

Food systems & Resilience: PhD course (1,5/3/5,5 credits)

11th of January to 31st of March 2021

Course leader & coordinator: Kajsa Resare Sahlin | kajsa.resare.sahlin@su.se

Course examiners: Magnus Nyström & Garry Peterson

Brief description

In the Anthropocene, the challenges to food systems are many and diverse. “Resilient food systems” are increasingly considered desirable and the term is sometimes used interchangeably with “sustainable food systems”, even though resilience is not inherently a property of sustainability. There is a growing body of literature focused on food systems and resilience. A previous systematic mapping of articles published between 1991 and 2018 found 128 publications¹, and a preliminary search for literature published during 2019 and 2020 revealed about another 100 relevant publications. The aim of this course is therefore to gain a deeper understanding of how resilience is interpreted, applied and assessed specifically in relation to food systems and to be able to relate the current scientific knowledge on food systems and resilience to one’s own research.

The PhD course runs in parallel with a reading group at the Stockholm Resilience Centre and during the course, students will immerse themselves in a subset of the body of peer-reviewed literature on food systems and resilience, present and discuss key papers within the field and attend workshops with senior scholars.

The course accepts 20 students. PhD students from the SRC Resilience research school have priority. **To sign up to the course**, email Kajsa Resare Sahlin (kajsa.resare.sahlin@su.se) no later than **December 15th 2020** and state which course intensity you wish to attend. If selecting Hippo or Pangolin, also specify which Literature immersion sessions you want to attend.

Learning outcomes

It is expected that the student, after taking the course, will have gained:

- An in-depth understanding of food systems and resilience and be able to link the current state of knowledge to one’s own research.
- Awareness of biases and gaps in the body of literature on food systems and resilience.
- Understanding of overlaps and conflicts between resilience and sustainability of food systems.
- An overview of cases, methods and approaches used to study food systems and resilience.
- Skills in organising, preparing and moderating scientific seminars.
- Experience of discussing key papers with senior scholars.
- Experience of exposing yourself to the diversity of entry points to food system sustainability.

¹ Working paper by Cibele Quieroz et al.

Course content & Schedule

On the 11th of January, the course starts with an online introduction lecture. An invitation will be sent out via email.

The course then contains three separate activity types, which have been combined into three credit levels depending on the course intensity that you wish to attend. Students must *sign up in advance* to a course intensity.

Activity types

Activity type 1 – Literature immersion

Peer-reviewed articles have been pre-selected to match six themes of resilience which will be the focus of a respective *Literature immersion* sessions:

1. During the week **11-15th of January**
Theme: Overview of food system resilience
2. During the week **25-29th of January**
Theme: Multiple types of diversity of food system resilience.
3. During the week **8-12th of February**
Theme: Connectivity, feedbacks and CAS thinking.
4. During the week **22-26th of February**
Theme: Learning, participation and governance.
5. During the week **8-12th of March**
Theme: Expanding the resilience principles: Power and equity.
6. During the week **22-26th of March**
Theme: How do we assess resilience of food systems in practice? Tools, metrics and methods.

PhD students attend by *signing up in advance* to one or several *Literature immersion* sessions (depending on course intensity) and you will be assigned a reading group (group A/B/C/D etc.)

All participants must prepare each session by reading the selected literature and fill in a mapping template in Excel. Within your reading group (group A/B/C/D etc.), PhD students must then self-organise a 60-minute discussion during the assigned week.

Based on a rotational schedule, one person in each reading group is in charge of noting down attendance and reporting it to the course coordinator.

Activity type 2 – Key papers in BBLs

Among the literature covered in each *Literature immersion* session, there is a key paper which will then be the focus of a subsequent “Brown Bag Lunch” (BBL), an SRC in-house format for short seminars.

1. During the week **18-22nd of January**
2. During the week **1-5th of February**
3. During the week **15-19th of February**
4. During the week **1-5th of March**
5. During the week **15-19th of March**
6. On the **29th of March**

Students can earn credits by organising and moderating a 60-minute BBL. The student/s should make preparations for an online and SRC in-house seminar and prepare a short presentation (maximum 15 minutes) of the key paper, focusing on the key messages of the paper and, if relevant, how resilience is interpreted, applied and/or assessed in the paper, how its findings relate to the broader context of food system sustainability and the strengths and weaknesses of the paper. The presentation should also briefly describe the approach of the paper.

It is also advised to prepare questions/topic for discussion. One week prior to the event, the BBL should be announced to staff at the SRC and other relevant participants who in turn need to prepare by reading the paper. During the BBL, the student/s should moderate a 45-minute discussion.

Other PhD students (not in charge of the BBL) attend the number of BBLs corresponding to their course intensity.

Please note that the date of the final BBL is set to the 29th of March to allow for time for the examination before the end of the course (see Examination below).

Attendance will be registered by the course coordinator.

Activity type 3 – Discussion sessions with senior scholars

On three occasions from January to March, discussion sessions with the authors of particularly interesting papers, senior resilience scholars, resilience practitioners or similar will be organised.

