



# FOOD11001 *Social Justice in the Food System*

## Term 1 - 2020

Profile information current as at 14/05/2024 09:46 am

All details in this unit profile for FOOD11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit utilises United Nations initiatives such as the Sustainable Development Goals (SDGs) to explore food as a social justice issue. In this unit you will examine the inter-relationships between social justice, the food system, and society to identify where vulnerable people may be affected by food inequity and insecurity. You will explore how food-related enterprises (large supermarkets, community projects, for-profit and not-for-profit organisations) can be both a source of and a solution to the inequitable distribution of food in local and international settings. Fair, equitable and reliable access to healthy and nutritious food is a complex challenge. Food preservation is a key factor to ensuring food arrives safely to where it is needed. During Residential School you will use practical skills to protect and preserve food products by, for example, experimenting with preservation techniques and sustainable packaging.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Mixed Mode

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Case Study**

Weighting: 40%

#### 3. **Practical Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Critically analyse and apply theoretical and applied knowledge of social justice in the context of food insecurity and access
2. Communicate the impact and consequences of food inequity and food insecurity on peoples' right to access healthy food
3. Investigate social justice theory to formulate socially responsible solutions to inequitable access to food within a variety of settings
4. Collaborate in teams to design and develop an edible product and sustainable packaging to address food insecurity and inequity.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Case Study - 40%	•	•	•	•
3 - Practical Assessment - 30%				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				•
3 - Critical Thinking	•			•
4 - Information Literacy	•	•		•
5 - Team Work				•
6 - Information Technology Competence				•
7 - Cross Cultural Competence			•	
8 - Ethical practice	•		•	

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>9 - Social Innovation</b>		•		
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Written Assessment - 30%</b>	•		•	•			•	•	•	
<b>2 - Case Study - 40%</b>	•	•	•	•	•	•	•	•	•	
<b>3 - Practical Assessment - 30%</b>	•	•	•	•	•	•				

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Course Resources Online (accessible via CQUniversity Library)
- Zoom Capacity (webcam and microphone)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jay Deagon** Unit Coordinator  
[j.deagon@cqu.edu.au](mailto:j.deagon@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Social Justice Framework	E-Readings via CQUniversity Library collection: <ul style="list-style-type: none"> <li>• Social Justice history and framework</li> <li>• How to identify healthy and/or vulnerable people</li> <li>• Food Security definitions</li> <li>• United Nations case studies as examples</li> <li>• Introduction to the Sustainable Development Goals (SDGs)</li> </ul>	
<b>Week 2 - 16 Mar 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Food Systems		
<b>Week 3 - 23 Mar 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Food spoilage and food waste	<ul style="list-style-type: none"> <li>• Policy and regulation (FANZA)</li> <li>• For Profit and Not-for-profit responses</li> <li>• "Ugly Food" Movement</li> <li>• Re-Purposing Food Waste</li> <li>• Harris Farm, Woolworths, Food Bank, Oz-Harvest, Second Bite and CQU's Research as Case Studies</li> </ul>	
<b>Week 4 - 30 Mar 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Getting food to where it needs to be: transportation	<ul style="list-style-type: none"> <li>• Food miles: across borders and oceans</li> <li>• Economic, social and environmental costs</li> <li>• Rural, Regional and Remote Communities</li> <li>• Food additives for extending shelf-life</li> </ul>	
<b>Week 5 - 06 Apr 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Equitable access to water	<ul style="list-style-type: none"> <li>• Astronaut Food: where water is scarce</li> <li>• Water distribution and diversion to agriculture</li> <li>• Murry Darling as Case Study</li> <li>• Monopolies on bottled water</li> <li>• Water treatment around the world</li> <li>• Personal hygiene and food safety for homeless people</li> <li>• Impacts of climate extremes on food production (drought and flood)</li> </ul>	<b>Vulnerable People and Food Insecurity</b> Due: Week 5 Friday (10 Apr 2020) 11:45 pm AEST
<b>Vacation Week - 13 Apr 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 20 Apr 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Food Protection	<ul style="list-style-type: none"> <li>• Biological, physical and chemical changes</li> <li>• Semi-perishable and non-perishable foods</li> <li>• Irradiation, drying, canning, pasteurisation, pulsed light, ozonation</li> </ul>	

