

General Course Information

Instructor: Mark Holmes
Email Mholme07@uoguelph.ca
Office Location MACS 305
Office Hours By Appointment
Department/School HFTM

Class Schedule: 3-hour schedule

Pre-requisites: Registered as a MSc or PhD Student in the College of Business & Economics

Classroom: MACS 231

Course Description

This course is designed to introduce students to the breadth of the food industry. Each week will focus on a major area of research relating to food industry management. To begin, students will be introduced to the global and regional food system, with an examination of the food policies that frame this system. Students will also examine topics that influence the food system such as ethics, supply chains, food product marketing, consumer choice, food literacy, and the service industry. The instructor-led portion will conclude with a focus on the future, innovation and contemporary issues in the food sphere. The last three weeks will provide the students an opportunity to develop their research, leadership, and teaching skills by having them lead a seminar on their topic of inquiry. This course will require students to develop their ability to comprehend, deconstruct, and critique academic and industry research, in order to strengthen their own research and writing abilities. By its end, students will have developed a research question supported by literature and third-party feedback, to help them focus their research scope at the graduate level.

Course Learning Outcomes

Upon successfully completing this course, you  will:

Knowledge and Understanding:

- 1) Explain key concepts and terms used in the food industry.
- 2) Demonstrate understanding by explaining the interdisciplinarity inherent in the study of food management and the various roles that its different stakeholders play.

Discipline/Professional and Transferable Skills:

- 3) Critically analyse and deconstruct industry and academic literature to enable development of a research question.
- 4) Effectively communicate research findings to the intended audience in the form of well-articulated writings and a class presentation.

Attitudes and Values

- 5) Explore the role that ethics plays in the food industry and in food research, students will conduct themselves ethically and professionally throughout the course.

Summary of Course Content and Materials

- The course is an interactive class requiring substantial in-class participation and pre-class preparation. Students will be required to read all assigned readings in their entirety prior to class and be prepared to discuss the readings in class.
- Beyond learning about several of the interdisciplinary topics that span the food realm of inquiry, students will develop their critical thinking skills. Along with acquiring the knowledge from their readings, students will be required to critically analyse articles by reflecting on the article's findings, methods, analysis, and overall rigour. Through this reflective process, it is hoped that the student will strengthen their own skills in research and communications.
- This class will consist of 12 weeks, the first 9 focusing on key areas of research in the food industry. The last three weeks are reserved for special topics to provide students the opportunity to individually conduct seminars on their topics of interest, assign pertinent readings, and lead the discussion. Through this process, not only does the student have the opportunity to share their research topic and gain feedback, but they are able to solicit insights from the class discussion. By leading the seminar, the student demonstrates their familiarity with pertinent literature, and they are provided the opportunity to improve not only their research, but their leadership and teaching abilities.

Schedule

| Week | Topic | Readings |
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| <p>Monday, Sesdfd</p> | <p>Introduction to the Class</p> <p>The Food System</p> <ul style="list-style-type: none"> - Defining the food system - Understanding the food economy | <p>Puma, M. J., Bose, S., Chon, S. Y., & Cook, B. I. (2015). Assessing the evolving fragility of the global food system. <i>Environmental Research Letters</i>, 10(2), 024007.</p> <p>Rotz, S., & Fraser, E. D. (2015). Resilience and the industrial food system: Analyzing the impacts of agricultural industrialization on food system vulnerability. <i>Journal of Environmental Studies and Sciences</i>, 5(3), 459-473.</p> <p>Blay-Palmer, A., & Donald, B. (2006). A tale of three tomatoes: The new food economy in Toronto, Canada. <i>Economic Geography</i>, 82(4), 383-399.</p> |
| <p>Week 2</p> <p>Monday, September 19th</p> | <p>Food Policy</p> <ul style="list-style-type: none"> - Food policy in Canada - Food insecurity - Implications for Canadas food future | <p>MacRae, R., & Winfield, M. (2016). A little regulatory pluralism with your counter-hegemonic advocacy? Blending analytical frames to construct joined-up food policy in Canada. <i>Canadian Food Studies/La Revue canadienne des études sur l'alimentation</i>, 3(1), 140-194.</p> <p>Tarasuk, V., St-Germain, A. A. F., & Mitchell, A. (2019). Geographic and socio-demographic predictors of household food insecurity in Canada, 2011–12. <i>BMC public health</i>, 19(1), 12.</p> <p>Tarasuk, V, Mitchell, A, Dachner, N. (2016). Household food insecurity in Canada, 2014. Toronto: Research to identify policy options to reduce food insecurity (PROOF).</p> |
| <p>Week 3</p> <p>Monday, September 26th</p> | <p>Food Ethics and Sustainability</p> <ul style="list-style-type: none"> - History of food ethics - Food ethics today - The role of food ethics in policy | <p>Brom, F. W. (2000). Food, consumer concerns, and trust: food ethics for a globalizing market. <i>Journal of Agricultural and Environmental Ethics</i>, 12(2), 127-139.</p> <p>Mephram, T. B. (2000). The role of food ethics in food policy. <i>Proceedings of the Nutrition Society</i>, 59(4), 609-618.</p> <p>Zwart, H. (2000). A short history of food ethics. <i>Journal of Agricultural and Environmental Ethics</i>, 12(2), 113-126.</p> <p>Sharma, A., Jolly, P. M., Chiles, R. M., DiPietro, R. B., Jaykumar, A., Kesa, H., ... & Saulais, L. (2021). Principles of foodservice ethics: a general review. <i>International Journal of Contemporary Hospitality Management</i>, 34(1).</p> |