1. During the week of **25-29th of January**
2. During the week of **22-26th of February**
3. During the week of **22-26th of March**




Students prepare by reading the paper/s discussed during the session and are then expected to actively participate during the session.

Attendance will be registered by the course coordinator.

	January			February			March	
	11th	18-22nd	25-29th	1-5th	8-12th	15-19th	22-26th	29th
ACTIVITY 1 LITERATURE IMMERSION Purpose of this track is to immerse oneself in the literature around 6 themes of resilience. Participation requires pre-registration & preparation by reading the week's papers. PhD & theme member discussion groups are kept separate.		Reading groups (A/B/C/D,.) Theme: Overview of food system resilience <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	Reading groups (A/B/C/D,.) Theme: Multiple types of diversity of food system resilience <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	Reading groups (A/B/C/D,.) Theme: Connectivity, feedbacks and CAS thinking <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	Reading groups (A/B/C/D,.) Theme: Learning, participation and governance. <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	Reading groups (A/B/C/D,.) Theme: Expanding the resilience principles: Power and equity. <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	Reading groups (A/B/C/D,.) Theme: How do we assess resilience of food systems in practice? Tools, metrics and methods. <i>Prepare:</i> read this week's papers & fill in mapping structure. Self-organise discussion session. Attend: 60 minute discussion filea	EXAMINATION Write a refereed reflection (2-5 pages) how the literature, discussions and insights relate to and affect their own research project. The essay should relate to the learning objectives of the course. Deadline for the essay is March 30 12.00 (CET) Students will then be paired and provide peer-review on each other's essays. Deadline for the peer-review is March 31 at 17.00 (CET).
	ACTIVITY 2 KEY PAPERS DISCUSSED IN BBL Purpose of this track is to get a more in-depth understanding of key papers in the field and practice organisation and moderation skills. Sessions are organised by PhD students.	Introduction lecture Online January 11th 2021	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.	Presentation session/BBL <i>Prepare:</i> PhD student organises and moderates a BBL on 1 key paper. Everyone else reads paper. Attend: presentation/BBL & discuss.
ACTIVITY 3 DISCUSSION SESSIONS W. SENIOR SCHOLARS Purpose of this track is to discuss especially interesting literature with its author/s or senior scholar/practitioners and relate insights to your own work.			Discussion session w. invited speaker/s <i>Prepare:</i> read paper/s & prepare questions/discussion topics Attend: seminar on Zoom. Recommended evaluation: write short reflection in relation to your own work			Discussion session w. invited speaker/s <i>Prepare:</i> read paper/s & prepare questions/discussion topics Attend: seminar on Zoom. Recommended evaluation: write short reflection in relation to your own work		Discussion session w. invited speaker/s <i>Prepare:</i> read paper/s & prepare questions/discussion topics Attend: seminar on Zoom. Recommended evaluation: write short reflection in relation to your own work

Course intensities

You can attend the course at three levels of intensity – hippo, pangolin and fox – which all contain Literature immersion sessions, BBLs and discussion sessions, but the total number of activities vary.

Course intensity	Minimum requirement of Activity type 1 - Literature immersion sessions	Minimum requirement of Activity type 2 - BBLs	Minimum requirement of Activity type 3 - Discussion sessions	Examination
HIPPO (1,5 credits) 	1	Attend 1 (no organisation of BBL)	1	1
PANGOLIN (3 credits) 	3	Organise 1 Attend 2	1	1
FOX (5,5 credits) 	6	Organise 1 Attend 5	3	1

Please note that the obligatory activities for each course intensity is the **minimum requirement** of engagement, you are welcome to attend more sessions but must always meet the minimum requirements for the next course intensity to receive more credits. **Remember** that you **must always** sign up in advance for Literature immersion sessions.

Examination and Grading

The final examination of the course is done by a written essay and peer-review. Students are required to write 2-5 pages reflecting on how the literature, discussions and insights relate to and affect their own research project. The essay should relate to the learning objectives of the course.

The deadline for the written essay is March 30 at 12.00 (CET). Students will then be grouped and provide peer-review on each other's essays. The deadline for the peer-review is March 31 at 17.00 (CET).

The course is a pass/fail. To pass, students are required to:

- Actively participate in the activities corresponding to their chosen course intensity, including to fill in the Excel structure for the Literature immersion sessions.
- Report attendance to the course coordinator when having been assigned responsibility.
- Write the examining essay and conduct the peer-review.

Important dates

December 15th: Last day to sign up for course (to kajsa.resare.sahlin@su.se). Remember to include if you want to attend hippo, pangolin or fox and if either of the two former, which Literature immersion sessions you want to attend.

December 17th: You will be notified if you can attend the course.

January 4th: Reading groups will be assigned and the papers for the Literature immersion sessions will be circulated (no later than the 4th but potentially earlier).

January 11th: Course start and introduction lecture.

March 30th: Deadline for examining essay at 12.00 (CET). Remember to cc kajsa.resare.sahlin@su.se in the exchange.

March 31st: Deadline for peer-review at 17.00 (CET). Remember to cc kajsa.resare.sahlin@su.se in the exchange.