

**SOCI / SOCJ 5116**  
**Gender, Health & Food Justice**



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**Office Hours:** by appointment

**Class Time:** 11:30-2:30pm Tues/Thurs  
**Place:** RC 1001

*Welcome* to SOC / SOCJ 5016: Gender, Health & Food Justice!

In this course, we will explore and ask questions about social justice goals for equity, self-determination and autonomy over food practices, health and food systems. We will have critical conversations about power, bodies, identity and food using governmentality, food justice and feminist intersectional theories. Intersectional analyses go beyond gender to consider how race, ethnicity, nationality, social class, sexuality, age and able-bodiedness among other axes of identity shape food practices and our ability to engage and resist power found within food systems. We will examine examples of food access, food literacy, food security, food sovereignty and food justice in the global north and global south. We will explore our own embodied and material experiences of food and health. This means we will think reflexively about what it means to do food work including food activism through published accounts including films, books, and our own narratives. There is a wealth of critical food scholarship and activism ready for us to explore, so please join me!

## **LEARNING OBJECTIVES**

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- Examine feminist intersectional food studies & food justice theories;
- Identify food systems (e.g. corporate food regimes; alternative, organic and /or local);
- Explore governmentality and biopolitics in relation to food, health and bodies;
- Explore nutritionism and healthism as these relate to food;
- Develop written and oral communication skills; and
- Learn university-level research and analysis skills.

## **TEXTS**

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1) All assigned readings are posted on D2L.

## **HOW THE COURSE IS ORGANIZED**

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Our class meets **Tuesday's and Thursday's 11:30 - 2:30**. You are strongly encouraged to come to every class and participate to your fullest abilities. Students who complete the readings before class are better equipped to participate in class discussions and integrate the readings into the coursework and assignments.

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:** When emailing, it is good practice to use professional etiquette: emails should be brief, include a salutation (eg. Hello, Hi, Dear) and signature (your name), and use complete sentences. Please avoid emojis and texting jargon/slang and be courteous in tone.

**Desire to Learn Course website (D2L):** In this course, there is a D2L course site that accompanies our in-person classes.

**Accessibility and Learning Accommodations:** If you have a learning accommodation or you think you need an accommodation regarding the format of the course, or the due dates for assignments, please contact [Student Accessibility Services](#) as soon as possible. Lakehead University is committed to ensuring accessibility for persons with disabilities and I will work with you to ensure that you have appropriate access to the course materials and learning opportunities.

**Your mental health is important!** If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866-925-5454. You can also learn more about confidential mental health services available on and off campus at [Student Health & Wellness](#). For additional resources, see the tab "Other Important Information" on our D2L coursesite. Remember that getting help is a smart and courageous thing to do — for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

**Drop Date:** The last date to drop this course is **May 25th**.

## **COURSE EVALUATION**

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1. Participation .....	10
2. Life Encounters .....	40
3. Film Review.....	20 Due: May 22
4. Final Assignment (choose A, or B).....	30 Due: June 15

## **EVALUATION INFORMATION**

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All assignments are outlined below. If you have questions, please ask in class, or visit me in my Office Hour to ask questions about expectations.

**Formatting:** All written assignments/papers will be in PDF format, typed double-spaced with 2.54cm margins (default setting usually), a separate title page and references page. Title page should include the course title and number, professor's name (Dr. Parker), title of the assignment, your name, student number, word count and the date submitted.

**Referencing:** You are required to use ASA (American Sociological Association), or APA (American Psychological Association).

**Late Penalties:** All assignments are to be submitted to the Assignments Folder on D2L by 11:59pm on the due date. Requests for extensions must be made prior the due date and will only be given if there are extenuating circumstances.

### **1. Participation (10 marks)**

Please come to class ready to discuss the readings and the key themes the course materials present. You are encouraged to bring your questions! Be sure to review the Ground Rules for Discussion on D2L, as knowing and practicing the sage advice there will help considerably.

Your participation grade will reflect:

- demonstrated completion of required readings;
- participation level (i.e. none, little, active, above the norm);
- pertinence of comments to course content;
- ability to link specific readings to the broader themes of the course;
- ability to offer thoughtful questions and comments to your peers; and
- ability to respond to questions posed by classmates / professor.