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| <p>Week 4 Monday, October 3rd</p> | <p>Food Supply Chains</p> <ul style="list-style-type: none"> - What is a supply chain? - Ethical considerations for supply chains. - Food supply chains. | <p>Maloni, M. J., & Brown, M. E. (2006). Corporate social responsibility in the supply chain: an application in the food industry. <i>Journal of business ethics</i>, 68(1), 35-52.</p> <p>Beske, P., Land, A., & Seuring, S. (2014). Sustainable supply chain management practices and dynamic capabilities in the food industry: A critical analysis of the literature. <i>International journal of production economics</i>, 152, 131-143.</p> <p>Kshetri, N. (2018). Blockchain's roles in meeting key supply chain management objectives. <i>International Journal of Information Management</i>, 39, 80-89.</p> <p>Hong, J., Zhang, Y., & Ding, M. (2018). Sustainable supply chain management practices, supply chain dynamic capabilities, and enterprise performance. <i>Journal of cleaner production</i>, 172, 3508-3519.</p> <p>Mastos, T., & Gotzamani, K. (2022). Sustainable Supply Chain Management in the Food Industry: A Conceptual Model from a Literature Review and a Case Study. <i>Foods</i>, 11(15), 2295.</p> |
| <p>Monday, October 10th</p> | <p>Holiday</p> | |
| <p>Week 5 Monday, October 17th</p> | <p>Food Product Marketing</p> <ul style="list-style-type: none"> - What is food product marketing? - How and why is food marketed? - Effects of food product marketing. | <p>Meler, M., & Cerovic, Z. (2003). Food marketing in the function of tourist product development. <i>British Food Journal</i>, 105(3), 175-192.</p> <p>Story, M., & French, S. (2004). Food advertising and marketing directed at children and adolescents in the US. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 1(1), 3.</p> <p>Ilbery, B., Morris, C., Buller, H., Maye, D., & Kneafsey, M. (2005). Product, process and place: an examination of food marketing and labelling schemes in Europe and North America. <i>European Urban and Regional Studies</i>, 12(2), 116-132.</p> <p>Elliott, C., & Truman, E. (2019). Measuring the power of food marketing to children: A review of recent literature. <i>Current nutrition reports</i>, 8(4), 323-332.</p> <p>Hoffmann, N. C., Symmank, C., Mai, R., Stok, F. M., Rohm, H., & Hoffmann, S. (2020). The influence of</p> |

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| | | <p>extrinsic product attributes on consumers' food decisions: review and network analysis of the marketing literature. <i>Journal of Marketing Management</i>, 36(9-10), 888-915.</p> <p>For Interest</p> <p>Potvin Kent, M., Velazquez, C. E., Pauzé, E., Cheng-Boivin, O., & Berfeld, N. (2019). Food and beverage marketing in primary and secondary schools in Canada. <i>BMC public health</i>, 19(1), 1-10.</p> |
| <p>Week 6 Monday, October 24th</p> | <p>Consumer Choice and Food Literacy</p> <ul style="list-style-type: none"> - Defining food literacy. - The role of food literacy in consumer choice. - Sustainability and consumer choice. - Consumer choice more generally. | <p>Grunert, K. G. (2002). Current issues in the understanding of consumer food choice. <i>Trends in Food Science & Technology</i>, 13(8), 275-285.</p> <p>Gruère, G. P., Carter, C. A., & Farzin, Y. H. (2008). What labelling policy for consumer choice? The case of genetically modified food in Canada and Europe. <i>Canadian Journal of Economics/Revue canadienne d'économique</i>, 41(4), 1472-1497.</p> <p>Mueller Loose, S., & Remaud, H. (2013). Impact of corporate social responsibility claims on consumer food choice: A cross-cultural comparison. <i>British Food Journal</i>, 115(1), 142-166.</p> <p>Dodds, R., Holmes, M., Arunsopha, V., Chin, N., Le, T., Maung, S., & Shum, M. (2014). Consumer choice and farmers' markets. <i>Journal of agricultural and environmental ethics</i>, 27(3), 397-416.</p> <p>Vidgen, H. A., & Gallegos, D. (2014). Defining food literacy and its components. <i>Appetite</i>, 76, 50-59.</p> <p>Cullen, T., Hatch, J., Martin, W., Higgins, J. W., & Sheppard, R. (2015). Food literacy: definition and framework for action. <i>Canadian Journal of Dietetic Practice and Research</i>, 76(3), 140-145.</p> <p>Peschel, A. O., Grebitus, C., Steiner, B., & Veeman, M. (2016). How does consumer knowledge affect environmentally sustainable choices? Evidence from a cross-country latent class analysis of food labels. <i>Appetite</i>, 106, 78-91.</p> |
| <p>Week 7 Monday, October 31st</p> | <p>The Food Service Industry</p> <ul style="list-style-type: none"> - What is the food service industry? | <p>Johns, N., & Pine, R. (2002). Consumer behaviour in the food service industry: a review. <i>International Journal of Hospitality Management</i>, 21(2), 119-134.</p> |

