



Sociology 356

Food, Poverty, & Justice

College of the Holy Cross
Spring 2018, Beaven 229
Fridays 11:00-1:30pm

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Office Hours: Wednesdays 11:30am-1:30pm, Fridays 1:45-2:15pm, and by appt.

Course Overview: Though the United States is one of the wealthiest nations in the world, hunger and food insecurity are social issues that impact millions of U.S. residents. This course will address the intersections of food and poverty in the U.S. context. Using a framework rooted in the work of scholars and activists focused on food justice, we will examine the ways that government and charitable organizations address food insecurity in the U.S. Throughout the semester, you will participate in community-based learning (CBL) placements that will aid you in making analytical connections between the course materials and experiences of food insecurity in Worcester.

Course Objectives: Through participating in this course, you should be able to:

- ✓ Compare and contrast different theoretical perspectives on why food insecurity exists in Worcester, the United States, and across the globe
- ✓ Understand and analyze the implications of the construction of hunger as a social problem
- ✓ Analyze and evaluate different approaches to addressing food insecurity in the U.S. and across the globe
- ✓ Critically consider the issues of contemporary hunger and food insecurity within capitalist and neoliberal contexts
- ✓ Make connections between course materials and the everyday activities of local anti-hunger or food justice organizations
- ✓ Identify the intersections of food justice with other social movements and activism, such as economic justice, racial justice, feminism, and environmentalism

Course Requirements: In this course, you must attend class and actively participate. I expect that you will complete any assigned readings by the due date and will raise thoughtful points and/or ask questions during discussions on course readings. If you experience any confusion about course readings or assignments, please come and speak with me during office hours.

You will be required to attend a few out-of-class events (e.g. Lecture with Erin McAleer, Project Bread, Date TBD). These events have the potential to enrich our class discussions, and I do hope that you will make every effort to be an active participant on campus and in the course. In addition to these expectations, you will be required to watch a few videos and films as part of your homework for our class. Some of these films will be made available to you at the Multimedia Resource Center in the Stein

Building. The other resources are available via the links embedded in this syllabus or on the course Moodle site.

As your instructor, I reserve the right to make minor changes to the course requirements and/or the reading schedule, but I promise to do so with sufficient notice given in class or via email/Moodle.

Required Books:

- 📖 *Poverty in America: A Handbook, 3rd edition* (Iceland 2013) (available as library e-book)
- 📖 *More than Bread: Ethnography of a Soup Kitchen* (Glasser 1988) (available as library e-book)
- 📖 *Sweet Charity? Emergency Food and an End to Entitlement* (Poppendieck 1998)
- 📖 *Big Hunger: The Unholy Alliance between Corporate America and Anti-Hunger Groups* (Fisher 2017) (available as e-book)
- 📖 *The Unending Hunger: Tracing Women and Food Insecurity Across Borders* (Carney 2015) (available as library e-book)
- 📖 *The New Food Activism: Opposition, Cooperation, and Collective Action.* (Edited by Alkon and Guthman 2017)

Note: It is expected that Holy Cross students will have textbooks and other required class materials in order to achieve academic success. If you are unable to purchase course materials, please speak with a representative at the Office of Financial Aid for assistance.

Online Resources:

- 📖 “Like” the Worcester Food Policy Council on Facebook to stay updated on local events and data related to food policy
- 📖 “An Annotated Bibliography on Structural Racism Present in the U.S. Food System”:
http://www.canr.msu.edu/resources/structural_racism_in_us_food_system
- 📖 Worcester Food Movement Radio segments
 - 2015: <http://www.wcuw.org/foodmovementradio/FMR.2015/>
 - 2016: <http://www.wcuw.org/foodmovementradio/>

Recommended (Optional) Books:

- 📖 *All You Can Eat: How Hungry is America?* (Berg 2008)
- 📖 *Food Justice* (Gottlieb and Joshi 2010)
- 📖 *From Field to Fork: Food Ethics for Everyone* (Thompson 2015)
- 📖 *SNAP Matters: How Food Stamps Affect Health and Well-Being.* (Bartfield, Gundersen, Smeeding, and Ziliak 2015)

Expectations for Class Discussion: Our course content has the potential to be sensitive in nature and because of this it can spark debate. Debates can be very productive and I would like you to get excited about the course material. At the same time, it is important that everyone in the room feel able to participate. This is not to say that we should all feel comfortable in every way, at every time, because the discomfort felt through challenging deeply-rooted societal assumptions, privileges, and stereotypes is a productive intellectual moment in all of our lives. Throughout the semester, I hope that you will keep a thoughtful and open mind as we study subjects that may be new to you or push you to consider viewpoints that differ from your own.