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Food from the Roadside	<ul style="list-style-type: none"> <li>• Impact of community gardens</li> <li>• Bush-Tucker: Indigenous knowledges about food</li> <li>• Benefits and hazards of foraging</li> <li>• Rob Greenfield as Case Study</li> </ul>	

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Food Safety for Vulnerable People	<ul style="list-style-type: none"> <li>• Access to electricity for refrigeration and heating</li> <li>• Nepal as a case study (Unit Coordinator's personal experiences of working in Nepal with marginalised women and food security)</li> </ul>	

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Packaging for a purpose	<ul style="list-style-type: none"> <li>• Local, national, international</li> <li>• Why are live animal exports appropriate / inappropriate?</li> <li>• Hermetically sealed, aseptic and modified atmosphere packaging (MAPs)</li> <li>• Environment impacts of packaging</li> <li>• Alternatives?</li> </ul>	

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Saved from starvation?	<ul style="list-style-type: none"> <li>• Access to food in disaster zones</li> <li>• Delivering high-density nutrients in food products</li> <li>• Peanut Butter in Africa as Case Study</li> <li>• Dooms Day Preppers as Case Study</li> </ul>	

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Residential School	Practical Food Preservation Techniques	<p>Develop a food product for a vulnerable target group</p> <p><b>Applied Food Preservation</b> Due: Week 11 Friday (29 May 2020) 11:45 pm AEST</p>

**Week 12 - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Product Pitch and Food Solution Evaluation		<p><b>Food Solutions for Specific Purposes</b> Due: Week 12 Tuesday (2 June 2020) 3:00 pm AEST</p>

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### Residential School (Week 11)

**Dates:** Monday 25 May 2020 to Friday 29 May 2020 (compulsory attendance and all days inclusive)

**Location:** CQUniversity Rockhampton City Campus, Trade Training Kitchen and Willby's Restaurant

**Time:** 9:00am - 5:00pm daily

**Important:** Students will need to organise their own travel and accommodation

## Assessment Tasks

### 1 Vulnerable People and Food Insecurity

#### Assessment Type

Written Assessment

#### Task Description

#### Written Essay - 1500 words

The purpose of this essay is for you to gain an understanding of the needs, challenges, protective factors and barriers that impact vulnerable people's access to food. Your essay will respond on the broader social, geographic, political, economic (and so forth) challenges faced by vulnerable people and explore why they may have limited or inequitable access to healthy and/or nutritious food.

Select **one (1)** of the following topics (Australia or International) to focus your essay:

1. Indigenous People
2. Rural and Remote Communities
3. Homelessness
4. University Students
5. Disaster Zones (war, refugees, natural disasters)

#### Guidelines for completing your essay:

1. Use CQUniversity Library Resources and your e-reading list to locate academic journal articles and appropriate reference material.
2. Ensure that you critically analyse all information for credibility, accuracy, and reliability. Do not use inappropriate internet sources.
3. Use an essay structure. Use "Studiosity" for advice on an essay format. Use appropriate headings and sub-headings to "signpost" your essay and to indicate that you have addressed each section. To guide you, your essay should have a title page, an introduction (approximately 250 words) that states the issue you are researching, body (approximately 1000 words), conclusion (approximately 250 words), and reference list.
4. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.
5. Your essay is to be written in full sentences, use appropriate paragraph structures, spelling and grammar. Edit your work before submission. Use Studiosity service and/or Academic Learning Center (ALC) resources and services provided.
6. Use APA 6th Edition Style of referencing (in-text) and reference list.

More information is provided in the Assessment Briefing Section in Moodle.

#### Assessment Due Date

Week 5 Friday (10 Apr 2020) 11:45 pm AEST

#### Return Date to Students

Week 6 Monday (20 Apr 2020)

#### Weighting

30%

#### Assessment Criteria

- Knowledge and principles

- Complex factors that impact food inequity
- Variety of solutions
- Academic writing conventions

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Critically analyse and apply theoretical and applied knowledge of social justice in the context of food insecurity and access
- Communicate the impact and consequences of food inequity and food insecurity on peoples' right to access healthy food
- Investigate social justice theory to formulate socially responsible solutions to inequitable access to food within a variety of settings

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 2 Food Solutions for Specific Purposes

### Assessment Type

Case Study

### Task Description

A case-study is an in-depth analysis of a bounded system (for example, an activity, individuals, an event or process). Bounded means that "the case" is organised around themes, such as:

- an activity or activities
- specific individuals or communities
- an event or events
- a specific time, and
- a specific place.