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| | <ul style="list-style-type: none"> - What are today's challenges in the food service industry? - A look at recent research in the field of food service. | <p>Mamalis, S. (2009). Critical success factors of the food service industry. <i>Journal of International Food & Agribusiness Marketing</i>, 21(2-3), 191-206.</p> <p>Bradley, D. M., Elenis, T., Hoyer, G., Martin, D., & Waller, J. (2017). Human capital challenges in the food and beverage service industry of Canada: Finding innovative solutions. <i>Worldwide Hospitality and Tourism Themes</i>, 9(4), 411-423.</p> <p>Liu, W. K., Lee, Y. S., & Hung, L. M. (2017). The interrelationships among service quality, customer satisfaction, and customer loyalty: Examination of the fast-food industry. <i>Journal of Foodservice Business Research</i>, 20(2), 146-162.</p> <p>Kim, S., Ham, S., Moon, H., Chua, B. L., & Han, H. (2019). Experience, brand prestige, perceived value (functional, hedonic, social, and financial), and loyalty among GROCERANT customers. <i>International Journal of Hospitality Management</i>, 77, 169-177.</p> <p>McAdams, B., Deng, A., & MacLaurin, T. (2018). Food allergy knowledge, attitudes, and resources of restaurant employees. <i>British Food Journal</i>, 120(11), 2681-2694.</p> <p>Holmes, M. R., Dodds, R., Deen, G., Lubana, A., Munson, J., & Quigley, S. (2018). Local and organic food on wheels: exploring the use of local and organic food in the food truck industry. <i>Journal of Foodservice Business Research</i>, 21(5), 493-510.</p> |
| <p>Week 8 Monday, November 7th</p> | <p>Innovation in the Food Industry</p> <ul style="list-style-type: none"> - What is innovation in the food industry. - Example of food innovation at play. - Emerging food innovations. - Consumer reaction to food innovation. | <p>Earle, M. D. (1997). Innovation in the food industry. <i>Trends in Food Science & Technology</i>, 8(5), 166-175.</p> <p>Chen, Q., Anders, S., & An, H. (2013). Measuring consumer resistance to a new food technology: A choice experiment in meat packaging. <i>Food Quality and Preference</i>, 28(2), 419-428.</p> <p>Doloreux, D. (2015). Use of internal and external sources of knowledge and innovation in the Canadian wine industry. <i>Canadian Journal of Administrative Sciences/Revue canadienne des sciences de l'administration</i>, 32(2), 102-112.</p> <p>Jermann, C., Koutchma, T., Margas, E., Leadley, C., & Ros-Polski, V. (2015). Mapping trends in novel and emerging food processing technologies around the</p> |

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| | | <p>world. <i>Innovative Food Science & Emerging Technologies</i>, 31, 14-27.</p> <p>Stefan, D. M., & Clémence, G. (2018). Food waste management innovations in the foodservice industry. <i>Waste management</i>, 79(1), 196-206.</p> <p>Manning, L., Brewer, S., Craigon, P. J., Frey, J., Gutierrez, A., Jacobs, N., Kanza, S., Munday, S., Sacks, J., & Pearson, S. (2022). Artificial intelligence and ethics within the food sector: Developing a common language for technology adoption across the supply chain. <i>Trends in Food Science & Technology</i>, 125, 33-42</p> |
| <p>Week 9 Monday, November 14th</p> | <p>Contemporary Issues in the Food Industry</p> <ul style="list-style-type: none"> - Emerging trends in the food industry. - Examination of specific trends in the industry. | <p>Huang, H. W., Wu, S. J., Lu, J. K., Shyu, Y. T., & Wang, C. Y. (2017). Current status and future trends of high-pressure processing in food industry. <i>Food control</i>, 72, 1-8.</p> <p>Santeramo, F. G., Carlucci, D., De Devitiis, B., Seccia, A., Stasi, A., Viscecchia, R., & Nardone, G. (2018). Emerging trends in European food, diets and food industry. <i>Food Research International</i>, 104, 39-47.</p> <p>Penn, J. (2018). Cultured Meat: Lab-Grown Beef and Regulating the Future Meat Market. <i>UCLA J. Envtl. L. & Pol'y</i>, 36, 104.</p> <p>Kalantari, F., Tahir, O. M., Joni, R. A., & Fatemi, E. (2018). Opportunities and challenges in sustainability of vertical farming: A review. <i>Journal of Landscape Ecology</i>, 11(1), 35-60.</p> <p>Berggren, Å., Jansson, A., & Low, M. (2019). Approaching Ecological Sustainability in the Emerging Insects-as-Food Industry. <i>Trends in ecology & evolution</i>.</p> |
| <p>Week 10 Monday, November 21st</p> | <p>Student Seminar</p> | <p>Students to Assign</p> |
| <p>Week 11 Monday, November 28th</p> | <p>Student Seminar</p> | <p>Students to Assign</p> |
| <p>Week 12</p> | <p>Student Seminar</p> | <p>Students to Assign</p> |

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| Friday, December 2 nd | | |
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Course Assessment

| | | | Associated Learning Outcomes | Due Date/ location |
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| Assessment 1: | 30% | In-class summaries of readings/presentations | LO 1 – 4 | <i>Weeks 1 - 12</i> |
| Assessment 2: | 30% | In-Class Seminar | LO 2 – 5 | <i>TBD</i> |
| Assessment 3: | 40% | Research Paper | LO 1 – 5 | <i>Week 12</i> |
| Total | 100% | | | |

Details of Course Assessment

- All assessments are individual.
- In-class summaries of readings/presentations – 30% of grade. This grade will be based on 10-class submissions (3% each) and will be jointly based on your written hand-in and your oral in class participation. Submissions will not be accepted late.
- In-Class Seminar – 30% of grade. Each student will be required to lead a seminar on their topic of inquiry. For this seminar, students will provide the class with at least four readings one week prior to their seminar. On the day of the seminar, the student will lead a seminar posing specific questions to the class to direct the discussion. The student will then take 15 to 20 minutes to discuss their research question, provide an overview of pertinent literature, and link in the seminar discussion that was had by the class. They will then have an opportunity to discuss their proposed research question with the class to refine and strengthen their question
- Research Proposal – 40% of grade. For this assignment, you are required to compose a research proposal in the format of a journal article (minus the findings and conclusions). This proposal will require the provision of a comprehensive literature review, research question, and chosen research methodology. Each student topic should be discussed with the instructor prior to week 6, and only after the student has completed their comprehensive literature review and developed their research question around a gap identified in an area of research in the food realm of inquiry. This proposal is due the last day of class (unless your seminar is the last week, in which case you have a 5 -day extension to revise and improve your paper based on in-class feedback from your seminar).

Teaching and Learning Practices

Seminars

Students will participate in seminars that will require them to have read and be able to talk about articles, their relevance and application to real world events.

Students will also be expected to conduct their own seminars based on their topics of interest and research

Course Resources

Required Text:

Readings for each week, identified in the above chart, will be provided to the students by the professor.

Other Resources:

Students will be required to utilize the University of Guelph's library resources to undertake their literature review.

Course Policies

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e., deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit, and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments:

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

Guidelines Around COVID

Ongoing health situations remain fluid. The University of Guelph sets the protocols and guidelines that must be followed by staff, students, faculty, and visitors. Please be sure that you have reviewed all information relating to COVID protocols and any other health-related restrictions for face-to-face interaction in class and on campus. Any changes made by the University once the course has started will be also shared through our CourseLink announcements and email.

Please remember that we are community members within the class and on campus. If you are experiencing symptoms of illness, it is always best to remain at home and connect with your peer team (see above section!) about missed content.

A couple of quick links:

COVID Information for Students:

<https://www.uoguelph.ca/covid19/covid-info-for-students>

UofG Wellness Centre:

<https://wellness.uoguelph.ca/>

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.shtml

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the University of Guelph Human Rights Policy. Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is December 2, 2022.
For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

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| Date Submitted to Chair: | |
| Chair Signature (Approval): | <i>S. Elliot</i> |
| Date Approved by Chair: | Sept 6/22 |