

SOCIOLOGY 4013 / SOCIAL JUSTICE STUDIES 5011
Food Security in Rural and Northern Communities
Sept - Dec 2017
Wednesday 2:30-5:30
RB 3051

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Course Description:

In this course we will learn about food security, paying particular attention to rural, northern and indigenous communities. We will examine the socio-historical development of food security as a social construct and the material reality of hunger and not having enough to eat. We will situate our learning about food security / food insecurity / food sovereignty within a framework of local-global food systems. We will explore the impacts of food insecurity on health and well-being through a Social Determinants of Health (SDH) framework with other determinants such as income, education, housing, employment, gender, indigeneity, etc. We will study individual, community and governmental responses to food insecurity including food charity (food banks, emergency food services), food programming (community gardens, urban agriculture, school foods etc), and food policy strategies (municipal food charters, national food policy). Finally, we will examine food justice and advocacy work. For example, the public Facebook group: Feeding My Family (see: <https://www.facebook.com/groups/239422122837039/>) in northern Canada.

This course has been organized as a Community Service Learning (CSL) course! CSL is built on the idea that our learning should be experiential – not just from books. This fits with my goal to teach you ‘how to think’, not just ‘what to think’!

This term, our class will be collaborating with Shelter House (www.shelterhouse.on.ca) to undertake a project to raise awareness about food insecurity in our community. Shelter House is a not-for-profit service organization in Thunder Bay whose mandate is to provide short-term relief to those in need of shelter, food, and other basic needs. Our class will work together in partnership Shelter House to develop a mutually beneficial project where we can be civically engaged and advocate for social justice, while supporting individuals within our community who are experiencing homelessness and food insecurity. This service learning opportunity will facilitate our understanding about the interconnections between policy, community, citizenship and civic responsibility, Sociology and Social Justice.

Learning Outcomes:

- Develop knowledge about the material realities of food security / food insecurity;
- Examine how food security is socially constructed;
- Understand individual, community, and governmental responses to food insecurity;
- Explore food justice and food sovereignty;
- Explore the relationship between sociology, social justice and policy;
- Engage the community through service learning with a local non-profit service agency which works on food insecurity; and
- Develop university-level research, analytical and writing skills.

Required Textbooks:

Required textbooks are available through the campus bookstore.

- 1) *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario*, (2017) Edited by Michael A. Robidoux and Courtney W. Mason.
- 2) *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, (2011) Edited by Hannah Wittman, Annette Aurélie Desmarais & Nettie Wiebe.

Additional readings will be posted on the D2L course site or available as open-access journal articles at the links provided.

How the class is organized:

This class is organized through a model of community service learning (CSL). CSL requires that we engage with our community and be reflexive about this practice. Your success will depend on your commitment to active learning, participation, attendance, critical reflections and engagement with the readings and course materials. You are expected to come to class with the readings completed and be prepared to actively engage in group/class discussions.

Students are absolutely required to commit to the activities and community engagement structured within the course. This means that our coursework will involve structured classroom time in our scheduled course hours in addition to time spent at Shelter House, in lieu of classroom time, of which you will be notified well in advance. For instance, our class will go to Shelter House to prepare and serve a meal twice over the course of term (dates noted below on Reading Schedule).

Please note: If for some reason you are unable to participate in the hours outside of class time, notify me as soon as possible so we can figure out an alternative activity.

A D2L (Desire 2 Learn) site has been set up for this course and will be used a repository for course materials, optional readings, web links and announcements of interest. Please ensure that you have access to the D2L site and check it regularly for class announcements and information. Also please feel free to send me any postings you think would be of interest for your classmates.

If you have questions, at any time during this course, please visit me in my Office Hours (as listed above) or contact me through email at: barbara.parker@lakeheadu.ca

Please note: I will only respond to emails sent from a Lakehead university email account. Also in the subject heading, please put the Course Number (SOC 4013). Please recognize that I will do my best to reply to your emails within 24 hours.

CLASSROOM ETTIQUETTE: As a courtesy to your peers and the instructor, please turn off or mute all phones and be advised that laptops are only to be used in the classroom for note-taking purposes.

