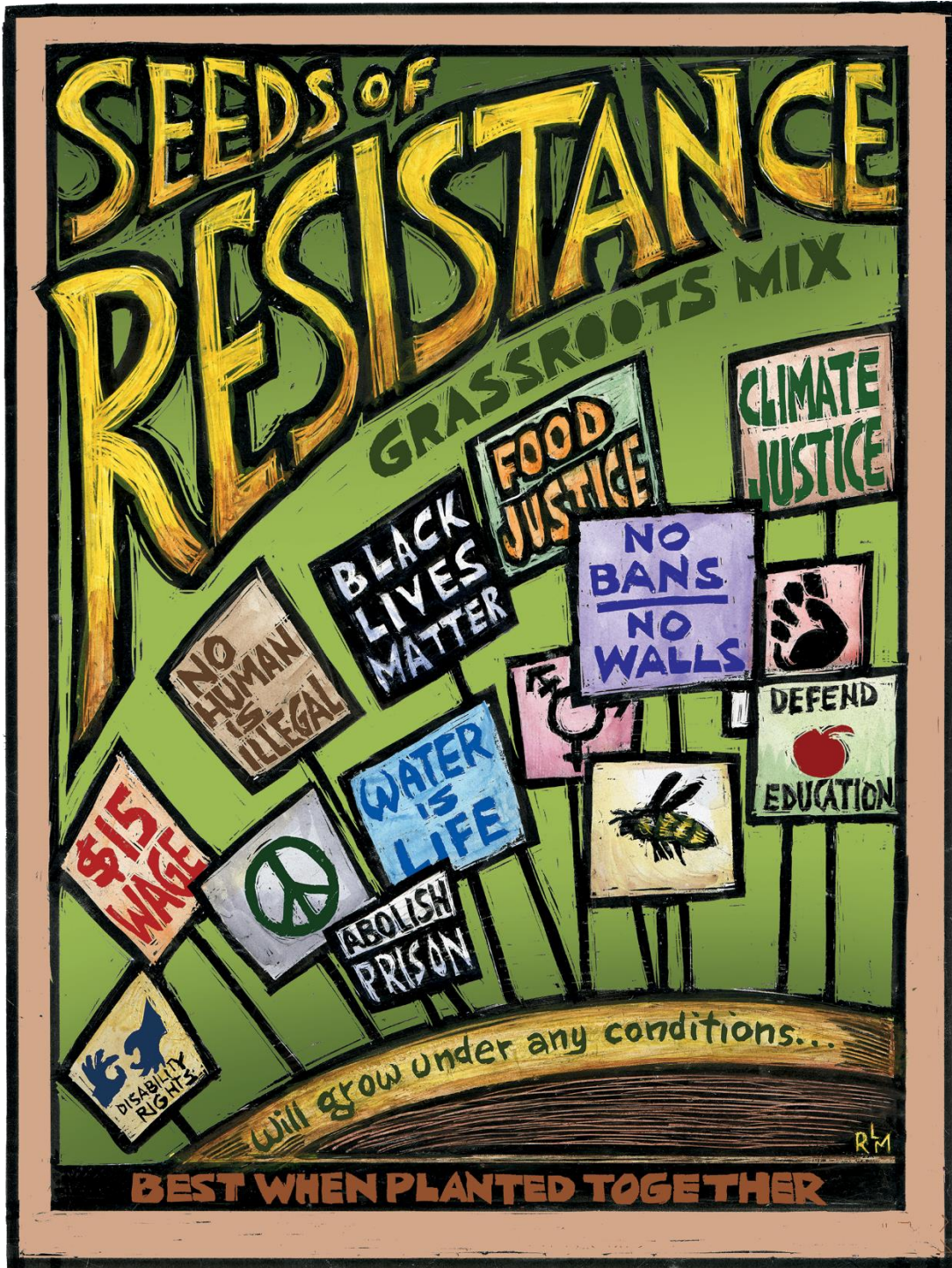


SOC 324: Food Justice
Fall 2022



Tuesday and Thursday 12:30-1:45 PM
Eddy 100

Professor: Joshua Sbicca, PhD
Office Hours: Clark Building B235
Tuesday and Thursday 2-3:30 PM
E-mail: j.sbicca@colostate.edu

Course Description

Food justice includes all ideas and practices that strive to eliminate exploitation and oppression within and beyond the food system. We therefore begin the course with a structural analysis of the major inequalities people experience in their relationship to food, paying close attention to the ideological and material drivers of capitalism, colonialism, patriarchy, institutional racism, and white supremacy. Beginning with these broad and intersectional roots grounds our further engagement with the goals of food justice, which necessarily aim to transform economic, political, cultural, social, and ecological life. We will encounter an array of visions, tactics, strategies, and scales of action of the food justice movement, and its allies. In the process, you will discover how activists and scholars draw on movements for economic, gender, racial, and environmental justice, and more, and explore the possibilities for building innovative cross-movement ties that engage in a range of food politics. In sum, we will learn in order to act.