For this assessment task the focus bounded system is the Food System. Specific themes for your case-study analysis are to focus on a food assistance program where you will critically analyse events and/or circumstances that impact food security and food access for vulnerable people. You may select to focus on:

- (a) people geographically located within your immediate local community setting; or
- (b) within a foreign aid context.

The case-study is to be informed by secondary and tertiary data collected (for example reports, academic journals articles, news articles, social media, opinion or blogs).

The outcome of your case-study analysis is to identify the specifications for a viable food product. This food product must satisfy the needs of the food aid program and individuals they serve. You will test and produce this food product at Residential School.

### Your task

Working in pairs, you will research, design, produce and evaluate a successful food item suitable for your selected food aid program. Elements of the task will include:

### Weeks 6-10 - (Case-Study analysis): Investigate and Ideate

- Investigate and identify targeted food organisation and identify vulnerable group's needs
- Explore and explain significant issues and complex factors impacting access to healthy and nutritious food for this target group
- Ideate potential designed food solutions

### Week 11 (Residential School) - Produce

- Design and produce an edible food product (practical and experimental elements of this assessment will be conducted at Residential School)



## Week 12 - Evaluate and Reflect

- Display product (photographs or actual product)
- Present a product pitch: time allocation: 5 minutes per person (equal talking time)
- Justify how your product meets their food solution requirements

A more detailed task description will be provided in an Assessment Briefing and during weekly Zoom tutorials leading up to Residential School attendance.

Practical kitchen tasks elements will be completed at Residential School (See Assessment Task 3).

### Assessment Due Date

Week 12 Tuesday (2 June 2020) 3:00 pm AEST

Present during tutorial

### Return Date to Students

### Weighting

40%

### Assessment Criteria

- Knowledge and understanding
- Application of Design Process
- Academic Writing and communication
- Group Participation
- Evaluation and Reflection

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline Online Group

### Learning Outcomes Assessed

- Critically analyse and apply theoretical and applied knowledge of social justice in the context of food insecurity and access
- Communicate the impact and consequences of food inequity and food insecurity on peoples' right to access healthy food
- Investigate social justice theory to formulate socially responsible solutions to inequitable access to food within a variety of settings
- Collaborate in teams to design and develop an edible product and sustainable packaging to address food insecurity and inequity.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 3 Applied Food Preservation

### Assessment Type

Practical Assessment

### Task Description

During this practical hands-on experience, you will learn about protecting and preserving food using a variety of food preservation techniques. You will perform practical tasks that include (but not limited to):

- Edible coatings
- Re-purposing food waste
- Dehydration techniques
- Fermentation and pickling

- Mould prevention
- Recipe testing and modifications
- Sustainable packaging

You will work individually and in groups. You will perform practical tasks that will assist you to develop a food product (Assessment Task 2). Further clarification of this practical assessment task and Residential School requirements will be provided in Moodle.

## Workplace Health and Safety Requirements

On arrival at the CQUniversity Trade Training Facility, you will be required to complete a mandatory worksite induction and review the WHS policies and procedures of the facility to protect the health, safety and welfare of all students participating in the Residential School.

## PPE (Personal Protective Equipment) Clothing Requirements

Personal Protective Equipment (PPE) is clothing or equipment designed to protect the wearer (Employee, students, contractors or visitors) against workplace hazards. Students are required to wear appropriate clothing while participating in the Residential School.

- Long pants – polo / t-shirt.
- Closed-in non-slip work shoes – leather preferably – (no thongs, sandals or ballet flats)
- Aprons and Skull caps/ hair nets will be supplied.

### Assessment Due Date

Week 11 Friday (29 May 2020) 11:45 pm AEST

All 5 days inclusive and compulsory

### Return Date to Students

Observation and feedback provided at Res School

### Weighting

30%

### Assessment Criteria

- Practical skills
- Production of an edible product
- Working in teams
- Workplace Health and Safety considerations

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Collaborate in teams to design and develop an edible product and sustainable packaging to address food insecurity and inequity.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem