Faculty of Arts and Social Sciences

School:	**Social and Political Sciences**
Department/Program:	**Peace and Conflict Studies**
Unit of Study:	**PACS6923**
Session:	**Semester 2b, 2015 (September 7–November 29)**

Unit of Study Outline (Syllabus)

THE HUMAN RIGHT TO ADEQUATE FOOD

Unit Coordinators

Unit coordinators are listed on undergraduate and postgraduate coursework semester timetables, and can be consulted for help with any difficulties you may have.

Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

Unit Coordinator:	**Prof George Kent**
Location:	University of Hawai'i
Email address:	kent@hawaii.edu
Phone (USA):	1 808 396-9422
Mobile phone (USA):	1 808 389-9422
Skype ID:	geokent

This Unit of Study Outline **MUST** be read in conjunction with the Faculty of Arts and Social Sciences Student Administration Manual (sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies.

In determining applications and appeals, it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

PACS6923 — The Human Right to Adequate Food

UNIT DESCRIPTION

More than enough food is produced for every person in the world. Yet according to the Food and Agriculture Organization of the United Nations' *The State of Food Insecurity in the World 2015*, almost 800 million people are estimated to be undernourished, most of them in low-income countries. At its root, the problem is not about technology, but about caring, for each other and for the planet.

Ending hunger is a deeply political issue, involving the play of power and conflicting interests. It involves much more than the delivery of particular goods and services. It requires recognition of and respect for human rights, and it might require some sort of reconfiguration of the social order, locally, nationally, and globally. Ending hunger requires serious planning, and agreement on a guiding vision. This course is designed to help us figure out how to do that, in the contexts that interest us.

This class asks how the humanistic vision can be taken to a global scale. It focuses on hunger, but the principles and the approach can be applied to other issues as well.

This course is offered in a cooperative arrangement between the University of Sydney's Peace and Conflict Studies Program in Australia and Saybrook University's program on Transformative Social Change in San Francisco. The course utilizes the University of Sydney's online learning platform, Blackboard Learn. Unlike other Saybrook courses, this course begins on September 5, 2015 and ends on November 29, 2015.

LEARNING STRUCTURE AND OUTCOMES

The course is based on five core Topics, each associated with a major Learning Objective:

TOPIC 1. THE HUNGER PROBLEM AND ITS CAUSES

The objective is to learn that one's approach to social issues and the remedies that one proposes will depend on how the problem is formulated.

TOPIC 2. RIGHTS AS TOOLS FOR ADDRESSING SOCIAL ISSUES

The objective is to become familiar with the roles that can be played by rights in general, and human rights in particular, in addressing major social problems.

TOPIC 3. SIMPLE REMEDIES

The objective is to gain an appreciation of how and why some remedies may be effective even if they are conceptually simple and do not directly address the roots of the problem.

TOPIC 4. LOCAL/GLOBAL DIMENSIONS OF SOCIAL ISSUES

The objective is to be able to apply the knowledge that major social issues are affected by the ways in which people relate to each other, locally, nationally, regionally, and globally.

TOPIC 5. APPLIED LEARNING

The objective is to develop skills in using the information and ideas examined throughout the course by undertaking a project designed to be useful to people and agencies outside the university.

Discussion Forums are set up on the course website for each Topic. These Forums are to be used asynchronously, which means that participants do not all have to be at their computers at the same time. Participants can use the Forums to write their questions and concerns about the issues at any time.

There will also be weekly chats, using keyboards, not voice. Each chat will last about two hours. Participants are expected to bring a prepared written question related to the current reading material with them to each. Chats will be held every Saturday during the course, starting at 3:00 PM, Sydney time.

Participants who will not be in Sydney should consult a website such as http://timeanddate.com to determine the chat days and times and in their locations.

The scheduled chats will be conducted on the Skype software platform. Class participants should send their Skype IDs to me, at kent@hawaii.edu at the earliest opportunity. My Skype ID is geokent

UNIT SCHEDULE

Weeks	Dates	Topic
1-2	September 7-20	1. The Hunger Problem and Its Causes
3-4	Sept 21-Oct 4	2. Rights As Tools For Addressing Social Issues
5-7	October 5-25	3. Simple Remedies
8-10	Oct 26-Nov 15	4. Dimensions of Social issues
11-12	November 16-29	5. Applied Learning

A detailed schedule is provided below.

