

**SOC 5116 / SOCJ 5011 WDF  
Gender, Health & Food Justice**

**Dr. Barbara Parker**  
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**Office Hours:** Tuesday 1-2 pm

**Class Time:** Wednesday 2:30-5:30pmEST  
**Place:** Zoom

## **Welcome** to **soc 5116 / SOCJ 5011 WB: Gender, Health & Food Justice!**

This course explores Food Justice, Gender and Health. Food Justice is a relatively new construct. It marries social justice with food and a concern for equity and autonomy over food practices and food systems (production, consumption and distribution). To this end, there has been much scholarly interest in theorizing connections between gender, health, food security, food sovereignty and food justice. Critical conversations concerning questions of access, food literacy, nutrition, health, the environment and social justice are happening through feminist food studies and intersectionality scholarship. Intersectionality analyses go beyond gender and consider how race, ethnicity, social class, and able-bodiedness among other axis of identity shape food practices and our interactions with the food system. In this course, we will explore the intersectional politics of food justice and food sovereignty in our food systems (alternative food movement / networks, and the industrial food system). At the same time, we will also undertake a critical and reflexive journey of our own embodied and material experiences of food and health. We will explore what it means to do justice-oriented work in relation to food through published accounts, our own narratives and through course materials.

### **LEARNING OBJECTIVES**

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- Examine theories of food justice, feminist intersectionality, and health;
- Examine the intersections of food, gender, health, bodies, and the environment;
- Explore nutritionism and healthism as these relate to food justice;
- Develop communication, facilitation and presentation skills;
- Participate in engaged scholarship and reflexivity; and
- Learn university-level research, analytical and writing skills.

### **TEXTBOOK** (available through the University Bookstore & Library)

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1) de Souza, Rebecca. 2019. Feeding the Other: Whiteness, Privilege and Neoliberal Stigma in Food Pantries. Cambridge: MIT Press.

All other Required Readings are posted on the Desire to Learn (D2L) course website that accompanies this course.

## HOW THE COURSE IS ORGANIZED

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This class is synchronous. Our class will meet on Wednesday's at 2:30 on Zoom (zoom links are available on the D2L course site). Because we only meet once a week, your attendance and full participation in class is required. Before logging on each Wednesday, you should complete the required readings and come prepared to discuss the topic at hand.

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](mailto:barbara.parker@lakeheadu.ca)

**Email:** In the subject heading, please put the Course Number: SOC 5116/SOCJ WDF. I will do my best to reply to you within 24 hours. ***Please note that I will only respond to emails sent from a Lakehead university email account.***

**ZOOM ETTIQUETTE:** I ask that you participate in our Zoom class with your video link turned "on" and your sound "muted" unless you are speaking. This will minimize the sound distractions of many microphones while enabling us to see one another, which will help us get to know one another. If you are unable to keep your video on throughout class (personal, technological or other reasons), upload a pic to your Zoom profile. As a courtesy to your peers and myself, please turn off or mute all phones while in our Zoom Room.

**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.

Please review Section IX Academic Misconduct:

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=27&chapterid=8325&loaduserredits=False>

**Copyright Compliance:** I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(1) I may access and download the course materials only for my own personal and non-commercial use for this course; and

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(2) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

**Exam/Assignment Integrity:** I understand and agree that:

(1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

If you have questions, consult the professor.

**COURSE EVALUATION**

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1. Participation .....	10
2. Weekly Encounters .....	10
3. Weekly Reading Papers .....	20
4. Discussion Facilitation.....	15
5. Food & Identity Paper.....	15 Due: March 3
6. Final Assignment (choose A, B or C).....	30 Due: April 15

**EVALUATION INFORMATION**

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All assignments will be discussed in class and you will have the opportunity to ask questions about expectations.

**Formatting:** All assignments/papers will be typed double-spaced with 2.54cm margins (default setting usually). As well, your assignments must have a separate title page and references page.

**Referencing:** You are required to use ASA (American Sociological Association) Referencing Style (see the D2L course website for ASA resources).

