

SOC 5116 / SOCJ 5011 WB
Gender, Health & Food Justice

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Class Time: Monday 2:30 - 5:30pm
Place: RB 3047 and
Roots to Harvest Kitchen
450 Fort William Road
Office Hours: Tuesday 1-2 pm

COURSE DESCRIPTION

Welcome to **SOC 5116 / SOCJ 5011 WB: Gender, Health & Food Justice!** This course explores Food Justice, Gender and Health. Food Justice is grounded in the lived experiences of gender, race, ethnicity, social class, and abilities among other axis of identity, in the pursuit of equitable food systems whereby people have autonomy and control over their food practices and food systems (production, consumption and distribution). To this end, there has been much scholarly interest in theorizing connections between food sovereignty, food justice, gender and health. Critical conversations concerning questions of access, food literacy, nutrition, power, and social justice are happening through feminist food studies scholarship, community-based research, and through the activism of food justice community organizations. In this course, we will learn about the gendered, raced and classed politics of food justice and food sovereignty in the context of food systems (alternative food movement / networks, and the industrial, modern 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 and our own narratives, as we explore these reflexively through course materials.

Key words: Intersectional Feminist Food Studies; Food Justice; Health; Embodiment; Experiential learning; Engaged pedagogy;

LEARNING OBJECTIVES

- 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;
- Explore the concept of citizen science as it relates to food justice and gender;
- Through experiential learning, learn to problem-solve;
- Develop communication, facilitation and presentation skills;
- Participate in engaged scholarship and reflexivity;
- Have an opportunity to cook, eat, taste(!); and
- Learn university-level research, analytical and writing skills.

REQUIRED READINGS

The text below is required. You will need to order it online. Please see me if you have any questions or concerns.

1) "Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination after Fukushima" (2016) by Aya Hirata Kimura. Published by Duke University Press.

As well, you are required to purchase 1-2 package of 3" x 5" Index Cards.

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

PREREQUISITES FOR THIS COURSE:

The expectation is that students have knowledge about concepts such as gender, sex, social construction, racism, classism, sexism, and feminist movements in addition to a background in sociological theory and methods.

HOW THIS COURSE IS ORGANIZED

This course is offered once a week for 3 hours. In addition to our class being a graduate seminar, it is also an experiential learning experience, which means that we will explore contemporary scholarship on gender, health and food justice in the Roots to Harvest (R2H) lab kitchen. ***This means that not only are you responsible to do the weekly required readings prior each class, but you need to also come to R2H prepared to work with your classmates in the kitchen.*** Please be sure your clothing is clean and safe, no open toed shoes, loose garments or jewelry is permitted and when we are doing food preparation, a hat or hair restraint is required. Further guidelines will be provided about personal conduct at R2H.

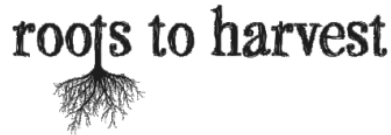
To make it easy for you, I have developed a schedule of when our classes are held on campus or when they are at the Roots to Harvest Kitchen. This schedule is available on the course D2L site (pdf printable). I recommend you either print it out and put it somewhere where you will see it, or put the dates into your calendar so you will know each week where you need to be. ***As a graduate student, it is your responsibility to attend all classes, participate and be engaged.***

Roots to Harvest (R2H) is a not-for-profit and charitable organization that uses food (growing, cooking, learning, eating) to outreach and engage populations they serve. R2H strives to provide work that is meaningful, programming that is purposeful, and staff who are qualified and compassionate. Building connections between food and people is at the core of their programming, and connecting communities and people to each other is the fundamental way they do this.

The vision of **R2H** is a future where young people are leaders, connecting a diverse community and cultivating food that's healthy and accessible.

Please visit the R2H website to learn more: <http://www.rootstoharvest.org>

Roots to Harvest is located at 450 Fort William Road in Thunder Bay. Please see the attached map with bus routes. Three (3) routes have been provided, from the University (Agora Bus stop) to R2H. Alternatively, if you drive, you can make your own way there. Parking is free.



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

A Note on Email: I will only respond to emails sent from a Lakehead university email account. When emailing me, please put **SOC 5116 / SOCJ 5011 WB** in the Subject Heading. I will do my best to reply to your emails within 24 hours.

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 and academic misconduct are serious academic offences. The minimum penalty for a candidate found guilty of plagiarism or academic misconduct will be a zero (0) for the work concerned.

From the course calendar:



<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25&chapterid=7015&loaduserredits=False>

Plagiarism includes:

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.

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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.