LEARNING ACCOMODATIONS: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

PLAGIARISM & ACADEMIC MISCONDUCT: Plagiarism is a serious academic offence. Please take the time to familiarize yourself with what it means to plagiarize the words or ideas of others and your responsibilities as a student at Lakehead University. From the Course Calendar:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

If you have questions, consult the professor.

EVALUATION:

Participation	10% (ongoing)
Community Engagement	10% (Sept 27 th & Nov 22 nd *)
Group Presentations	15% (October 18 th)
Reflection Journal	25% (Due: December 1)
Community Class Project	15% (Due: Date in November TBD)
Final Research Paper	25% (Due: December 6 th)

Late Penalty Students are reminded that late assignments will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained.

* Please be advised that dates may change

EVALUATION INFORMATION

All assignments will be discussed in class and you will have the opportunity to ask questions about expectations. Please note that unless otherwise specified, assignments are due in class on the due date. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. Ensure that all assignments are double-spaced in 12 font, with a title page. Finally, you are required to use ASA (American Sociological Association) Referencing Style for all assignments. See: <https://owl.english.purdue.edu/owl/resource/583/1/>

It is suggested that for your benefit, keep a back up copy of all work.

EVALUATION INFORMATION:

1. Participation (10%)

Participation: Your in-class participation mark will reflect both attendance and your willingness to actively engage with course materials and service learning activities. Active listening is just as important as speaking. A full grade will not be awarded simply for talking a lot. Please be mindful of your classmates and the diversity of experiences we each bring to our class discussions, which all work to further our understanding of the topics at hand. Your contributions will be thoughtful, respectful of others' life experiences and interpretations of the course materials, and will contribute to and lead to further discussion. Do not hesitate to ask questions – if you have a question about something, chances are, someone else does too!

Group Work: Each student will be assigned to an in-class working group. This will be your working group for weekly class-based discussions and the group presentation. Working groups should exchange email addresses/contact info of members in the first week of classes in order to be in touch with one another outside of class time.

2. Community Engagement (10%)

In our community service learning, our class will visit Shelter House to learn more about the organization and clients it serves. To do this, we will volunteer to prepare and serve 2 evening meals. This will require that we be at Shelter House twice in the Term to serve dinner and clean up afterwards. On these dates, our class is at Shelter House and there will be no in-class meeting on campus.

Date 1: Sept 27th *

Date 2: Nov 22nd *

*I am waiting on confirmation of these dates, so please note they may change.

Each opportunity will be worth 5% (X 2) for your participation and contribution.

You are required to write a journal entry about each of these experiences. (See 4. Reflection Journal below)

3. Group Presentation (15%)

In your small groups, you will pull together a 20-minute class presentation that details your proposal and plan for a Community Class Project that is an awareness and funding campaign for Shelter House. The goal of this exercise is to think creatively and critically about a fund raising project that we as a class can undertake through November to raise funds for Shelter House food programming and awareness about the interconnections between food insecurity, homelessness, and poverty.

On October 18th, I will invite a panel of guests to assist the class in voting on the best proposal! All students in the class will have the opportunity to vote on the proposals and

select the one project that we as a class can undertake as our Community Class Project. The proposal with the most votes will 'win'. Winning means that our class will undertake the activities of the campaign in the second half of the class.

Things to keep in mind from the beginning: the proposal must consist of a project that is doable and realistic in the time frame we have; it must be creative and raise awareness in the community about food insecurity; and we want to be able to raise money for Shelter House that can be put towards food programming.

Proposal Presentations will take place in class on October 18th.

The creative proposal may use powerpoint, Prezi or some other form of mixed media. You can design posters, a webpage or provide hand-outs to the panel of judges and your fellow classmates. The fundraising / awareness campaign must have a clear objective and approach with timeline. Please remember that this is a group effort! You will be given an opportunity to assess one another's contribution following the presentation date.

Finally, you are required to write a journal entry about the experiences of working as a group and developing the proposal (See 4. Reflection Journal below).

Further details and discussion will be provided in class.