**Late Penalties:** All assignments are to be submitted to the Assignments Folder on D2L by 11:59pm on the due date. Assignments received after the due date will be penalized 5% per day. Requests for extensions must be made prior the due date and will only be given if there are extenuating circumstances and may require documentation (eg. a doctors note).

### 1. Participation (10 marks)

This is a graduate seminar course and as such, you need to come to class prepared to discuss the readings and the key themes they present. You can also bring any questions raised by the readings, even if it is not your week to facilitate the seminar.

Your participation grade will reflect:

- demonstrated completion of required readings;
- participation level (i.e. none, little, active, above the norm);
- level of analysis and/or critique of readings;
- pertinence of comments to course content;
- ability to link specific readings to the broader themes of the course;
- ability to present summaries of readings when requested; and
- ability to respond to questions posed by classmates / professor.

### 2. Weekly Encounters (10 marks)

***How have you encountered course content this week?*** Each week you are asked to come to class with an example of a 'life encounter' with the course material. This can be something you come across on social media, in the news or on a website, through a podcast or in a film that *connects* with the weekly course materials. Bring your example to class each week on **1 ppt slide (maximum no exceptions)**. Be sure to reference the reading that you are connecting your encounter with on the ppt slide. I will call on students randomly to present their encounter to the class, where you will have an opportunity to share your slide (via screensharing in Zoom). You will be given 3-5 minutes to share your slide and ***talk about how you connect your encounter with the course materials that week.***

The Weekly Encounter ppt slides are to be uploaded to the Assignments Folder on D2L prior the beginning of class. We will begin Weekly Encounters in Week 2.

### 3. Weekly Reading Papers (20 marks)

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To assist you with seminar preparation, you are asked to write ten (10) 2-3 page Reading papers (double spaced) over the course of Term beginning Week 2.

You are encouraged to give a brief explanation of the authors' main arguments and themes covered, however the paper should not be a summary of the readings. You can discuss why you find an idea particularly compelling; or any questions that linger upon your reading. I encourage you to make connections with other week's readings and your weekly encounter.

These Weekly Reading papers are to be uploaded to the Assignments Folder on D2L prior the beginning of class.

### **4. Discussion Facilitation (15 marks)**

Each student will be assigned (through their choosing) one week of readings in which they are responsible to facilitate a class discussion.

- Prepare some background on the readings; highlight the author's main points (theoretical or conceptual issues)
- Relate the reading to previous week's readings and /or your weekly encounter using food justice and intersectionality to frame your understanding
- Prepare some questions for class discussion

You will submit a copy of your discussion notes and your discussion questions. You are to provide me with your own written response to the questions you posed to the class; and any related materials used (optional). The written summary is to be submitted on the day of the discussion facilitation. The length of these summaries will vary, but likely be between 6-10pgs.

### **5. Food & Identity Paper (15 marks)**

For this assignment, you will write a short 5 page double-spaced paper that critically reflects on your own food identity. Think about the themes covered in class and using the course readings, undertake an intersectional self-reflection, whereby you locate yourself in your food practices. Think about how you 'perform' food in relation to how you access, cook, shop and serve food to others. Are there aspects of your food identity that have shifted over time? How do the food systems around you constrain or enable you to become the 'eater' you are?

Please upload your paper to the D2L Assignments folder by the due date: March 3rd.

### **6. Final Assignment (30 marks)**

For this assignment, you may choose from the options below. Regardless of choice, your final assignment will be 15-20 pages in length using a minimum of 10 peer-reviewed sources.

### **A. Auto-ethnography Paper**

**Autoethnography is “research, writing, story and method that connect the autobiographical and personal to the cultural, social and political”** (Ellis, 2004, p. xix). Autoethnography is powerful because you are able to connect your personal experiences; in this case your own food practices, with what you have learned about ‘public issues’ or structural constraints that are social, cultural and political, which we have learned about through the course readings and your own reading of peer reviewed journal articles and books which connect with the themes of your self-reflexive analysis. To do this assignment well, you will need to think about the themes covered in course readings, your own food practices, and consider the many facets of food, health and identity through an intersectional autoethnographic analysis. I encourage you to ask questions either in class or see me in my office hours!