Goals and Learning Outcomes

- 1) Articulate the institutional and ideological drivers of inequities in the food system.
- 2) Develop tools to dissect power relations between food-based social movements and counter-movements in the context of systems of domination and exploitation.
- 3) Critically evaluate claims made by authorities and the media regarding the food system.
- 4) Link personal history to food related histories of privilege, oppression, and resistance.
- 5) Hone analytic insights and empathic orientations to support food justice work in personal and collective ways.
- 6) Cultivate discussion, public speaking, research, and writing skills.

Required Reading

These books can be purchased or accessed through the library.

- Alkon, Alison Hope and Agyeman, Julian. *Cultivating Food Justice: Race, Class, and Sustainability*.
- Garth, Hanna, and Ashanté M. Reese. *Black Food Matters: Racial Justice in the Wake of Food Justice*.
- Holt-Giménez, Eric. *A Foodie's Guide to Capitalism: Understanding the Political Economy of What We Eat*.

In addition to these books, you will read a range of other chapters and articles. See the schedule and course bibliography below for details.

Additional Food Justice Resources

[Just Food Educational Resource](#)
[Reimagining Food Justice + Food Sovereignty Toolkit](#)
[Northern Colorado Food Justice Kit](#)
[HEAL Food Alliance](#)
[Real Food Media](#)
[Civil Eats](#)

Accessing Electronic Readings, Assignments, and Course Content

- 1) Always consult the syllabus to see what is due each week.
- 2) Go to [Canvas for our class](#).
- 3) Turn in all assignments on Canvas.
- 4) Under Files, there are subfolders with readings, assignments, and relevant course materials. Make sure to cross-reference the file names with the readings for each week.
- 5) Info for [student needs and troubleshooting](#) and [IT Help Desk](#).

Assignments

Reading Reactions – 10 points a week, 120 total points

- Starting week 2, write a **one-page** reaction to the week's readings. Reactions need to be sociological and convey an engagement with the major themes. Include in each paper 1) A brief, no more than a paragraph, analytical distillation of the major food justice issues. This should not be a detailed summary; 2) One main idea that you found most important; 3) Why you think this idea is important to the study and practice of food justice. (10 points)
- Reactions are due **Monday by midnight**.
- Submit these on Canvas **AND** post them to your discussion group on Canvas (see below).
- You can choose two weeks to not turn in papers. However, you are still expected to participate in weekly discussions (see below).

Participation and Discussion Groups – 140 points, 10 points a week

- Given the hands-on learning and discussion that occupy much of our class time, your consistent presence is required. I evaluate daily participation beginning the second week. Your participation is based on an assessment of your attendance and how you engage, not just talking, but in terms of paying attention, taking notes, and remaining active in the course.
- **On Tuesdays** bring materials to take notes.
- **On Thursdays** we spend class discussing the topics for that week. You will be assigned to discussion groups of 4-5 people that will change four times over the course of the semester.
 - o **Post your reading reaction** to your group under “Discussions” on Canvas no later than **Monday at midnight**. Click on “Reply.” Then attach your document. **DO NOT** copy and paste your reading reaction.
 - o Read over your groupmates' reading reactions before you come to class on Thursday.
 - o **Post TWO discussion questions** related to the readings and your classmates' reactions. Focus on major ideas and concepts. Do not ask questions that are directly answered in the readings. Make sure to ask “how” and “why” questions. **Bring questions to class**.
 - o **BRING READINGS TO CLASS ON THURSDAY**.
 - o Your job is to discuss the readings, work through uncertainties you have, and then bring new questions to the class for discussion. This runs the entire class period.

Food Justice Research Project – 200 points

- Write **seventeen pages double-spaced** on a food justice topic of your choice, which is broken up into different papers and updates throughout the semester. Pick a social inequity, critically analyze the structural drivers and why it continues, and research the food justice activism mobilizing in response. **Read handout on Canvas for more details**.
 - o **One-page** proposal of your project (Due 9/25) (20 points)
 - o **One-and-a-half-page** research update of the food inequity you are studying (Due 10/10) (20 points)

- **Seven-page** analysis of a food inequity (Due 10/30) (70 points)
- **One-and-a-half-page** research update of the food justice movement strategies and solutions you are studying (Due 11/14) (20 points)
- **Seven-page** analysis of food justice movement strategies and solutions (Due 12/11) (70 points)

Grades and Point System*

94 – 100	A	Reading Reactions:	120 points (26%)
90 – 93	A-	Participation and Discussion Groups:	140 points (30%)
87 – 89	B+	Food Justice Research Project:	200 points (44%)
83 – 86	B		
80 – 82	B-	Total:	460 points (100%)
76 – 79	C+		
70 – 75	C		
60 – 69	D		
59 and below	F		

Academic Integrity

This course adheres to the [CSU Academic Integrity Policy](#) as found in the [Student Conduct Code](#). At a minimum, violations result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

The CSU Honor Code states: *As a student at Colorado State University, I recognize my active role in building a Campus of Character. This includes my commitment to honesty, integrity, and responsibility within the campus community. As such, I will refrain from acts of academic misconduct.*

It is in the interest of learning and skill development that you do your own work and refrain from cheating, plagiarism, unauthorized possession or dispossession of academic materials, falsification, and facilitation.