## **2. Life Encounters (40 marks)**

***How have you encountered the course content?*** 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, on a website, or through a podcast that *connects* with the class readings and course materials. Bring your example to each class 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. You will be given 8-10 minutes to share your slide and ***talk about how you connect your encounter with the course materials for that class.***

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

## **3. Film Review (20 marks)**

For this Assignment, you will write a 6-8 page paper double-spaced that engages with one of the food films listed in Class 6.

The film review will consider what we have learned in the course in conversation with the film. Begin by providing a brief summary of the film, followed by a more developed analysis that uses the theories, concepts and ideas presented through the course material. Demonstrate your current understanding of social justice and/or food justice by referencing course readings. Think about how the film situates or brings awareness of injustice to the issues presented. Wrestle with the questions: How does the film 'fit' into our understanding of food justice or social justice?

Please upload your paper to the D2L Assignments folder by the due date: May 22nd.

## **4. 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 (Food & Identity) Paper**

It is important to connect the *personal to the political* and/or write and abstract your thinking about food justice, health and gender, or some other aspect of your identity, through the *sociological imagination*. This requires us to blend our understanding of course-related themes and theoretical concepts with reflections from our own experiences. The research methodology: Autoethnography, enables us to do this!

**Autoethnography** is “research, writing, story and method that connects the autobiographical to the personal, to the cultural, social and political” (Ellis, 2004, p. xix).

Autoethnography is a powerful narrative because of the connections you will make between personal experiences and theoretical concepts, which strengthens your own understanding of your individual experience in the broader collective political, economic, and social context. That is, you can situate your own experience or standpoint within a collective context, that is historical, political, and socio-cultural. To do this, you must look to social science research to understand how food, gender, health and identity are interconnected and for what purpose. You can recognize how dominant ideologies may serve particular social groups more than others.

In your paper you will critically reflect 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 how you access, cook, shop and serve food to others. Are there aspects of your food identity that have shifted over time? How does healthism or nutritionism impact how you think about food and what you eat? How do the food systems you encounter constrain or enable you to become the 'eater' you are?

For this paper, I encourage you to use autoethnography to think about your own eating and food practices, how you think about health, and gender or other intersections of your identity, as the experiences shape your body, and the moral meanings present in the experiences. You must use the course readings, themes and concepts to assist you in making connections.

Please submit this assignment as a PDF file, through the “Assignment” tab on D2L

## **B. Research Paper**

This paper is an opportunity for you to choose a topic based on content covered in the course, and then critically engage with the theories and concepts discussed and in the readings. Please run your topic by me before you start writing!

Please upload your final paper as a PDF file to the D2L Assignments folder by the due date: June 15th.

## **OTHER IMPORTANT COURSE INFORMATION**

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### **GenAI Use Prohibited**

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include

ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

**Academic dishonesty and plagiarism:** Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty include, but are not limited to: double submission (submitting your own work across courses, or within the same course), passing off AI-generated content (such as content generated from ChatGTP) as your own writing, purchasing of assignments (either online or from another student on campus), or copying of assignments. All instances of academic dishonesty will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. See this link to see the Student Code of Conduct-Academic Integrity, and this [link](#) to review the policy on Academic Dishonesty. Please do your own work, and remember that integrity and original thinking are essential to personal growth and the pursuit of knowledge!

**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.

If you have questions at any time, please reach out to me!

## **READINGS BY WEEK**

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Please note readings can change with notice of the Professor

### **Class 1 (Tuesday May 5) Welcome & Introductions**

Introductions  
Review Syllabus

Watch: "Popular Peasant Feminism and Agroecology" by #LaViaCampesina  
(tv.viacampesina.org)

Listen: A journey through feminist agroecology: What does Feminism have to do with the Food you eat? (podcast) 33 min

### **Class 2 (Thursday May 7) Setting the Table: Exploring Feminist Food Studies and Feminist Food Justice**

Readings:

1) Parker, B., Brady, J., Swan, E. & Beylea S. 2019. "Introduction" in *Feminist Food Studies: Intersectional Perspectives*, edited by B. Parker et. al., Toronto, Vancouver: Women's Press. **On D2L**

