

SOCI / SOCJ 5116
Gender, Health & Food Justice

Barbara Parker, PhD
barbara.parker@lakeheadu.ca
Office Hours: by appointment

Class Time: 12-3pm Tues/Thurs
Place: RC 1003

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

In this course, we will explore and ask questions about social and food justice goals for equity, self-determination and autonomy over food practices, health and food systems (consumption, production and distribution). We will have critical conversations about power, bodies, identity and food practices using governmentality, food justice and feminist intersectional food studies. 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 the structures of 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

- Examine feminist intersectional food studies & food justice;
- 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.

BOOKS (available online on D2L)

1) Hidden Hunger: Gender and the Politics of Smarter Foods by Aya Hirata Kimura.

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

HOW THE COURSE IS ORGANIZED

Our class meets Tuesday's and Thursday's noon to 3pm. I strongly encourage you to come to every class and participate to your fullest abilities. I find that students who complete the readings before class are better equipped to participate in class discussions and integrate the readings into the coursework and assignments.

Department of Sociology

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

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

DESIRE TO LEARN (D2L): In this course we will be using Desire2Learn (D2L), also known as MyCourselink. Students should be aware that when they access the electronic component of this course, private information such as first and last names and program affiliation, may become apparent to all other users in the same course. Continuation in this course will be deemed consent to this disclosure.

LEARNING ACCOMODATIONS: 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 at [this link](#) 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! As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is available to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [this link](#). 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. For additional resources, see the tab "Other Important Information" on D2L. 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.

COURSE EVALUATION

1. Participation	10
2. Weekly Encounters	40
3. Film or Book Review.....	20 Due: May 24
4. Final Assignment (choose A, B or C).....	30 Due: June 14

* **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.

EVALUATION INFORMATION

Assignment Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on D2L, found under the “Assignments” tab. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder.

Written Assignments: All written assignments or components of assignments are to be typed and double-spaced using 12pt, Times New Roman font, with 1-inch margins. Please include a title page with your name, student number and email address, the title of the assignment and the date submitted.

ASA Referencing Style: In Sociology, the standard referencing guide is American Sociological Association (ASA). Please use ASA for all referencing in this course. More details on the D2L.

Assignment due dates: All assignments must be handed in by the specified due dates by 11:59pm. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

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 or Book Review (20 marks)

For this Assignment, you will write a 6-8 page paper double-spaced that engages with:

- A) A food film (list of films provided by instructor), or
- B) Our assigned text "Hidden Hunger"

In either case, you are to write a paper that considers what we have learned in the course. Begin by providing a brief summary of the film or book, followed by a more developed analysis that uses the theories, concepts and ideas presented through the course material. Demonstrate your current understanding of social and/or food justice by referencing course readings. Think about how the film or book situates or brings awareness of injustice to the issues presented. Wrestle with the questions: How does the film or book 'fit' into our understanding of food justice? How is the film or book useful or important or not?

Please upload your paper to the D2L Assignments folder by the due date: May 24th.

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 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.

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?

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 make an appointment to see me to discuss further!

B. Food Justice in Action

This project is an opportunity for you to conduct an environmental scan of a food justice organization (ie. Foodshare, Food Secure Canada, Justice for Migrant Workers, Salmon Defenders, CBan, La Via Campesina, or some other group) Before you start, send me an email to let me know what organization you are considering focusing on. Once you have my approval, you can get started on your paper! Use online sources and peer-reviewed journal articles to conduct an in-depth overview and analysis of the activism and work the group does.

The first part of the assignment is to undertake an environmental scan. This will include: a 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 several years. You should also discuss the population they serve or who their audience is and what activism they do to make change centering food.

Once you have written up the environmental scan, you can layer it with a critical analysis 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 does the organization operationalize food justice; 2) what does the organization do well / what is missing; 3) how do they position gender, race and other intersecting identities in their work (This might look like EDI or be more radical intersectional feminism); 4) future directions? This list of questions is not exhaustive. There may be others that you wish to consider and you should! Use this assignment as an opportunity to get excited about food justice!

C. Research Paper

This paper is an opportunity for you to critically engage with the theories and concepts covered through the course. The final research paper will be organized around a course related topic or theme of your choice. Please run it by me before you start writing!

Please upload your final paper to the D2L Assignments folder by the due date: June 14th.

OTHER IMPORTANT COURSE INFORMATION – Please read completely

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, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments 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. To review the Student Code of Conduct-Academic Integrity, see [this link](#) to review the policy on Academic Dishonesty.

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").

If you have questions about any of this, please let me know!

READINGS BY WEEK

Please note readings can change with notice of the Professor

Class 1 (May 2)

Welcome & Introductions

Introductions
Review Syllabus

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

Listen: A journey through feminist agroecology (podcast) 33 min

Class 2 (May 7)

Setting the Table: Exploring Feminist Food Studies and 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 (May 9)

What does it mean to do 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) 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**
- 3) Valentine Cadieux, K. & Slocum, R., 2015. What does it mean to do Food Justice, *Journal of Political Ecology*, 22, pp. 1-26. **On D2L**

Class 4 (May 14)

Food Insecurity: Food Justice for Who?

Readings:

- 1) deSouza, R. 2023. "Communication, carcerality, and neoliberal stigma: the case of hunger and food assistance in the United States", *Journal of Applied Communication Research*, 51(3): 225-242. **On D2L**
- 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. **On D2L**
- 3) Guthman, J., 2008. Bringing Good Food to Others: Investigating the subjects of alternative food practice. *Cultural Geographies*, 15: 431-437. **On D2L**

Class 5 (May 16)

No In-Class

Choose one of these 3 films to watch this week:

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

Class 6 (May 21)

Book Study: Hidden Hunger: Gender and the Politics of Smarter Foods

Readings:

- 1) Chapters 1-3

Class 7 (May 23)

Book Study: Hidden Hunger: Gender and the Politics of Smarter Foods

Readings:

- 1) Chapters 4-6

Class 8 (May 28)

Book Study: Hidden Hunger: Gender and the Politics of Smarter Foods

Readings:

- 1) Chapters 7-8

Class 9 (May 30)

NO CLASS – Convocation

Class 10 (June 4)

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 11 (June 6)
Justice and Indigenous Food Sovereignty

Readings:

- 1) 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**
- 2) 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**
- 3) 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**

Class 12 (June 8)
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) 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.
 - 3) 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.
- Watch: 2022. Dr. Psyche Williams-Forsen discusses "Eating While Black" with Joanne Hyppolite, available: <https://youtu.be/J6FzSfNfzGU?si=gNIg9ZYYfGAzjXxP>

Enjoy your summer break!