READING REQUIREMENTS

The core text is my book, *Ending Hunger Worldwide*, from Paradigm Publishers of Boulder, Colorado. Hard copies of the book can be ordered through many major booksellers. PDF copies can be obtained from the University of Sydney library at http://opac.library.usyd.edu.au/record=4504054 Class participants who have trouble accessing the book should contact me, at kent@hawaii.edu

Additional required resources for the course include:

Collier, Paul. "The Politics of Hunger," *Foreign Affairs*. November-December 2008. http://www.foreignaffairs.com/articles/64607/paul-collier/the-politics-of-hunger

Food and Agriculture Organization of the United Nations (2005). *Voluntary guidelines to support the progressive realization of the right to adequate food in the context of national food security*. Rome: FAO Corporate Document Repository. http://www.fao.org/docrep/meeting/009/y9825e/y9825e00.htm

Food and Agriculture Organization of the United Nations (2015). *The State of Food Insecurity in the World.* Rome: FAO.
http://www.fao.org/publications/card/en/c/c2cda20d-ebeb-4467-8a94-038087fe0f6e/

Kent, George. "Designing Rights-Based School Feeding Programs." *Societies Without Borders*, Vol. 5, No. 2 (2010). http://societieswithoutborders.org/2011/02/26/designing-rights-based-school-feeding-programs/

Kent, George. "Food systems, agriculture, society: How to end hunger." *World Nutrition*, Vol. 6, No. 3, March 2015. http://wphna.org/wp-content/uploads/2015/02/WN-2015-06-03-170-183-George-Kent-How-to-end-hunger.pdf

Kent, George. "Food Systems, agriculture, and society: How to nourish society." *World Nutrition*, Vol. 6, No. 4, April 2015. http://wphna.org/wp-content/uploads/2015/03/WN-2015-06-04-280-291-George-Kent-How-to-nourish-society.pdf

United Nations Economic and Social Council. (1999). *Substantive issues arising in the implementation of the international covenant on economic, social and cultural rights: General comment 12*. (ECOSOC Publication No. E/C.12/1999/5).
http://www.refworld.org/docid/4538838c11.html

The bibliography in *Ending Hunger Worldwide* suggests many other resources that would support participants in pursuing their own interests relating to food issues.

Participants in this class should study the Food and Agriculture Organization of the United Nations' website on the Right to Food at http://www.fao.org/righttofood/en/

There are many films on food policy issues. A good collection may be found at http://www.foodsystemsacademy.org.uk/index.html

ONLINE COMPONENTS

This unit requires regular use of the University's Learning Management System (LMS), called Blackboard Learn. You will need reliable access to a computer and the Internet to use it.

The easiest way to access Blackboard is through MyUni. Click on the 'MyUni' link on the university home page, http://sydney.edu.au or link directly to the service at https://myuni.sydney.edu.au/. There is a 'BlackBoard LMS' icon in the QuickLaunch window on the left hand side of the screen.

If you have any difficulties logging in or using the system, visit the Student Help area of the LMS site, http://sydney.edu.au/elearning/student/help/.

Mobile Learn

You can also access your LMS sites via the Sydney Uni App for iPhone and Android. The full set of features available on the mobile app for the University LMS can be found in detail in this PDF document: Features in the mobile App for the University LMS (PDF)

To download the University of Sydney mobile app directly to your phone or mobile device you need to be able to access the marketplace associated with your device's operating system.

- **iTunes store** on your iPhone/ iPod touch or iPad

- **Play Store** or the Android Marketplace (depending on the phone's OS)

- **BlackBerry App World**® on your BlackBerry® smartphone device
- **Palm App Catalog** on your HP webOS device

Once you are at the marketplace or app store:

1. Search for *University of Sydney*
2. Install the app
3. Open the app and click on the icon 'Bb Learn' to access the LMS
4. Login to the LMS with your UniKey and password.

Due to the limitations of mobile devices you cannot submit assignments using the assignment tool.

The University's Privacy Management Plan governs how the University will deal with personal information related to the content and use of its web sites. See http://sydney.edu.au/privacy.shtml for further details.