2) Sachs, C. & Patel-Campillo, A., 2014. Feminist food justice: Crafting a new vision, *Feminist Studies*, 40(2): 396–410. **On D2L**

### **Class 3 (Tuesday May 12)**

#### **What is Feminist Food Justice?**

##### Readings:

- 1) Robin, T., James, D., Kenoras, L., & Lin, S. K. 2026. "Analyzing the NIMMIWG's 231 Calls for Justice through a food studies lens: Inviting food systems scholars to the table". *Canadian Food Studies La Revue Canadienne Des études Sur l'alimentation*, 13(1), 54–78. <https://doi.org/10.15353/cfs-rcea.v13i1.746> **On D2L**
- 2) Pictou, S., Robin, T., Parker, B., & Brady, J., 2021. 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**
- 3) 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**

### **Class 4 (Thursday May 14)**

#### **Film Screening**

- 1) Film: 2019. "Hungry to Learn" by Arce, R., & O'Brien, S. (Producers), & Gandbhir, G. (Director).  
  
or
- 2) Film: 2016. "Migrant Dreams" by Min Sook Lee (Director).  
  
or
- 3) Film: 2016. "Angry Inuk" by Alethea Arnaquq-Baril (Director).

### **Class 5 (Tuesday May 19)**

#### **What is 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. **On D2L**
- 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. **On D2L**

**Class 6 (Thursday May 21)**  
**Food Insecurity and Food Justice?**

- 1) Kyomugisha, F., Atugabirwe, B., & Nshemmerirwe, C. 2016. Feeding the Family in the Face of Climate Change: Mothers of Rural Southwestern Uganda, In Pasche Guignard, F. & Cassidy, T. M. (Eds), *Mothers and Food: Negotiating Foodways from Maternal Perspectives*, (p. 190-204), Bradford On: Demeter Press. **On D2L**
- 2) Power, E., Dietrich, J., Walter, Z., & Belyea, S. 2021. "I don't want to say I'm broke": Student experiences of food insecurity at Queen's University, *Canadian Food Studies*, 8(1): 49-69. **On D2L**

**\*\* Visit the Food Resource Centre**

**Class 7 (Tuesday May 26)**  
**Complicating Food Justice with Nutrition**

Readings:

- 1) 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. **On D2L**
- 2) Dennis MK., & Robin, T. 2020. Healthy on our own Terms: Indigenous well being and the colonized food system, *Critical Dietetics*, 5(1): 4-11. **On D2L**
- 3) 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. **On D2L**

**Class 8 (Thursday May 28)**  
**NO CLASS – CONVOCATION**

**Class 9 (Tuesday June 2)**  
**Food 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) The RAIR Collective. 2022. Field notes from RAIR: Putting relational accountability into practice, *Canadian Food Studies/La Revue canadienne des études sur l'alimentation*, 10(1): 13-21. **On D2L**

3) Daborn, Merrisa. 2024. "Surveillant Metrics: Technologies of Whiteness and the Production of Food Insecurity" *Catalyst: feminism, theory, technoscience*, 11(1): 1-23. **On D2L**

WATCH (in class): TedTalk: Seeds of Our Ancestors, Seeds of Life, Winona LaDuke

### **Class 10 (Thursday June 4) Black Feminist Food Justice**

1) Reese A., & Cooper, D. 2021. "Making Spaces Something Like Freedom: Black Feminist Praxis In The Re/Imagining Of A Just Food System", *ACME: An International Journal for Critical Geographers*, 20(4): 450-459.

Watch (In Class). 2022. Dr. Psyche Williams-Forsen discusses "Eating While Black" with Joanne Hyppolite, available: <https://youtu.be/J6FzSfNfzgU?si=gNlg9ZYfGAzjXxP>

### **Class 11 (Tuesday June 9) Bodies, Race 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) Carney, M. 2014. "The biopolitics of 'food insecurity': towards a critical political ecology of the body in studies of women's transnational migration" *Journal of Political Ecology*, 21: 1-18.

Listen: Wai? Body Sovereignty with Ashlea Gillon, on Podcast by Indigenous Words and Ideas (31:23)

### **Class 12 (Thursday June 11) Class Wrap Up**

**\*\*Final Assignment Due Monday June 15**

*Enjoy your summer break!*

