



Food Leadership & Humanity

General Information

Course #: FN-9211B
Section #: 001
Term: Winter
Year: 2025-26
Delivery: In person

Instructor Information

Name: Peggy O'Neil, PhD., OCT.
E-mail: poneil2@uwo.ca
Office hours:

Course Description

Through an arts/humanities and humanistic education lens, this course presents a survey of leadership foundations across various topics in food, nutrition, and dietetics, primarily in Canada. Emphasis is placed on personal integrity, moral imagination, and human flourishing.

Prerequisite(s):

Registration in the MScFN.

Required Course Materials

- All weekly readings and resources are posted in OWL.
- Schön, D. A. (1987). Preparing Professionals for the Demands of Practice in *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions* (1st ed., pp 3-21). San Francisco: Jossey-Bass

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Examine food leadership and humanity in the context of ethics, duty to others, law/justice, and human flourishing.
- Review, explore, and analyze the values embedded in current food trends.
- Research and discuss areas of food leadership that foster moral imagination.
- Understand the uniqueness of one's own life in food leadership.
- Self-assess personal/professional aims for the collective potentials of humanity.

Teaching Methodology and Expectations of Students

This course is taught using a humanistic education philosophy which focuses on individual development toward the collective potential of humanity. This approach to teaching/learning emphasizes generated knowledge and shared experiences in the classroom; as such, the instructional method for the course is *communities of practice* (Wenger & Trayner), which includes experiential learning combined with self/team contributions, reflections, and assessments.

Accordingly:

- Students are expected to foster **a culture of sharing, caring, dignity and respect in all course-related interactions**. Students will help each other during whole class and small group engagement activities, including debates, reflection, analysis, discussions, role play and other collaborative experiences.
- Weekly readings and other resources must be read/viewed **PRIOR to each class** in order to contribute to each student's own and to peers' growth and understanding.
- **Attendance and active contribution are mandatory.**

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, includes but is not limited to writing assistants (e.g., ChatGPT, QuillBot) and translation services (e.g., Google translate). **Use of generative AI tools is prohibited or in a way not specifically allowed is a scholastic offence and subject to the penalties for a scholastic offence outlined in the Academic Calendar.**

Students Cannot Use any form of AI in this course.

Evaluation

Component	Weight	Date/ Deadline
Literature Searches (4 x 7.5% Each)	30%	See Schedule
Autobiography Analysis	10%	Mar. 10 th
Leader Development Journal	20%	On-going & Apr. 7 th
Research Presentation & Paper	40%	Mar. 31 st ; Apr. 7 th

Evaluation Breakdown:

1. Literature Searches (30%):

Where indicated in the course schedule, each student will: a) choose three publications such as scholarly articles, news stories, or government reports/policies, etc., from 2021– 2026 on the topic of the week; and b) submit a written synopsis (no more than 250 words) on how the article(s) relate(s) to the leadership/human progress topic of the week; and c) deliver a 5-minute presentation to colleagues to expand their artistry and technique in leadership.

2. Autobiography Analysis (10%)

The purpose of the Autobiography Analysis is to provide students with an opportunity to expand their understanding of leader identity development, emergence and effectiveness by exploring and analyzing the life of an iconic leader. Individually, each student will select an autobiography (written by an entrepreneur, artist, athlete, etc.) in order to understand life's circumstances, the desire for change, leader character/integrity, contributions to humanity, and reflective practice. The Autobiography Analysis will be presented in PowerPoint presentation format, or, in an instructor-approved, creative format.

2. Leader Development Journal (20%):

Each week, students will reflect on readings, cases, class discussions, presentations, and consider how these influence personal and professional knowledge, attitudes and beliefs. Your writing framework/approach should refer to Schon's (1987) reflective practice (SEE ABOVE), considering, in particular, your development in BOTH creative and technical dimensions of food leadership and human progress.

3. Research Paper and Presentation/Engagement Activity (40%):

In teams, students will choose a topic in leadership/human progress of interest to them, and will develop a major paper (15 pages of text, 12-font, double-spaced; excluding title page, minimum 20 references ---at least 15 of which scholarly publications--- graphs or other supporting documentation). Papers should be written according to a standard APA 7th edition citation style and general principles of scholarly writing: introduction, body (with appropriate sub-sections) summary, and relevance to practice.

Presentations/class engagement activities to the class will be scheduled during the last week of classes; order of presentation TBA; for 20 minutes with an additional 5 minutes for question and answer.

Written papers are due on the last day of class and will be marked based on coherence, fruitfulness of research, contribution to research and practice, overall content, clarity of writing, and scholarship. Presentations will be evaluated based on effectiveness of presentation, e.g. use of effective visual aids, audience engagement, ability to answer questions, etc.