Academic misconduct includes, but is not limited to:

- I. Plagiarism (see University Regulation IX of the Calendar for definition), including, but not limited to, submitting a work of which the student is not the author, in whole or in part, whether written, oral or in any other form (except for duly cited quotations or references). Such work may include a thesis, an academic paper, a seminar presentation, a test, an examination, a laboratory or technical report;
- II. cheating of any kind;
- III. presenting research data that have been falsified or concocted in any way;
- IV. attributing a purported statement of fact or reference to a source that has been concocted;
- V. submitting the same piece of work or a significant part of that work for more than one course, or a thesis or other work which has already been submitted elsewhere, without written authorization of the instructors concerned and/or of the academic unit concerned;
- VI. falsifying an academic evaluation, misrepresenting an academic evaluation, using a forged or falsified academic record or supporting document, or facilitating the use of a falsified academic record or supporting document;
- VII. undertaking any other action for the purpose of falsifying an academic evaluation;
- VIII. disruption of academic activities during a class or component of a course.

To view the full Student Code of Behaviour see: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures/node/1046>

If you have questions, consult the professor.

COURSE EVALUATION

Weekly Reflexive Reading Journal	30
Reading Facilitation.....	10
Final Assignment (choose A, B or C).....	30 (Due: April 10 at 6pm)
Participation & Recipe Exchange.....	30

EVALUATION INFORMATION

Formatting Instructions: Your assignments must be typed in 12 font, double-spaced with 2.54 cm margins. You must have a title page with the course number/name, title of the assignment, your name, the due date, and the Instructor's name. All written work will be evaluated on (1) substance (content) and your ability to demonstrate understanding of the material; and (2) organization, presentation, grammar and clarity.

All assignments will be discussed in class and you will have the opportunity to ask questions about expectations. It is expected that you will reference in ASA style or the American Sociological Association Referencing style (see ASA Guide on D2L course site)

Late Penalties: 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).

For your own protection, keep a hard copy of all work submitted for this course.

1. Weekly Reflexive Reading Journal (30%)

For this assignment, you are required to keep a weekly reflexive journal of our readings. To do this well, you must identify key concepts and theories in the readings using a reflexive approach, which links your thoughts, feelings and experiences with the theories or concepts covered in the readings. Do they connect with a personal experience? Have you covered or come across these theories, concepts, methods or methodologies before? If yes, what is new? If not, what have you learned through the reading? Do you agree or disagree with what has been presented? Why or why not? Remember: These are not meant to be summaries, so do not try to summarize each reading. Rather, spend time with one or more concept, theory or ideas presented and connect it with your own experiences.

You can also use this journal to think about your own food practices in relation to the readings and course themes of gender, health, embodiment, intersectionality, food justice, engaged pedagogy and experiential learning. Does what you're reading make you think about your own food choices/habits/decisions about what to eat? What do you like / dislike about engaged pedagogy and experiential learning?

You must write an entry for each week for a total of 12 entries. ***For Week 1, Introductions and Welcome***, there are no assigned readings so please use the space to introduce yourself and write about your expectations for the course. Think about your own experience in the kitchen preparing food, or shopping and planning meals and what to eat. How do your own food practices prepare you to do this graduate seminar? What excites you about experiential learning? What makes you nervous? To get you started, begin by answering the following question: what food memory stands out for you? Write it up!

This Reflexive Reading Journal assignment requires you to write each week. My expectation is that you are writing a minimum of 3 to 5 pages per week, double spaced. Your writing and thinking about the readings and your connections to the course material will assist you in preparing for weekly seminars and kitchen labs.

Due Dates: Journals will be uploaded to the Assignments Folder in Week 3, Week 7, and Week 12. You will receive a mark out of /15 for the first half of term (entries 1-7 and assigned in Week 7) and a mark out of /15 for the second half of term (entries 8-12 and assigned at the end of Term).

Note: If you are choosing Option A for your final assignment, I recommend you use the journal as a starting place for your Autoethnographic paper.

2. Reading Facilitation (10%) **(x 2 readings)**

Each student will be assigned (through their choosing) two (2) readings in which they are responsible to facilitate a class discussion. No slides are necessary. You will prepare no more than 15 minutes of material.

- Summarize the article *briefly*, and highlight the author's main points (theoretical or conceptual issues)
- Relate the reading to your own experience, current events using food justice and intersectionality to frame your understanding
- Raise a minimum of 2 questions for class discussion
- Write about your experience facilitating in the Weekly Reflexive Reading Journal

3. Final Assignment (30%) **Due: April 10 by 6pm**

For this assignment, you may choose either A, B or C. Regardless of choice, your final paper will be 15-20 pages in length using 8-10 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. Looking Forward Creative Paper / Project

This final creative paper / project is an opportunity for you to synthesize what you have learned through this course. Specifically, I want you to think about what we have read, discussed, cooked, learned and describe or explain how you will use this knowledge and information in the future. Begin with the recipe cards that you have collected over the Term. You can be as creative as you wish with this assignment!

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.

4. Class Participation & Recipe Exchange (30%)

Seminar classes require a significant amount of class discussion and participation. For this seminar, the experience will be heightened as the course has also been organized to be experiential through engaged pedagogy. This means you will also have an opportunity to cook, eat and taste! Similar to a traditional seminar, you will have time to work through your ideas and questions in a group setting, with the insights of your classmates. Participation from all members of the group is crucial if a discussion is to be both interesting and instructive. Discussion requires preparation, which includes reading the articles and thinking critically about them before attending class. This will prepare you to speak about and ask questions about the readings. What makes this Grad Seminar unique however, is that our discussion will take place in the kitchen where we will also be discovering recipes, preparing foods, cleaning up, and enjoy the fruits of our food work. Participation marks are based on active engagement with all aspects of the course.

Recipe Exchange

Recipes reflect popular culture and offer us a glimpse into the socio-cultural and historical contexts in which they were produced. Recipes are everywhere; they are available online and through social media, in our favourite cookbooks, passed down from family members and friends. Recipes can remind of us of home, a special meal, a holiday or an important event or person. Recipes are also used as a way to build relationships and community. To this end, recipes do more than teach us how to make a particular dish, rather they shape our beliefs about health, culture, and identity (gender, race, ethnicity, social class, age, and geography, or where we come from) and our social interactions. **Your participation mark will require you to share a recipe through a class presentation using food justice and intersectionality as lenses to frame your narrative and analysis.** As part of your participation, you will be required to teach your classmates how to make the recipe in class and through your presentation. I will provide each student with a stipend in order to purchase ingredients. In preparation, you will need to think through the ingredients, grocery list, and budget prior your presentation date.

A sign up sheet will be available in Week 2. You will need to print your recipe (legibly) on 5 recipe cards, one for each of the work stations at the R2H lab kitchen, and one will be handed in to me on the day you present. Your classmates will write the recipe you share on a blank card, so that by the end of the term, we will each have a set of recipes. Upon completion of the presentation, you are required to hand in an 8-10 page double-spaced paper about this class exercise (Put in the Assignments Folder on D2L).

Further instructions will follow in class. *Please note there is no projector at R2H.

Attendance counts minimally towards the final participation grade because the expectation is you will attend all classes. Rather, your mark will be based on your engagement in the discussions and the laboratory kitchen, which involves the recipe exchange. You must come to class prepared to participate, which includes asking questions, responding to your peers, demonstrating you have done the readings and are making connections between the readings, with your experience and the recipe exchange project.

Finally, we will also take an active interest in learning about the programs of our community partner Roots to Harvest. To this end, we will be engaged with the staff and visitors to R2H. We will show interest in their community work and projects, and be helpful when needed. Please lend a hand when you are asked or needed. I expect the most courteous behaviours from our class, as we are guests in the Lab Kitchen. Thank you for showing respect to this amazing organization!

Please note: All materials for the experiential component of our course will be supplied (food, kitchen supplies).

A seminar class only works when we are all participating!

WEEKLY SCHEDULE: COURSE READINGS & KITCHEN LAB ACTIVITIES

**Please note that Readings may change with notice of the Instructor*

Jan 7 - Class cancelled due to snow

Week 1 - Jan 14

Welcome & Expectations

Place: RB 3047

Introductions

Classroom Activity - Head, Heart, Hand, Home,

Review Syllabus

Week 2 - Jan 21

Setting the Table: Exploring Intersections of Feminist Food Justice

Place: Roots to Harvest Learning Lab Kitchen

Readings:

1) Sachs, C. & Patel-Campillo, A., 2014. Feminist food justice: Crafting a new vision, *Feminist Studies*, 40(2), pp. 396–410.

2) Parker, B, Brady, J, Power, E. & Beylea S., 2019 forthcoming. Feminist Food Studies: An Introduction, in *Feminist Food Studies: Intersectional Perspectives*, edited by B. Parker et. al., pp. 1-15.

3) Allan, P. & Sachs. C. (2007). Women and Food Chains: The Gendered Politics of Food, *International Journal of Sociology and Food*, 15 (1), pp. 1-23.

Kitchen:

Roots to Harvest Tour and Kitchen Overview by Bailey Giroux

Professor Parker's Recipe: Moroccan Chickpea and Stars Soup, recipe from *Fresh at Home: Everyday Vegetarian Cooking* by Ruth Tal Brown and Jennifer Houston

Week 3 - Jan 28

No Class on Monday - Mindfulness Eating Week on Campus

Place: Faculty Lounge (Tues / Thurs)

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This week you are required to attend:

*If you have a schedule conflict, please send me an email to explain your situation. I will assign an alternative assignment.

- 1) Post-secondary Student Food Insecurity by Dr. Barbara Parker

Place: Faculty Lounge **1-2pm on Tuesday Jan 29**

*Lunch will be provided by Student Health & Counselling

- 2) "Your Brain & Body on a Diet" by Saara Rizzo, Registered Dietician

Place: Faculty Lounge **2:30-4pm on Thursday Jan 31**

Reading:

- 1) Maynard, M., Meyer, S.B., Perlman, C. M., & Kirkpatrick, S.I., 2018. Experiences of Food Insecurity Among Undergraduate Students: "You Can't Starve Yourself Through School", *Canadian Journal of Higher Education*, 48(2), pp. 130-148.

*Submit your journal to the Dropbox (Entries 1, 2 and 3 by midnight)

Week 4 - Feb 4

Complicating Food with Food Justice

Place: Roots to Harvest Learning Lab Kitchen

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.

Kitchen:

Recipe Exchange 1 - TBD

Week 5 - Feb 11

Food Justice for Whom?

Place: Roots to Harvest Learning Lab Kitchen

Readings:

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1) Slocum, R., 2007. Whiteness, Space and Alternative Food Practice, in *Geoforum*, 38(3), pp. 220-233.

2) Guthman, J., 2008. If Only They Knew: The Unbearable Whiteness of Alternative Food, in, *Cultivating Food Justice*, Alkon & Agyeman (eds.), pp. 263-282.

Kitchen:

Recipe Exchange 2 - TBD

Week 6 - Feb 18

FAMILY DAY – No Class

Enjoy your Reading Week!

Week 7 - Feb 25

Indigenous Food Sovereignty and Food Justice

Place: TBA

Guest Speaker: Tabitha Martens, PhD Candidate, University of Manitoba

Readings:

1) Martins, T., Cidro J., Hart, M. A., & McLachlan S., 2016. Understanding Indigenous Food Sovereignty through an Indigenous Food Research Paradigm, in *Journal of Indigenous Social Development*, 5(1), pp. 18-37.

*submit your journal to the Dropbox (entries 4, 5 and 7 by midnight)

Week 8 - March 4

Critical Obesity & Health At Every Size as Food Justice

Place: Roots to Harvest Learning Lab Kitchen

Readings:

1) Gard, M., 2011. Truth, belief and the cultural politics of obesity scholarship and public health policy. *Critical Public Health*, 21 (1), pp. 37-48.

2) Brady, J. Gingras, J. & LeBesco, K., 2019 *forthcoming*. Because "Obesity": Reframing Blame in Food Studies, *Feminist Food Studies: An Introduction*, in *Feminist Food Studies: Intersectional Perspectives*, edited by B. Parker et. al., pp. 1-15.

3) Burgand, D., 2011. What is Health At Every Size, in *The Fat Studies Reader*, Rothblum, E. & Solovay, S. (eds), pp. 41-53.

Kitchen:

Recipe Exchange 3 - TBD

Week 9 - March 11

Complicating Nutrition with Food Justice

Place: Roots to Harvest Learning Lab Kitchen

Readings:

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.

Kitchen:

Recipe Exchange 4 - TBD

Week 10 - March 18

Motherhood, Feeding, and Food Justice

Place: Roots to Harvest Learning Lab Kitchen

Readings:

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) Valentine Cadieux, K., 2013. Other Women's Gardens: Radical Homemaking and Public Performance of the Politics of Feeding, in *Doing Nutrition Differently: Critical Approaches to Diet and Dietary Intervention*, Hayes-Conroy & Hayes-Conroy (eds.), pp. 61-87.

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3) Kimura, A. H., 2016. Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination After Fukushima. Minion, USA: Duke University Press.

Read - Introduction

Read -Chapter 1

Kitchen:

Recipe Exchange 5 - TBD

Week 11 - March 25

Food Risk & Food Justice

Place: Roots to Harvest Learning Lab Kitchen

Readings:

1) Kimura, A. H., 2016. Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination After Fukushima. Minion, USA: Duke University Press.

Read - Chapter 2

Read - Chapter 3

Read - Chapter 4

Kitchen:

Recipe Exchange 6 - TBD

Week 12 - April 1

Wrap Up

Place: Roots to Harvest Lab Kitchen

Readings:

1) Kimura, A. H., 2016. Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination After Fukushima. Minion, USA: Duke University Press.

Read - Chapter 5

Read - Conclusion

Kitchen:

Recipe Exchange 7 - TBD

*Submit your journal to the Dropbox (Entries 8, 9, 10, 11, and 12 by midnight)

Make-Up Class – TBD
Wrap Up

Kitchen:

Recipe Exchange 8 - TBD