Participation and Attendance: Participation and attendance make up 10% of your final grade in this class. Come to class awake, prepared, and ready to think, participate, and listen. Save personal and side conversations for outside of class time. Also, please turn off your cell phone when you enter class as texting, ringing phones, and side use of social media is disruptive to the learning environment of your

classmates and instructor. Side conversations and cell phone use will negatively impact your participation and attendance grade. Laptops are not permitted without prior approval.

Attendance in this class is important as we will have discussions during each class session. Your participation matters and is integral to the creation of our classroom learning environment. Since this is a seminar, you should make it a goal to meaningfully participate during each class session. If you are concerned about your participation level for any reason, come and chat with me so that we can discuss strategies to increase your participation.

Coming to class late and leaving class early will negatively affect your attendance and participation grade. Absences will be excused in the following situations: 1) you provide documentation of a medical or family emergency, or 2) you speak with me *beforehand* about an anticipated absence due to a religious holiday or health-related emergency. Unexcused absences will result in a lowering of your attendance and participation grade by one full letter grade. Here is a link to the College's policy on excused absences: http://www.holycross.edu/sites/default/files/files/registrar/excused_absence_policy.pdf.

In the event that you miss class, you are still responsible for all of the material covered on that day, including announcements, etc.

Community-Based Learning Experience: The CBL component of this course is an important part of the learning that you will accomplish this semester. Weekly reflections, discussion participation, and formal writing will help you critically reflect on your CBL experiences and make connections to course material. The Donelan Office of Community-Based Learning will assist you in securing a placement with a Worcester-based community partner. On the first day of class, a representative from the Donelan office will visit our class and provide you with additional information on CBL and the site selection process.

Working with your CBL community partners will provide you with insights that would not be available to you by reading a text. My expectation is that you will enter your CBL sites with a positive attitude and an open and inquiring mind. The contributions that you make at your CBL site, no matter how small, are important and should be taken seriously. CBL partnerships, at their best, benefit both the organization and student learning. I am personally looking forward to learning from your CBL experiences. Here are just a few goals that I hope your CBL experience will help you to accomplish:

- A deeper understanding of how nonprofit organizations function and try to accomplish their goals
- An awareness of the complexities, difficulties, and challenges of your organization's work
- An ability to locate your organization's issue within broader social justice struggles
- An ability to connect theory to action and service to politics
- Enhanced communication skills

You are required to visit your site each week (except Spring Break & Easter Break, if your site visit falls at that time), for 2-3 hours per visit (not including transportation time). You should be able to get started at your site during the month of January and you are expected to attend until the last day of classes. If you are sick or have other unforeseen issues and cannot make a weekly site visit, I expect you to notify your site supervisor and attempt to make arrangements to reschedule or make up your time. If you have a driver's license, you are eligible to take a van certification class so that you can use Holy Cross vans. You will be expected to fill out a CBL Attendance Log each time that you visit your site (this form is posted to our Moodle site). This log will be due with your Final CBL Reflection on May 4th.

Community Partners (see additional handout for more info):

Community Partner	Time Frame
Breaking Bread (Straight Ahead Ministries) (weekly meal sharing)	Fridays 3-5pm
Catholic Charities Food Pantry (food pantry)	Monday-Thursday, 11:15am-1:15pm (for one 2-hour time block)
The Mustard Seed (food pantry and meal sharing)	Wednesdays, 4-7pm
Pernet Family Health Service (food pantry)	Mondays 1-3pm or Tuesdays 11am-3pm (for one 2-hour time block)
St. John's Meal Program (meal service at Xavier Center)	Monday-Friday, 6am-10:30am (for one 2-hour time block)

CBL Resources: Out-of-class reflection sessions will be offered by CBL Interns and Donelan Office staff. The spring reflection session topics include: a) *Toxic Charity/Getting Started with CBL* which will be held from 6:00-7:00pm on Monday, Feb. 19th in Hogan 320 and b) *Where Do We Go From Here? Living a Life of Service & Justice* which will be held from 6:00-7:00pm on Wednesday, April 18th in Hogan 305.

If you have a driver's license, becoming van certified will offer you more flexibility in visiting community partners. There are three van certification classes scheduled at the beginning of the semester: Tuesday, Jan. 30th from 2-4pm in Hogan Suites B/C, Thursday, Feb. 1st from 9-11am in Hogan 403, and Monday, Feb. 5th from 5-7pm in Hogan 406. Interested students should RSVP to Isabelle Jenkins at ijenkins@holycross.edu.

Through the Marshall Memorial Fund, financial support is available on a competitive basis for service, research, and community-based learning projects that are of academic benefit to Holy Cross students and of benefit to the people of Worcester. Holy Cross students are welcome to apply. Applications are due February 14th and can be found on our website at: <http://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/marshall-memorial-fund>.

Many thanks to Michelle Sterk Barrett, Isabelle Jenkins, and the staff at the Donelan Office of Community-Based Learning for their assistance this semester.

Course Grades:

-  Discussion Leadership (5%)
-  Participation and Attendance (10%)
-  Weekly Reflection Papers (10%)
-  Organizational Analysis of CBL Site (10%)
-  Final CBL Critical Reflection (10%)
-  Midterm Paper (20%)
-  Final Research Paper (35%)

Discussion Leadership: For one hour of each class session, a student in the class will lead a discussion of the readings. Depending on the day, this session will be preceded or followed by additional discussion and time for clarification and elaboration on topics led by your instructor. Each day, we will try to save time for us to collectively reflect on connections between the course materials and your CBL experiences.

Requirements for Discussion Leadership

A handout:

- Bring with you 12 copies of a 1-2 page handout that highlights what you think are some of the most important arguments or points made in the texts for the week. Note: I do not expect you to share a detailed outline/summary of the readings.
- At the bottom of your handout, you should include a list of 5 discussion questions for the class to collectively address in the full seminar (no break-outs).
- Email me your handout by Thursday at noon. This will allow me to better prepare for my portion of the class.

The discussion:

- During the first 5 minutes of your time block, you will have time to introduce your discussion objectives (don't summarize the reading during these 5 minutes, but share with us why you chose the discussion points that you chose).
- Though I may chime in here and there, you will facilitate the discussion and call on your peers.
- During your time block, you need to share a relevant current event or media article that relates to your reading (something from "outside" the classroom). Your outside material should take the discussion beyond the reading in some way.

Weekly Reflection Papers: The purpose of these reflection papers is to help you prepare for our class discussions and keep up with the readings. Throughout the semester, you will submit seven 2-page papers. These papers will be due to me via email by noon on Thursdays (this will give me time to read them before our class sessions on Fridays). You can select the weeks that you submit your papers. It should be evident in your writing that you are keeping up with all of the course readings and that you understand the main arguments presented. You can share insights from your CBL sites and make connections between what you are seeing and the weekly readings, but the primary focus should be on the readings. Grading on these papers follows a pass/fail scale. If you complete all seven papers thoughtfully, submit them on time, and follow the guidelines on content, you will earn a 70 out of 70 on this portion of your grade. Submitting a paper late or incomplete/too short/not substantive enough will deduct 5 points from your total score. A missing paper will deduct 10 points from your total score. No extensions will be provided on weekly reflection papers so please plan accordingly.

Organizational Analysis of CBL Site: After you have visited your site three times, you will write a 5-page analysis of your site observations up to that point. A handout will be provided on the first day of class. This analysis is due on March 2nd.

Final CBL Critical Reflection: In your final CBL reflection (5-pages), you will revisit the analysis and claims that you made in your organizational analysis and consider them again with the full breadth and depth of the course materials. I expect that some of your ideas will evolve and expand. Further prompting will be provided to you during the last few weeks of class. This reflection will be due on May 4th.

Midterm Paper: A 7-10 page, double-spaced midterm paper will be due on Friday, March 16th. You should expect to synthesize our course readings and discussions in a creative format—more info will be provided in class on March 2nd.

Final Research Paper: By 9am on Friday, May 11th, you will submit a 20-page, double-spaced research paper that analyzes course materials and utilizes extensive external scholarly resources to explore a research question that arises from your experiences at your CBL site. More info will come at a later date, but in the meantime, you should choose your CBL site with this final paper in mind. A proposal for this paper will be due on April 6th and an annotated bibliography will be due on April 20th.

Late Policies: Late essays will be penalized by one letter grade per 24-hour period. So, for example, if you submit a paper after class on the day it is due and it would have earned a grade of an A, your grade will automatically lower to a B and so on. If you have an extenuating circumstance such as serious illness or a family emergency and want to request an extension you must contact me *before* the paper is due and get approval. There are no exceptions to this policy. Assignments are due at the beginning of class.

Rewrites of essays and assignments will not be accepted. I strongly encourage you to set up a time to meet with me before the paper is due to discuss the assignment and ask questions. I also encourage you to take advantage of Holy Cross resources such as the Writer’s Workshop.

Grading Scale: Grading will be based on a total of 100 percentage points. The following scale will be used:

94-100	A	87-89.99	B+	77-79.99	C+
90-93.99	A-	84-86.99	B	74-76.99	C
		80-83.99	B-	70-73.99	C-
				66-69.99	D+
				60-65.99	D
				0-59.99	F

Academic Integrity Policy: To succeed in this course, you must abide by the Holy Cross statement on academic integrity. Please familiarize yourself with this policy at: https://www.holycross.edu/sites/default/files/files/registrar/academic_integrity_policy_0.pdf. It is very important to me that you maintain academic integrity in the fullest sense. Here are just a few examples of scenarios that would violate academic integrity policies: using a peer’s essay as a framework to formulate your own, misrepresenting yourself on an attendance sheet, incorrectly citing sources for ideas and concepts in an essay, submitting a paper that you already submitted in a different course, and copying and pasting from anywhere online or in a text without using quotation marks and in-text citations. It is your responsibility to understand what constitutes a violation of academic integrity. Violations of academic integrity on an assignment or exam will result in you earning a zero on that assignment. If you have any questions about how to maintain academic integrity, come speak with me as soon as possible.

Office of Disability Services: Any student who feels the need for accommodation based on the impact of a disability should contact the Office of Disability Services to discuss support services available. Once the office receives documentation supporting the request for accommodation, the student would meet privately with Disability Services to discuss reasonable and appropriate accommodations. The office can be reached by calling 508-793-3693 or by visiting Hogan Campus Center, room 215A. If you are already registered with Disability Services, please be sure to get your accommodation letters and deliver them to your instructors in a timely fashion. Instructors need 4-5 days advance notice to be able to facilitate the process of receiving testing accommodations.

Moodle: This course will utilize Moodle as a communication system, a grade book, and a document manager. I will post copies of handouts, the syllabus, and other important files such as course readings to Moodle. Please let me know asap if you have trouble opening any links or files. You should check the

Moodle site (and your Holy Cross email address) on a daily basis so that you are fully informed of any course announcements or changes.

Email: Feel free to email me at any time, but do realize that I don't check my email frequently between the hours of 5pm and 8am. If you email me during those hours or on the weekends, please expect that I will take longer to respond. It's important that you plan ahead and don't leave important questions until the night before something is due. Also, some conversations are more helpful to have in person (grades, questions on the readings, and so on), so I may suggest that you schedule an appt. with me instead of using email to respond.

Course Schedule:

The following schedule lists the reading assignments for the course as well as other due dates. Readings, films, and assignments are to be complete prior to the class for which they are listed.

Section I: Introduction

January 26: Introduction to the Course

Readings:

- "The Promise" by C. Wright Mills (pgs. 1-7) Moodle
- "Food Ethics and Social Injustice," Chapter 2 in *From Field to Fork: Food Ethics for Everyone* (Thompson 2015, pgs. 54-79) Moodle

In class:

- Visit from the Donelan Office at 1pm (learning about community partners, site selection, etc.)

