#). Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.