ASSESSMENT TASKS AND DUE DATES

ASSIGNMENT	DUE SYDNEY 11:55 PM	MIN. PAGES	POINTS
A (Profile)	September 7	1	100
B (Topic 1)	September 21	5	100
C (Topic 2)	October 5	5	100
D (Project Plan)	October 19	5	100
E (Topic 3)	October 26	5	100
F (Project Draft)	November 9	5	100
G (Topic 4)	November 16	5	100
H (Final Project)	November 30	8 (for all 3 docs)	100
Chats	--		100
		TOTAL:	900

There are three types of written assignments:

Profile

Each participant in the class is to write a personal Profile. Participants should provide a few paragraphs about themselves, discussing their schooling, their work, and their interests. Interests in food and nutrition issues should be described as well.

The Profiles should include the participant's Skype ID, and also say what city or town the participant expects to be in most of the time during the course.

Commentaries

Participants are to write Commentaries on each of the four major Topics for the course, in accordance with the Course Schedule provided below. Each Commentary is to review all of the resource materials, the chats, and the Discussion Forum for that topic. Each Commentary should include five distinctly labelled sections: Summary, My Views, Chats, Questions, and Bibliography.

The Summary should convey the main points of the reading material in a way that would be clear to someone outside the class.

Participants are encouraged to draw on other material of their own choice to illuminate themes in the Commentary, especially for the My Views section.

The section on Chats should briefly summarize all the online chats in which the writer actively participated since the last Commentary. The Chats should be identified by their dates, and the participants should be named. Chats that were missed should be identified.

The questions in the Commentaries may be the same as the ones prepared for the Chats.

Project on Reducing Malnutrition

Each participant's final project for the course should propose a plan of action to improve the nutrition situation in a specific place of interest. This work should be delivered in three phases: Project Plan, Draft Project, and Final Project, in accordance with the Course Schedule below.

These projects could deal with concerns such as undernutrition, stunting in young children, the need to reduce dependence on imported food, preparation to deal with food issues in disasters, food safety, overweight, etc. To illustrate, participants in earlier classes worked with the following titles:

- Reducing Malnutrition Among Indigenous Australians: Establishing Food Policy Councils in Aboriginal Communities

- Reducing Malnutrition in Nicaragua Through Fortified Rice Production

- Suggestion to Médecins Sans Frontières, Italy Regarding Individual Complaint Submission to the United Nations Special Rapporteur on the Right to Food

- School-based Kitchen Gardens: Encouraging Healthy Eating, Creating Social Networks and Understanding Food Issues For All Australians

- Improving Nutrition and Human Rights Advocacy For the Very Poor in Manado, East Indonesia

- Developing a Global Civil Society-based Food and Nutrition Alliance

- Reducing Malnutrition in the Upper East Region of Ghana (Bolgatanga)

- Fostering Improvement in the Right to an Adequate Living in a Small Pacific Island

- Household Food Production in Gaborone

These projects should be *useful* to specific identified individuals or agencies outside the university. Thus, participants are advised to work with problems and agencies they know and are within their reach. Contact should be made with people who are in a position to act on the recommendations or proposals that are developed. For example, participants in Sydney might consider working with the Sydney Food Fairness Alliance, described at http://sydneyfoodfairness.org.au Similar organizations can be found in many other places.

It would not be wise to prepare fully developed action plans for the simple reason that individuals and agencies usually do not like to act on the basis of others' completed proposals. Instead, a process could be undertaken through which the "clients" participate in the formulation and refinement of the ideas.

The project might propose a whole new program of action, a modification of a current program of action, or a new approach that would help clients do what they are already doing more effectively. Clients are likely to be especially receptive when proposals suggest better means (including resources) for doing what they are already want to do.

Participants in this class might do small projects that could be completed without new funding within the time-frame of this course. Some might prefer to focus their efforts on preparing proposals for funding that would be submitted to funding agencies at the conclusion of the course. Some proposals might be designed for "crowd-funding" websites such as www.kickstarter.com and www.indiegogo.com

Another possibility would be to draft a funding proposal for an organization concerned with food and nutrition issues, with the idea that the organization would finalize it submit it, and, if successful, carry out the project.

Ideas on how to structure proposals can be drawn from the FAO publication on *Preparing Microproject Proposals to Improve Household Food Security and Nutrition,* available at http://www.fao.org/docrep/005/y2829e/y2829e00.htm More general guidance on the preparation of proposals for funding may be found in the Foundation Center's *Proposal Writing Short Course,* available at http://fdncenter.org/learn/shortcourse/prop1.html and also in the Social Science Research Council's publication, *On the Art of Writing Proposals*, available at http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/

Most projects for this class will be smaller and less formal than the ones envisioned in these documents. They will be modest projects that don't need new funding, or they will develop ideas on how agencies might do what they are already doing a bit better. Despite these differences, the documents' ideas on how to structure a proposal might be useful.

Final projects should consist of three distinct components in three separate files:

(1) A **proposal** to be sent to the individual or agency that is to receive and hopefully act on the proposal. It should be organized to be persuasive and useful to the addressee.

(2) An **introductory message**, to be sent along with the proposal, to introduce both yourself and the proposal itself to the addressee.

(3) A **cover note for the class** that will help us understand the proposal and its context. It should provide information that might be needed for class but not needed by the addressee, such as information about the addressee's organization.

When you write a proposal that you hope will be accepted and implemented by an agency, you don't have to explain that agency to its own people. However, to be sure the rest of us in the class to understand it, tell us what we need to know in the cover note.

If you feel you don't need these three separate documents for your project, let us know why.

While this project is to be finished in the last weeks of the course, it will have to be started much earlier than that. Focusing on specific issues early in the course will help participants in formulating their reflections in the Commentaries.

Participants are encouraged to exchange ideas and drafts about proposed projects throughout the course, whether through the Discussion Forums, the online Chats, or direct discussions via Skype or other means.

In addition to these written assignments, participants are expected to complete the readings and participate in Discussion Forums and Chats.

ASSESSMENT CRITERIA

As indicated in the Assessment Table below, each task can earn up to 100 points.

There will be no credit for participation in the practice chat on September 12, 2015, but ten points will be given for full participation in each of the ten chats that follow. Chat 11, on November 27, will be available for discussion of the participants' projects. It will be optional, offering no credit for participation.

Final grades will be based on the average of points earned for each task.

The final project is to be developed in three progressive stages, in Assignments D, F, and H. Thus the project accounts for 30 percent of the final grade.

This unit uses standards referenced assessment for award of assessment marks. Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.
Grading will follow the Assessment Guidelines established by the University of Sydney's Centre for Peace and Conflict Studies. On this basis, numerical grades for assignments should be interpreted as follows:

> 85-100% High Distinction
> 75-84% Distinction
> 65-74% Credit
> 50-64% Pass
> 0-49% Fail

Credit or above should be considered a good result.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University. The University requires students to act honestly, ethically and with integrity in their dealings with the University, its members, members of the public and others. The University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty or plagiarism seriously.

The University's Academic Dishonesty and Plagiarism Policy 2012 and associated Procedures are available for reference on the University Policy Register at http://sydney.edu.au/policies (enter "Academic Dishonesty" in the search field). The Policy applies to the academic conduct of all students enrolled in a coursework award course at the University.

Under the terms and definitions of the Policy,

- "academic dishonesty" means "seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another student to do so.
- "plagiarism" means "presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source."

The presentation of another person's work as one's own without appropriate acknowledgement is regarded as plagiarism, regardless of the author's intentions. Plagiarism can be classified as negligent (negligent plagiarism) or dishonest (dishonest plagiarism).

An examiner who suspects academic dishonesty or plagiarism by a student must report the suspicion to a nominated academic in the relevant faculty. If the nominated academic concludes that the student has engaged in **dishonest plagiarism** or some other sufficiently serious form of academic dishonesty, the matter may be referred to the Registrar for further disciplinary action under the terms of the *Academic Dishonesty and Plagiarism Policy 2012* and Chapter 8 of the *University of Sydney By-Law 1999* (as amended).

SPECIAL CONSIDERATION

The Faculty of Arts and Social Sciences assesses student requests for assistance relating to completion of assessment in accordance with the regulations set out in the University Assessment Policy 2011 and Assessment Procedures 2011. Students are expected to become familiar with the University's policies and Faculty procedures relating to Special Consideration and Special Arrangements.

Students can apply for:

- **Special Consideration** - for serious illness or misadventure
- **Special Arrangements** - for essential community commitments
- **Simple Extension** – an extension of up to 5 working days for non-examination based assessment tasks on the grounds of illness or misadventure.

Further information on special consideration policy and procedures is available on the Faculty website at http://sydney.edu.au/arts/current_students/special_consideration.shtml.

OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY

The Faculty's Student Administration Manual is available for reference at the "Current Students" section of the Faculty Website (http://sydney.edu.au/arts/current_students/)**.** Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

STAYING ON TOP OF YOUR STUDY

For full information visit http://sydney.edu.au/arts/current_students/staying_on_top.shtml

The Learning Centre assists students to develop the generic skills, which are necessary for learning and communicating knowledge and ideas at university. Programs available at The Learning Centre include workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at http://sydney.edu.au/stuserv/learning_centre/.

The Write Site provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a Unikey can access the WriteSite at http://writesite.elearn.usyd.edu.au/.

The Faculty of Arts and Social Sciences has units at both an Undergraduate and Postgraduate level that focus on **writing** across the curriculum or, more specifically, writing in the disciplines, making them relevant for all university students. To find out more visit http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml and http://sydney.edu.au/arts/teaching_learning/pg_writing_support/index.shtml.

In addition to units of study on writing, the FASS Writing Hub offers drop-in sessions to assist students with their writing in a one-to-one setting. No appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units. For more information on what topics are covered in a drop-in session and for the current schedule, please visit http://sydney.edu.au/arts/teaching_learning/writing_hub/drop_in_sessions.shtml.

Pastoral and academic support for **Aboriginal and Torres Strait Islander students** is provided by the STAR Team in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at http://sydney.edu.au/current_students/student_services/indigenous_support.shtml.

The **Library** offers students free, online tutorials in library skills at http://sydney.edu.au/library/skills There is one designed especially for students studying in the Humanities and Social Sciences at http://libguides.library.usyd.edu.au/. And don't forget to find out who your Faculty Liaison Librarians are.

OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email mailto:disability.services@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/stuserv/disability/.

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email mailto:caps.admin@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/current_students/counselling/.

COURSE SCHEDULE

All dates and times in this schedule are those in Sydney, Australia. Adjustments will have to be made when Standard Time ends and Daylight Savings Time begins. This will take place on Sunday, October 4, 2015 at 3:00 AM Sydney time.

Topic 1
THE HUNGER PROBLEM AND ITS CAUSES
(Weeks 1-2: September 7-20, 2015)

<mark>**Chat 0: Practice Chat, Saturday September 12, 2015**</mark>

a. Review: Syllabus for course on the Human Right to Adequate Food
b. ASSIGNMENT A: Submit Profile (due Monday, September 7)
c. Read: EHW Ch 1 "Nutrition Problems"
d. Read: EHW Ch 2 "Widening Gaps"
e. Read: EHW Ch 3 "Food Trade"
f. Read latest version of *The State of Food Insecurity in the World* (SOFI) available at
http://www.fao.org/publications/sofi/en/ New versions are released every September.
g. Read Paul Collier, "The Politics of Hunger," *Foreign Affairs*. November-December 2008.
http://www.foreignaffairs.com/articles/64607/paul-collier/the-politics-of-hunger
h. Read George Kent, "Food systems, agriculture, society: How to end hunger." *World Nutrition*,
Vol. 6, No 3, March 2015. http://wphna.org/wp-content/uploads/2015/02/WN-2015-06-03-170-183-
George-Kent-How-to-end-hunger.pdf
i. Participate: Discussion Forum on Topic 1
j. Participate: <mark>Chat 1: Saturday, September 19.</mark>
k. ASSIGNMENT B: Submit Commentary on Topic 1 (due Monday, September 21). In "My Views"
section, include comparisons of EHW, SOFI, Collier, and Kent.

Topic 2
RIGHTS AS TOOLS FOR ADDRESSING SOCIAL ISSUES
(Weeks 3-4: September 21- October 4, 2015)
a. Read: EHW Ch 4 "Rights-based Social Systems"
b. Read: EHW Ch 5 "The Human Right to Adequate Food"
c. Read: EHW Ch 6 "Global Obligations"
d. Read: George Kent, "Designing Rights-Based School Feeding Programs." *Societies Without
Borders*, Vol. 5, No. 2 (2010). http://societieswithoutborders.org/2011/02/26/designing-rights-
based-school-feeding-programs/
e. View: Olivier De Schutter, *The Right to Food: An Overview*.
http://www.foodsystemsacademy.org.uk/videos/Olivier-De-Schutter.html
f. Skim: General Comment 12. http://www.refworld.org/docid/4538838c11.html
g. Skim: Voluntary Guidelines. http://www.fao.org/docrep/meeting/009/y9825e/y9825e00.htm
h. Skim: Website of the Office of the High Commissioner for Human Rights. www.ohchr.org
i. Participate: Discussion Forum on Topic 2
j. Participate:
    <mark>Chat 2: Saturday, September 26</mark>
    <mark>Chat 3: Saturday, October 3</mark>
j. ASSIGNMENT C: Submit Commentary on Topic 2 (due Monday, October 5)

Topic 3
SIMPLE REMEDIES
(Weeks 5-7: October 5-25, 2015)
a. Read: EHW Ch 7 "Nutritional Safety Nets"
b. Read: EHW Ch 8 "Household Food Production"
c. Participate: Discussion Forum on Topic 3
d. Participate:

e. ASSIGNMENT D: Submit Plan for Project on Reducing Malnutrition (due Monday, October 19)

As explained earlier in this syllabus, your final project for the course should include three documents: (1) Proposal, (2) Introductory Message, and (3) Cover Note. Organize your Assignments D and F with sections corresponding to those three items. The proposal explains what you are proposing to the individual or agency you view as your client. The introductory message introduces you and your proposal to your client. The cover note explains things that the class needs to know to understand your proposal, but don't have to be said your client.

f. ASSIGNMENT E. Submit Commentary on Topic 3 (due Monday, October 26)

Topic 4
LOCAL/GLOBAL DIMENSIONS OF SOCIAL ISSUES
(Weeks 8-10: October 26-November 15, 2015)
a. Read: EHW Ch 9 "Community-based Nutrition Security"
b. Read: EHW Ch 10 "Food/Nutrition Policy Councils"
c. Read: EHW Ch 11 "Diagnosing Global Approaches"
d. Read: EHW Ch 12 "Multilevel Strategic Planning"
e. Read: EHW Appendix "American Samoa Executive Order"
f. Read: George Kent, Kent, George. "Food Systems, agriculture, and society: How to nourish society." *World Nutrition*, Vol. 6, No. 4, April 2015. http://wphna.org/wp-content/uploads/2015/03/WN-2015-06-04-280-291-George-Kent-How-to-nourish-society.pdf
g. Participate:
h. ASSIGNMENT F. Submit Draft Project on Reducing Malnutrition (due Monday, November 9)
i. ASSIGNMENT G. Submit Commentary on Topic 4 (due Monday, November 16)

Topic 5
APPLIED LEARNING
(Weeks 11-12: November 16-29, 2015)
a. Participate: Topic 5 Discussion Forums on Projects
b. Participate:
c. ASSIGNMENT H: Submit Final Project (due Monday, November 30)

FORMATTING AND UPLOADING

All assignments must be prepared with Microsoft Word software.

The minimum page lengths for the assignments are indicated above in the table on *Assessment Tasks and Due Dates*. Assignments may be typed either single spaced or double spaced.

Footnotes should not be used for references. Use the *Chicago Manual of Style's* Author-Date system for citing and listing references. A brief summary of this system may be found at

http://www.chicagomanualofstyle.org/tools_citationguide.html   Select the "Author-Date" button that follows the fourth paragraph.

A website address, alone, is not sufficient as a reference. Full references should be constructed with whatever information is available regarding author, title, publisher, etc., all then followed by the website address.

Each citation in the body of your text and the corresponding reference in your bibliography should be linked together by beginning both with the name of the author or agency that produced the document.

Website addresses can be turned into blue "hot buttons" by clicking Enter at the end.

The format for assignments should follow, at least roughly, the model provided at http://www2.hawaii.edu/~kent/commentarymodel.doc The main title of the paper should be at the top, in the center. Off to the side, the header information should identify you, the course, the assignment, and the date. Pages should be numbered.

Assignment files should be named with the format LastnameAssgtX.doc The X here stands for the alphabetic assignment identifiers shown in the Course Schedule above. Thus my third assignment's file name would be KentAssgtC.doc

The files for all written assignments should be sent as attachments to emails sent to me at kent@hawaii.edu The assignments must be sent to me by 11:55 PM, Sydney time, at the end of the day on which they are due.

I will return my feedback on the assignments as email attachments a few days after I get them, using Microsoft's *Track Changes* to make my comments. This is why assignments must be prepared with Microsoft Word. Participants should use this feedback to guide the preparation of their subsequent assignments