4. Reflection Journal (25%)

Reflection is a key activity of community service learning. Reflection provides an opportunity to connect real life experiences to theoretical concepts. To this end, each of you is required to engage in self-reflexivity in a Reflection Journal. The expectation is that you will critically reflect on the opportunities you have at Shelter House, through class activities and on the readings you are doing for class.

A reflective journal entry will be both subjective and structured, typically consisting of three parts:

1. **Observation** - Describe what you saw, heard and did
2. **Reflection** - Reflect on the experience
3. **Analysis** - Make connections to the course readings.

Journal Entries: 5 x 5%

1. Meal Preparation & Serving at Shelter House – Sept 27*
2. Meal Preparation & Serving at Shelter House - Nov 22*
3. Group Presentation – Reflection on Process of Working Together
4. Community Class Project – Reflection on Process of Working on Class Project
5. Community Class Project – Reflection on the Outcome of the Fundraising Project

Each entry in your Reflection Journal will be 2-3 pages double-spaced. Please write in first person and remember to reference course materials in ASA as required.

Further details will be provided in class.

5. Community Class Project (15%)

The Community Class Project will be determined by the 'winning' proposal on October 18th.

As part of this project, as a class we will organize an on-campus event in The Study to showcase our work and community service learning activities.

The Community Class Project must wrap up by the end date of Term – Nov 29th.

Finally, you are required to write two journal entries about the experience of the Community Class Project (See 4. Reflection Journal above)

Further Evaluation Details will be provided in class.

6. Final Research Paper (25%)

Your final research paper is an opportunity to engage with current research and scholarly work in the fields of food security, food sovereignty, or food justice. You are to choose a topic, derived from the course content, and explore current literature / research in the area. Your paper should be developed around a thesis statement and include an introduction, main body, and conclusion. Please consult with me about your topic once you have chosen the area you wish to explore. You are required to use a minimum of 5 external references in addition to course materials in your paper. Please remember to reference in ASA style.

For Soc 4013 students, your final research paper will be 8 - 10 pages.

For Socj 5011 students, your final research paper will be 15 - 20 pages.

Further details will be provided in class.

Topics & Readings by Week:

Week 1 – September 6

Welcome & Overview

- Overview of Course, Syllabus & Evaluation Criteria

Question driving this class:

- How do we understand food security as a social problem?
- How can we use a sociologically informed / social justice approach to advocate for social change?
- What does that social change look like?

Reading:

1. Lappe, F. M., & Collins, J. (2015) World Hunger: Ten Myths. Food First Backgrounder <https://foodfirst.org/wp-content/uploads/2015/08/Summer-2015-Backgrounder-10-Myths.pdf>

Week 2 – September 13

Introduction: Engaged Pedagogy, Food Security and Food Sovereignty

- Engaged Pedagogy
- Community Service Learning (CSL)?
 - What do we mean when we talk about ‘community’?
- Food Security / Food Insecurity / Food Sovereignty
 - Why situate our learning in a rural, northern and Indigenous context?
- Small Group Activity – 3 Minute Story
- Introduce Shelter House

Readings:

1. bell hooks (1994). Engaged Pedagogy, in *Teaching to Transgress: Education as the Practice of Freedom*, London, New York: Routledge, pgs. 13-22. (on D2L)

2. Tarasuk, V. & Dachner, N. (2017). Origins and Consequences of and Responses to Food Insecurity in Canada, in *Critical Perspectives in Food Studies*, pgs. 221-236.

3. CH 1, Nurturing Food Sovereignty in Canada, in *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, pgs. 1-19.

Week 3 – September 20

Understanding the Issues in Rural, Northern and Indigenous Communities

Readings:

1. Prologue: Conversations with Wawakapewin Elder Simon Frog, in *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario* (pgs. VIII-XVI)

2. Introduction: Food Security in Rural Indigenous Communities, in *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario* (pgs. 1-15)

3. Watson, A. (2013). Groundswell: A Guide to building Food Security in Rural Communities. CH 2: Rural Communities and CH 3: Why is Food Security Important, pgs. 5-19. (On D2L)

*Webinar - Arctic Institute of Community-Based Research & Food Secure Canada (Feb 2017), Core Themes on Northern Food Security, <https://youtu.be/XSHXQpBCmKA>