Reminder: Attend the CBL Fair on Tuesday, January 30th from 4:30-5:30pm in Hogan Suites B/C (4th floor)

February 2: Understanding Hunger, Food Insecurity, and Poverty

Readings:

- "Hunger and Food Insecurity," Ch. 10 in *Food Policy in the U.S.* (Wilde 2013, pgs. 172-193) Moodle
- Selection from *All You Can Eat: How Hungry is America?* (Berg 2008, pgs. 25-98) Moodle
- "Justice of Eating in the City: The Political Ecology of Urban Hunger" (Heynen 2006, pgs. 124-134) Moodle
- "Dismantling Racism in the Food System" (Holt-Giménez and Harper 2016, pgs. 1-6) Moodle
- "Hungry, Homeless, and in College" (Goldrick-Rab and Broton 2015, pgs. 1-3) Moodle
- Chapter 1 from *Poverty: A Handbook, 3rd edition* (Iceland 2013)

- (Skim for updated statistics) Household Food Security in the United States USDA ERS 2016 (Available at <https://www.ers.usda.gov/publications/pub-details/?pubid=84972>) Moodle

- Optional reading: "What Color is Hunger?" (Shields 1995, pgs. 1-11) Moodle
- Optional reading: The Food Assistance Landscape FY 2016 Annual Report: <https://www.ers.usda.gov/publications/pub-details?pubid=82993>

Assignments:

- Use the "Map the Meal Gap" tool to learn more about food insecurity in Worcester County and your home county. <http://map.feedingamerica.org/>

February 9: Poverty and Families

<p>Readings:</p> <ul style="list-style-type: none"> • Selection from <i>\$2.00 a Day: Living on Almost Nothing in America</i> (Edin and Shaeffer 2015, pgs. xi-33) Moodle (note: a chapter that we will read later in the semester is attached to this pdf) • Chapters 2, 3, 5, & 7 from <i>Poverty: A Handbook</i> (Iceland 2013)
<p>Assignments:</p> <ul style="list-style-type: none"> • Go to the MRC and watch the (84-min) film <i>A Place at the Table</i> (rental available on iTunes for \$3.99) • Optional film: <i>Hunger in America 2014</i> (53 min available on Kanopy Streaming/HC Library)

Section II: Charitable Food Assistance

February 16: Religion, Hospitality, and the Work of Charitable Food Provision

<p>Readings:</p> <ul style="list-style-type: none"> • <i>More Than Bread: Ethnography of a Soup Kitchen</i> (Glasser 1988, pgs. 1-68 and choice of Ch. 6, 7, 8, or 9) • “Hospitality as Social Relationship” and “Catholic Worker Hospitality” (Murray 1990, pgs. 3-24 and 49-87) Moodle • “Introduction” and “Chapter One” from <i>Visions of Charity</i> (Allahyari 2000, pgs. 1-73) Moodle • Optional reading: Selection from <i>Not By Bread Alone: Social Support in the New Russia</i> (Caldwell 2004, pgs. 156-194) Moodle
<p>Assignments:</p> <ul style="list-style-type: none"> • Listen to Podcast with Carla Szymanski, Rachel’s Table (30 min, 2/29/16) http://www.wcuw.org/foodmovementradio/FM.022916.RachelsTable.mp3 <p>Optional Supplemental Podcasts:</p> <ul style="list-style-type: none"> • Loaves and Fishes Food Pantry (Unitarian Universalist Church, 5/16/16) http://www.wcuw.org/foodmovementradio/FM.051616.LoavesandFishes.mp3 • Pernet Family Health Services (multi-service with a food pantry, 2/15/16) http://www.wcuw.org/foodmovementradio/FM.021516.LinhairDooley.mp3

February 23: The Emergency Food Network

<p>Readings:</p> <ul style="list-style-type: none"> • Selections from <i>American Wasteland: How America Throws Away Nearly Half of Its Food</i> “The Obstacles and Art of Food Recovery” (Bloom 2011, pgs. 48-53 and 215-237) Moodle • <i>Sweet Charity? Emergency Food and the End of Entitlement</i> (Poppendieck 1998, pgs. 1-319)
<p>Assignments:</p> <ul style="list-style-type: none"> • Listen to Podcast with Jean McMurray, Worcester County Food Bank (30 min, 4/27/15) http://www.wcuw.org/foodmovementradio/FMR.2015/04.27.15.FMR.McMurray.mp3 • Listen to Podcast with Alicia Cianciola, Community Harvest Project (30 min, 5/25/15) http://www.wcuw.org/foodmovementradio/FMR.2015/05.25.15.FM.Cianciola.mp3 <p>In class:</p> <ul style="list-style-type: none"> • Field trip to the Worcester County Food Bank (meet in front of Beaven at 11:10am) <ul style="list-style-type: none"> ○ <i>Note: No sandals, flip flops, high heels or open-toed shoes permitted at WCFB</i>

March 2: Politicizing Food Provision

<p>Readings:</p>

- “Introduction,” “Chapters One, Two, Three & Seven” in *Big Hunger* (Fisher 2017, pgs. 1-103, 215-242)
- “Cooking up Non-violent Civil-disobedient Direction Action for the Hungry: ‘Food Not Bombs’ and the Resurgence of Radical Democracy in the U.S.” (Heynen 2010, pgs. 1225-1238) Moodle
- Section from “Bending the Bars of Empire from Every Ghetto for Survival: The Black Panther Party’s Radical Antihunger Politics of Social Reproduction and Scale” (Heynen 2009, pgs. 410-415) Moodle (& watch film clip on Moodle from *The Black Panther Party: Vanguard of the Revolution*)
- Optional: Selections from *The Politics of Volunteering* (Eliasoph 2013, pgs. 43-63 and 94-128) Moodle

Assignments:

- **Organizational Analysis of CBL site (if you have had a minimum of 3 site visits)**

No Class March 9 (Fall Break)

Section III: Food Policy

March 16: Food Policy and the Supplemental Nutrition Assistance Program (SNAP)

Readings:

- Selections from *\$2.00 a Day: Living on Almost Nothing in America* (Edin and Shaeffer 2015, pgs. 94-112) Moodle
- Selection from *Nourishing Change: Fulfilling the Right to Food in the United States* (NYU Intl HR Clinic 2013, pgs. 24-30) Moodle
- Chapters 1 and 2 in *SNAP Matters* (Bartfeld et al. 2015, pgs. 18-73) Moodle
- “Chapter Four” and “Chapter Five” from *Big Hunger* (Fisher 2017, pgs. 105-183)

Assignments:

- **Midterm paper due today**
- Listen to NPR’s Marketplace “The Secret Life of a Food Stamp” Parts 1-3 (23 minutes) (<http://www.marketplace.org/topics/wealth-poverty/secret-life-food-stamp>) and do the “Wage Wager” activity
- Listen to Podcast with Pat Baker, Mass Law Reform Institute (30 min, 3/7/16) <http://www.wcuw.org/foodmovementradio/FM.030716.Baker.mp3>

In class:

- Special Guest: TBD?

March 23: Food Policy continued...

Readings:

- Ch. 11 from *Food Policy in the U.S.* “Nutrition Assistance Programs for Children” (Wilde 2013, pgs. 194-214) Moodle
- “Chapter Six” from *Big Hunger* (Fisher 2017, pgs. 185-214)
- “Food Industrialisation and Food Power: Implications for Food Governance” (Lang 2012, pgs. 11-22) Moodle
- “The Capitalism in our Food” (Nestle 2017, pgs. 1-4) Moodle
- Selection from “Food Policy Councils: Lessons Learned” (Harper, Shattuck, Holt-Giménez, Alkon, and Lambrick 2009, pgs. 1-15) Moodle
- “Practicing Food Democracy: A Pragmatic Politics of Transformation” (Hassanein 2012, pgs. 461-474) Moodle

Assignments:

- Watch: PBS's *Food Forward* "The U.S. of Agriculture" (<http://www.pbs.org/food/features/food-forward-season-1-the-us-of-agriculture/>)
- Listen to Podcast with Liz Sheehan Castro, Worcester Food and Active Living Policy Council (30 min, 5/4/15)
<http://www.wcuw.org/foodmovementradio/FMR.2015/05.04.15.FMR.SheehanCastro.mp3>
- Listen to Podcast with Congressman Jim McGovern, House of Representatives (30 min, 1/18/16)
<http://www.wcuw.org/foodmovementradio/FM.011816.McGovern.mp3>
- Optional film: Go to the MRC and watch the film *Food Stamped*
- Optional film: *Living in a Food Desert* 2015 (46 min <https://www.youtube.com/watch?v=jicYbi-8ZNU&feature=youtu.be>)

No Class March 30 (Easter Break)

Section IV: A Global Perspective

April 6: Hunger in the Global Context

Reading:

- "World Hunger: Its Roots and Remedies" (Moore Lappé 2008, pgs. 27-57) Moodle
- Selection from "Underfed and Overfed: The Global Epidemic of Malnutrition" (Gardner and Halweil 2000, pgs. 5-21): <http://www.worldwatch.org/system/files/EWP150.pdf>
- Browse "State of Food Insecurity in the World" website by FAO of the UN (<http://www.fao.org/hunger/en/>)
- Chapters 4 & 7 in *From Field to Fork: Food Ethics for Everyone* (Thompson 2015, pgs. 106-129 and 193-226) Moodle
- "An Anthropology of Structural Violence" (Farmer 2004, pgs. 305-325) Moodle

Assignments:

- **Final paper proposal due today**

In class:

- TBD

April 13: Gender, Structural Violence, Biopolitics and Food Insecurity

Reading:

- Carney (2015) *The Unending Hunger* pgs. 1-210

Assignments:

- None

Section V: Communities and Justice

April 20: Charity to Justice and Feminist Food Justice

Reading:

- "Food Banking, Ethical Sensemaking, and Social Innovation in an Era of Growing Hunger in the United States" (Elmes, Mendoza-Abarca, and Hersh 2015, pgs. 1-17) Moodle
- "Chapter 8" and "Conclusion" from *Big Hunger* (Fisher, pgs. 243-272)
- "Feminist Food Justice: Crafting a New Vision" (Sachs and Patel-Campillo 2014, pgs. 396-410) Moodle

Assignments:

- **Annotated bibliography for final paper due today**

In Class:

- Special Guest: Frank Kartheiser, Worcester Interfaith

April 27: Community Food Security, Activism, and Food Sovereignty

Reading:

- “Food Sovereignty or Bust: Transforming the Agrifood System is a Must” (Sbicca 2016, pgs. 316-328) Moodle
- “Introduction” in *The New Food Activism* (Alkon and Guthman, 2017, pgs. 1-27)
- “Resetting the “Good Food” Table: Labor and Food Justice Alliances in Los Angeles” in *The New Food Activism* (Sbicca 2017, pgs. 107-132)
- “Food Workers and Consumers Organizing Together for Food Justice” in *The New Food Activism* (Lo and Koenig 2017, pgs. 133-156)
- “Farmworker-Led Food Movements Then and Now” in *The New Food Activism* (Minkoff-Zern 2017, pgs. 157-178)
- Optional: “Building Capacity Between the Private Emergency Food System and the Local Food Movement: Working toward Food Justice and Sovereignty in the Global North” (McEntee and Naumova 2012, pgs. 235-253) Moodle

Assignments:

- Listen to podcast with Casey Burns, Food Justice of the Regional Environmental Council (5/11/15)
<http://www.wcuw.org/foodmovementradio/FMR.2015/05.11.15.FMR.Burns.mp3>
- Watch PBS’s *Food Forward* “Food (Justice) for All” (<http://www.pbs.org/food/features/food-forward-season-1-food-justice-for-all/>)

May 4: Conclusion: What is Justice?

Readings:

- “Just Food?” (DuPuis et al. 2011, pgs. 283-307) Moodle
- “Boston’s Emerging Food Solidarity Economy” in *The New Food Activism* (Loh and Agyeman 2017, pgs. 257-283)
- Chapter of your choice from *The New Food Activism*
- “After the White House Garden: Food Justice in the Age of Trump” (Broad 2017, pgs. 33-42) Moodle
- Optional: “Eco-queer Movement(s): Challenging heteronormative space through (re)imagining nature and food” (Sbicca 2012, pgs. 33-51) Moodle

Assignments:

- **Final CBL Reflection Due**
- **Class discussion of final papers**

Final Papers Due on Friday, May 11th