Some suggested, not mandatory, general areas in leadership/human progress for the major paper follow:

- Ethics (Virtue, duty to others, consequences)
- Giving Voice to Values
- Leader Character
- Food Law/Policy
- Arts, humanities and creative works (e.g. Food and folklore)
- Food System Transformation
- World Trade Organization
- Peacekeeping
- Other topic of your choice (must be approved)

Course Content

Weekly Organizer:

Week	Date	Description	Assignments and/or Readings Due
1	Jan. 6	INTRODUCTION: COURSE <ul style="list-style-type: none"> • Welcome and Warm-Up Exercise • Overview of Food Leadership and Human Progress • The 3 Disciplines • Communities of Practice • Reflective Practice 	<ul style="list-style-type: none"> • OWL Resources • Article: Wenger & Trayner (2015) • Article: Schon (1987)
2	Jan. 13	INTRODUCTION: <ul style="list-style-type: none"> • Aims of Leadership • Nature of human progress 	<ul style="list-style-type: none"> • OWL Resources • DUE: Research Paper Topic
3	Jan. 20	ETHICS/VISION <ul style="list-style-type: none"> • Human Rights (Universal & Canadian) • Foundations in Ethics/Law • Sustainable Governance 	<ul style="list-style-type: none"> • OWL Resources
4	Jan. 27	MEDIA/ADVERTISING <ul style="list-style-type: none"> • Food Environment Issues and Education • Marketing Integrity and the Law • LIBRARY PRESENTATION (Information & Justice) 	<ul style="list-style-type: none"> • OWL Resources • DUE: 1st Lit. Search
5	Feb. 3	HUMAN RESOURCES/LABOUR MARKETS/SOCIAL JUSTICE <ul style="list-style-type: none"> • Human Rights/ Labour Law • Professional Education 	<ul style="list-style-type: none"> • OWL Resources

6	Feb. 10	FINANCE/PURCHASING <ul style="list-style-type: none"> • Money and Morals • Possibilities for Public Food Procurement 	<ul style="list-style-type: none"> • OWL Resources • DUE: 2nd Lit. Search
		<ul style="list-style-type: none"> • READING WEEK 	
7	Feb. 24	SERVICE DELIVERY <ul style="list-style-type: none"> • Ontario Healthy Food for Healthy Schools Act (2008) • Ontario Student Nutrition Program • Food Literacy & Progression through Grades 	<ul style="list-style-type: none"> • OWL Resources
8	Mar. 3	QUALITY ASSURANCE/MANAGING CHANGE <ul style="list-style-type: none"> • From Goodwill to Public Policy • Food Inspections • Food Integrity 	<ul style="list-style-type: none"> • OWL Resources • DUE: 3rd Lit. Search
9	Mar. 10	LEADERSHIP/MOTIVATION <ul style="list-style-type: none"> • Leader Identity Development • Giving Voice to Values • Consumer Moral Leadership & Public Action 	<ul style="list-style-type: none"> • OWL Resources • DUE: Autobiography Analysis
10	Mar. 17	STRATEGIC MANAGEMENT/PROGRESS <ul style="list-style-type: none"> • Thought Leadership & Advocacy • Sustainable Governance (Revisited) • Innovation 	<ul style="list-style-type: none"> • OWL Resources • DUE: 4th Lit. Search
11	Mar. 24	<ul style="list-style-type: none"> • INDIVIDUAL MEETINGS WITH INSTRUCTOR 	<ul style="list-style-type: none"> • See schedule
12	Mar. 31	<ul style="list-style-type: none"> • Research Presentations 	<ul style="list-style-type: none"> • DUE: Research Presentation
13	Apr. 7	<ul style="list-style-type: none"> • Independent Research & Writing • No in-person class 	<ul style="list-style-type: none"> • DUE: Research Paper • DUE: Leader Development Journal

Brescia School of Food & Nutritional Sciences Graduate Course Information 2025-2026

Enrolment Restrictions

Enrollment in this course is restricted to graduate students in Faculty of Health Sciences, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>

3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness Services

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@uwo.ca

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Statement on Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Additionally,

- A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
- B) Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Copyright and Intellectual Property

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Policy for Accommodation for Class Absence, Late and/or Missed Assignments

In case of a class absence, the student will notify the instructor as soon as possible. The student is responsible for any missed material covered during class. In case of missed assessments, a penalty of 10% will be applied for late work without accommodation. Missed assignment more than 7 days late will be assigned a mark of zero without accommodation. In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Students who have been denied accommodation by an instructor may appeal this decision to the Graduate Chair of the Brescia School of Food and Nutritional Sciences (see “Appealing a Grade Within this Course” for details on appeals).

Policy for Accommodation for Missed Final Exam

In case of a missed final exam, permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Use of Artificial Intelligence for the Completion of Course Work

Within this course, artificial intelligence tools (e.g., “ChatGPT”) may **NOT** be used. All submitted work must reflect your own thoughts and independent written work.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation. For more details information, student can consult [this](#) resource.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Graduate Chair (submission of written request)
3. SGPS (submission of written request)