### **B. Food Justice in Canada**

This project is an opportunity for you to conduct an environmental scan of Canadian food justice organizations (ie. Foodshare; Community Food Centers Canada; etc.) Using online sources and peer-reviewed journal articles, you will find a minimum of 1-3 food organizations doing food justice work (Send me an email to approve your choices before you begin. Through discussion, we will determine your focus). You will need to ensure that you can access enough information (secondary data only) about each organization for it to be suitable for an in-depth examination and analysis.

The environmental scan will include: a brief history of the organization; details on organizational structure and funding; overview of programs and aims; and any newsworthy events the organization has participated in over the past few years. You should also discuss the population they serve or who their audience is.

Once you have written up the context of the organization, you can conduct an analysis on their work based on what you have learned through the course. This will require you to make connections to the readings, course materials and external peer reviewed sources. Questions you might want to consider are: 1) how do they operationalize food justice; 2) what does the organization do well / what is missing; 3) how are they managing EDI (Equity, diversity, inclusion); 4) are there recommendations you can make on future direction? This list of questions is not exhaustive. There may be others that you wish to consider.

### **C. Research Paper**

The final research paper will be organized around a course related topic or theme of your choice. This paper is an opportunity for you to critically engage with the theories and concepts covered through the course.

## **READINGS BY WEEK**

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Please note readings can change with notice of the Professor

### **Week 1 - Jan 13**

#### **Welcome & Introductions**

Introductions  
Review Syllabus

#### Reading:

1) Julier, A. 2019. Critiquing Hegemony, Creating Food, Crafting Justice: Cultivating an Activist Feminist Food Studies. (13-32), in *Feminist Food Studies: Intersectional Perspectives*, edited by B. Parker et. al., Toronto, Vancouver: Women's Press. **On D2L**

### **Week 2 - Jan 20**

#### **Setting the Table: Exploring Intersections of Feminist Food Justice**

#### Readings:

- 1) Swan, E. 2020. COVID-19 Foodwork, Race, Gender, Class and Food Justice: An Intersectional Feminist Analysis, *Gender in Management: An International Journal*, 35(7/8): 693-703. **On D2L**
- 2) Sachs, C. & Patel-Campillo, A., 2014. Feminist food justice: Crafting a new vision, *Feminist Studies*, 40(2): 396–410. **On D2L**

### **Week 3 - Jan 27**

#### **What does it mean to do Food Justice?**

#### Readings:

- 1) Valentine Cadieux, K. & Slocum, R., 2015. What does it mean to do Food Justice, *Journal of Political Ecology*, 22, pp. 1-26.
- 2) Slocum, R. & Valentine Cadieux, K., 2015. Notes on the Practice of Food Justice in the US: understanding and confronting trauma and inequity, *Journal of Political Ecology*, 22, pp. 27-52.

**Week 4 - Feb 3**

**Food Justice for Who?**

Readings:

- 1) Guthman, J., 2008. Bringing Good Food to Others: Investigating the subjects of alternative food practice. *Cultural Geographies*, 15: 431-437.
- 2) Reece, A. 2018. "We will not perish; we're going to keep flourishing": Race, Food Access, and Geographies of Self-Reliance, *Antipode*, 50(2): 407-424.

Watch:

- 1) TEDx Talk: Food + Justice = Democracy with LaDonna Redmond  
<https://www.youtube.com/watch?v=ydZfSuzHu8&list=PLvY64WxbZzBmkhonMXIF0+me8tQxyRNRC-&index=1+%28>

**Week 5 - Feb 10**

**Justice and Indigenous Food Sovereignty**

Readings:

- 1) Morrison, D. 2020. Reflections and Realities: Expressions of Food Sovereignty in the Fourth World (17-38), in *Indigenous Food Systems: Concepts, Cases and Conversations* edited by Priscilla Settee and Shilesh Shukla, Toronto: Women's Press. **On D2L**
- 2) Pictou, S., Robin, T., Parker, B., & Brady, J., 2021 (forthcoming). Pestiewink / Wihokewin: Invitation to Indigenous and Intersectional Feminist Food Studies, In Koc, M., Sumner, J. and Winson, A. (eds.), *Critical Perspectives in Food Studies*, 3rd Edition, Don Mills, Ontario: Oxford University Press. **On D2L**

**Week 6 - Feb 17**

**FAMILY DAY – No Class**

Enjoy your Reading Week!