Week 4 – September 27

Service Learning Opportunity at Shelter House

- Prepare Dinner and serve Shelter House clients
- Meet at Shelter House – 420 George Street

*Remember to do up your field notes following the service learning at Shelter House

Reading:

1. Building a Better Thunder Bay for All: A Community Action Strategy to Reduce Poverty (2013). (On D2L)

Week 5 – October 4

Food Security, Food Sovereignty: Lasting Impacts of Colonialism

- Invited Guests from Aboriginal Cultural Support Services: Kairos Blanket Exercise
- Group Discussion: Service Learning Opportunity at Shelter House
- Indigenous Food Sovereignty

Reading:

1. CH 1 What Happened to Indigenous Food Sovereignty In Northern Ontario, in *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario* (pgs. 16-33)

2. CH 6 Morrison, D. (2011). Indigenous Food Sovereignty: A Model for Social Learning, in *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, pgs. 97-113.

Week 6 – October 11

No class – Fall Reading Week

Week 7 – October 18

Community Class Project Proposal Presentations

- Presentation of Group Proposals
- Select Fundraising Project
- Organize class to undertake Community Class Project

Reading:

1. Building a Better Thunder Bay for All: A Community Action Strategy to Reduce Poverty (2013). (On D2L)
2. The Cost of Eating Well in the City of Thunder Bay 2014, Northwestern Ontario District Health Unit (On D2L)

Week 8 – October 25

Impacts of Food Insecurity on Health: Exploring Social Determinants of Health (SDH)

- Explore Impacts of Food Insecurity on Health
- Define Social Determinants of Health
- Intersection of Determinants & Food Security

Readings:

1. CH 2. Understanding the Legacy of Colonial Contact from a Physiological Perspective, in *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario* (pgs. 34-50)
2. CH 8 Food Security and 9 Housing, *Social Determinants of Health: The Canadian Facts*. (pgs. 26-31) (On D2L)
3. McNyre, L. (2003). Food Security: More than a Determinant of Health, *Policy Options*, March 2003, 46-51. (On D2L)

Week 9 – November 1

Community Nutrition and Community Gardens: Exploring Solutions

Readings:

1. CH 8. Engler-Stringer, R. (2011). Community Nutrition Practice and Research: Integrating a Food Sovereignty Approach, in *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, pgs. 134-150.

2. CH 9. Hansen, Y. (2011). Growing Community: Community Gardens as a Local Practice of Food Sovereignty, in *Food Sovereignty in Canada: Creating Just and Sustainable Food Systems*, pgs. 151-168.

*Film: TBA

Week 10 – November 8 Rebuilding Local Food Systems

- Guest Speaker: Thunder Bay Food Strategy

Readings:

1. The Thunder Bay and Area Food Strategy: Connecting Food and Community (2014) (On D2L)

2. The Thunder Bay Food Charter (On D2L)

3. CH 4, Traversing the Terrain of Indigenous Land Based Education, In *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario*, pgs. 85-123.

*Film: Saxburg, K. (2012). Northern Grown: How is Thunder Bay Feeding Itself? *Food Security Research Network*, <https://m.youtube.com/watch?v=gKjwj7oAAA> (30 min)

Week 11 – November 15 Re-envisioning Food Sovereignty in Indigenous Communities

Readings:

1. CH 3, Collaborative Responses to Rebuilding Local Food Autonomy in Three Indigenous Communities in Northwestern Ontario, In *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario*, pgs. 51-84.

2. CH 5 Pimatisiwin: Women, Wellness, and Land Based Practices for Omushkego Youth, In *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario*, pgs. 124-145.

3. Conclusion: Restoring Local Food Systems, In *A Land Not Forgotten: Indigenous Food Security & Land-Based Practices in Northern Ontario*, pgs. 146-167.

Week 12 - November 22
Service Learning at Shelter House

- Prepare Dinner and serve Shelter House clients
- Meet at Shelter House – 420 George Street

*Remember to do up your field notes following the service learning at Shelter House

Week 13 – November 29
Symposium and Showcase – The Study

- Class will assist in organizing a Showcase of our Community Service Learning in The Study

*Please note that readings and activities may change with notice of the Professor