Colorado State University Land Acknowledgement

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

[Land acknowledgement video](#)

Colorado State University Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Disabilities Statement

If you are a student who needs accommodations in this class due to a disability or chronic health condition, I need an accommodation letter from the [Student Disability Center](#) (SDC) before they are implemented. If you do not already have these letters, please contact the SDC as soon as possible to initiate the accommodation process. The SDC is in room 121 of the TILT building. Contact them at 970-491-6385.

Religious Observances

Colorado State University has a legal and moral obligation to accommodate all students who must miss classes to observe religious holidays. You will not be penalized for missing class due to religious observance. You are responsible for notifying me in advance of any conflicts.

Diversity, Equity and Inclusion Resources

[Office of the Vice President for Diversity](#)

[Gender Inclusive Bathrooms Campus Map](#)

[Accessibility Resource](#)

[Student Resolution Center](#)

[CSU Center & Cultural/Resource Centers](#)

[Student Resolution Center](#)

Report discrimination, violence & harassment

[Office of Support & Safety Assessment](#)

[Office of Equal Opportunity](#)

Counseling Resources

[CSU Counseling Services](#)

[Center for Family and Couple Therapy](#)

Weekly Readings	Assignments
<p align="center">Week 1 – August 23, 25 Food Justice Foundations</p> <p>Alkon and Agyeman – Introduction Garth and Reese – Introduction</p>	
<p align="center">Week 2 – August 30, September 1 Capitalist Food System Development and Commodification</p> <p>Holt-Giménez – Introduction, Ch. 1, 2</p>	
<p align="center">Week 3 – September 6, 8 Capitalist Land Enclosures, Agriculture, and Crisis</p> <p>Holt-Giménez – Ch. 3, 4, 6</p>	
<p align="center">Week 4 – September 13, 15 Matrix of Oppression, Sustenance, and Land</p> <p>Holt-Giménez – Ch. 5 Alkon and Agyeman – Ch. 3, 4 (Green et al., Minkoff-Zern et al.)</p>	
<p align="center">Week 5 – September 20, 22 Matrix of Oppression, Hunger, and Food Cultures</p> <p>Alkon and Agyeman – Ch. 2, 5 (Norgaard et al., McClintock) Garth and Reese – Ch. 10 (Williams)</p>	<p align="center">Proposal for Final Project Due September 25</p>
<p align="center">Week 6 – September 27, 29 Decolonizing Food and Food Movements</p> <p>Mihesuah and Hoover Voices from the Indigenous Food Movement</p>	
<p align="center">Week 7 – October 4, 6 Dismantling Racism (Growing Your Own)</p> <p>Alkon and Agyeman – Ch. 9 (Mares and Peña) Garth and Reese – Ch. 2, 8 (Richards-Greaves, White)</p>	
<p align="center">Week 8 – October 11, 13 Dismantling Racism (Eating Anew)</p> <p>Garth and Reese – Ch. 3, 7 (Hope Hassberg, Kasper) Alkon and Agyeman – Ch. 10 (Harper)</p>	<p align="center">Food Inequity Research Update Due October 11</p>
<p align="center">Week 9 – October 18, 20 Feminist and Queer Food Politics</p> <p>Leslie, Wypler, and Bell Cairns and Johnston</p>	

<p style="text-align: center;">Week 10 – October 25, 27 Food Chain Workers and Labor Rights</p> <p>Lo and Oliva and Jayaraman Minkoff-Zern</p>	<p style="text-align: center;">Food Inequity Analysis Due October 30</p>
<p style="text-align: center;">Week 11 – November 1, 3 Food Cooperatives and Economic Justice</p> <p>Zitcer Loh and Agyeman</p>	
<p style="text-align: center;">Week 12 – November 8, 10 Food Justice and Carceral Abolition on the Inside</p> <p>Reese and Sbicca Hatch Underwood Marek</p>	
<p style="text-align: center;">Week 13 – November 15, 17 Food Justice and Carceral Abolition on the Outside</p> <p>Beckford, Carr, Kathuria, Khanna, Reese, Sbicca Sbicca Black</p>	<p style="text-align: center;">Food Justice Movement Research Update Due November 15</p>
<p>WEEK 14 – FALL BREAK – NOVEMBER 19-27</p>	
<p style="text-align: center;">Week 15 – November 29, December 1 Food and the Fight Against Gentrification</p> <p>Alkon, Kato, and Sbicca Garth and Reese – Ch. 6 (Hall) Alkon, Cadji, and Moore</p>	
<p style="text-align: center;">Week 16 – December 6, 8 The Future of Food Justice Movements</p> <p>Holt-Giménez – Conclusion Alkon and Agyeman – Ch. 13 (DuPuis et al.) Garth and Reese – Ch. 4 (Garth)</p>	<p style="text-align: center;">Food Justice Movement Analysis Due December 11</p>

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