**Week 7 - ~~Feb 24~~ March 3**

**Complicating Food Justice with Nutrition**

Readings:

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- 1) Alkon, A., 2016. Food Justice and Nutrition: A Conversation with Navina Khanna and Hank Herrera, in *Doing Nutrition Differently: Critical Approaches to Diet and Dietary Intervention*, Hayes-Conroy & Hayes-Conroy (eds.), pp. 23-40.
- 2) Kimura, A, Biltekoff, C., Mudry, J., & Hayes-Conroy, J., 2014. Nutrition as a Project, *Gastronomica, Special Issue on Critical Nutrition*. 14(3), pp. 34-45.

Watch:

- 1) Citizen Film, LunchLoveCommunity: "Imperfection Salad" with Charlotte Biltekoff.  
<https://vimeo.com/channels/lunchlovecommunity/92093115>

**Week 8 - ~~March 3~~ March 10**

**Bodies, Health At Every Size and Food Justice**

Readings:

- 1) Guthman, J. 2014. Doing Justice to Bodies? Reflections on Food Justice, Race and Biology, *Antipode*, 46(5): 1153-1171.
- 2) Burgand, D., 2011. What is Health At Every Size, in *The Fat Studies Reader*, (41-55) edited by E. Rothblum & Solovay, S., New York: NYU Press.

**Week 9 - ~~March 10~~ March 17**

**Because ... "Obesity": Implicating Food Justice**

Readings:

- 1) Brady, J. Gingras, J. & LeBesco, K., 2019 Because "Obesity": Reframing Blame in Food Studies, *Feminist Food Studies: An Introduction*, (103-122), in *Feminist Food Studies: Intersectional Perspectives*, edited by B. Parker et. al., Toronto: Women's Press.
- 2) Pause, C., Parker, G., and L Gray. 2021. Resisting the problematization of fatness in COVID-19: In pursuit of health justice, *International Journal of Disaster Risk Reduction*, 54: Np.

Watch:

- 1) FoodShare Body Positivity Workshp.  
<https://www.youtube.com/watch?v=iTCP3lkheJg>

**Week 10 - ~~March 17~~ March 24**

**Motherhood, Feeding, and Food Justice**

Readings:

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- 1) Van Esterik, P., 1999. Right to Food, Right to Feed, Right to be Fed. *Agriculture and Human Values*, 16(2), pp. 225-232.
- 2) Frank, L. 2020. Introduction and Doing Without: Household food insecurity and the work of mothers, *Out of Milk: Infant Food Insecurity in a Rich Nation*, Vancouver & Toronto: UBC Press.
- 3) Frank, L. 2018. Finding Formula: Community-based organizational responses to infant formula needs due to household food insecurity, *Canadian Food Studies/La Revue canadienne des études sur l'alimentation*, 5(1): 90-112.

**Week 11 - ~~March 24~~ March 31**

**Book Study: *Feeding the Other: Whiteness, Privilege and Neoliberal Stigma in Food Pantries* by Rebecca deSouza**

Readings:

- 1) Chapters 1-4 of text

**Week 12 - ~~March 31~~ April 7**

**Book Study: *Feeding the Other: Whiteness, Privilege and Neoliberal Stigma in Food Pantries* by Rebecca deSouza**

Readings:

- 1) Chapters 5-8 of text

**Week 13 - ~~April 7~~ April 14**

**Wrap Up**

- Class Conversation and Evaluation

*Enjoy your summer break!*