



Gen&WS 320: Food for Thought: An Intersectional Approach

Instructor: Dr. Katherine Phelps (call me Dr. Kate!)

Office hours: Tuesdays and Thursdays 2:30 to 3:30 p.m. and by appointment

Contact: kphelps@wisc.edu

Office: Sterling 3323

For virtual/online appointments: <https://katherine-7.youcanbook.me/>

3 Credit Course: This intermediate level social science/humanities course fulfills the social science/humanities approach and global issue area in the Gender & Women's Studies major.

This class meets for two 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Canvas Course URL: <https://canvas.wisc.edu/courses/291960>

Requisite: Sophomore standing.

Class/Seminar Time: Tuesdays and Thursdays 1:00 – 2:15 p.m.

Location: Sterling 2301

Course Description

Takes a social science approach to human relationships with food from micro to macro levels. Considers personal and interpersonal relationships with food, examining the social, cultural, and political meanings of food at various intersections of identity (gender, race, class, ability, age, etc.), and within different institutions such as family, education, and religion. Asks questions about personal/individual responsibility in relation to food, and the role of governments in determining what people eat and how. Explores the gendered, raced, and classed politics of food systems; questions of sustainability, access, regulation, dissemination, and policy making. Examines the cultural, ecological, and economic implications of the ways food is perceived, produced, and consumed across cultures. From rural development to the controversy of GMOs, from land conservation to the politics of globalization, from local food systems to global food justice, we take a global approach to understanding how food is produced, by whom, the key stakeholders involved, and who benefits and who suffers in these arrangements of how food gets from a source to a stomach.

Some Course Discussion Themes:

Food politics

Privilege and power

Human rights

Oppression, disadvantage, and inequity

Agriculture, production, and distribution

Food and the environment

Colonization and food sovereignty

The hunger industrial complex

The wellness industry

Food security and insecurity

Globalization

Intersectionality/intersecting identities and food

Food movements, food activism, food justice

Course Learning Outcomes

At the completion of this course, *undergraduate* students will be able to:

- Create a foundation of knowledge to support further academic work and civic engagement in food sovereignty/food justice movements
- Define food justice and explore where and how it connects to ourselves and our communities
- Identify the different actors in food politics and the varying/conflicting ideas and intentions around food production, distribution, and access as it relates to equity
- Report on current food justice issues by analyzing the obstacles that create them
- Develop the ability to propose ideas surrounding food justice solutions
- Research and describe local, regional, and global social movements and policies around food politics and food justice
- Identify multiple food system stakeholders and how they interact in policy systems to affect the food system
- Articulate various theoretical frameworks as they relate to food, identity politics, and intersectionality and use them in application of concrete ideas
- Think, observe, and write critically and analytically and engage thoughtfully in analytic (rather than simply opinionated!) discussions
- Understand and engage in the process of conducting a literature review and complete a clear, well organized, and thoughtful academic paper or presentation that explores a particular area of interest/scholarship
- Feel some joy, energy, and curiosity through the learning process!
- Understand the complexity and messiness of social movements and social justice work and recognize why we do it anyway

At the completion of this course, *graduate* students will also be able to:

- Write an abstract and one page summary of a research project/paper that connects to the concepts/frameworks we explore in class
- Create an annotated bibliography of related literature/scholarship for research project/paper
- Do a 20-minute presentation on your area of research for the class as it relates to our course material

If you are a graduate student, please make plans to meet with me within the first two weeks of the semester to discuss adjusted course expectations and assignments.

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.
- Provide personalized comments (in any medium) for an individual student's assignment or exam.
- Actively facilitate an online discussion.
- Instructor posts announcements, email, or social media check-ins about academic aspects of the class.
- Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.
- Use of small working/study groups that are moderated by the instructor.

ASSIGNMENTS AND GRADING

Participation (250 points, 25% of overall grade):

In this class, participation is crucial if you want to do well. This means accessing course readings and viewings, completing assigned readings and viewings on time, coming to class with questions and ideas related to the concepts we are discussing that day, and participating on any Canvas discussions if they are assigned. Anticipate between 60 to 80 pages of reading each week and some short viewings, sometimes more, sometimes less. Participation is a substantial part of your final grade. You are required to be in class and required to participate during class discussions and activities. This is a discussion-based course; I want to hear what YOU have to say!

Your active participation in class sessions is assessed as part of your grade for this class and makes up 25% of your final grade. During the first few classes, we will discuss what constitutes active participation. (See participation rubric on our course Canvas page)

Your Food Story (50 points – 5% of overall grade):

For this assignment, you are being asked to write a 2- to 3-page paper (double spaced) sharing your story around food. Include things such as: what are your traditional and cultural foods (ethnically and/or in relation to your family of origin), if/why they are important (to you, your family, your communities), what celebrations or ceremonies do you have around or including food and why, where do these foods come from, do you have access to them, do you enjoy them, what other foods you enjoy and why, what is your relationship with food, and how you tend to procure food on a daily basis. This essay is essentially a critical reflection and analysis on your identity, social location, and relationship to food.

From Source to Stomach Essay (100 points – 10% of overall grade):

For this paper, you are being asked to investigate and find the sources for what's on your plate. This paper should focus around one meal (your choice), and you can decide how you want to approach it – whether with ingredients you purchase, or you can investigate the food practices here in a UW-Madison cafeteria, or you can choose a meal from a specific restaurant. But your goal is to understand and provide an in-depth account of how that meal comes together – the sources of the ingredients, the packaging, marketing and distribution of said ingredients, key stakeholders involved, who makes the food (you or another person?), and you must be descriptive about the meal itself - what it tastes like, its components, and what it means to you (i.e. why did you choose this specific meal?) This paper should be at least 3 pages double spaced, and no more than 5 pages doubled spaced. Be sure to cite and reference any sources you use as well!

Grocery Store Map and Analysis (150 points – 15% of overall grade):

For this assignment, you are being asked to map out a local grocery store and provide an accompanying critical analysis of the grocery store layout and available product (or unavailable, as the case may be). Be creative in how you make your map! Can do this digitally, or by hand, on regular paper or poster board! Make it your own. But I want to see a thoughtful and observant depiction of the set-up of your chosen grocery store, and an accompanying 2–3-page critical analysis of the layout of the grocery store and what it is like to be a consumer in that space – what do you notice about prices? Are there certain SNAP or WIC approved foods or brands? What do you notice about different brands? Where are things located in the store? Does the layout make sense? Where do you notice an abundance of product or a shortage? Feel free to work on these with class members as well and compare and contrast with one another! But you should each be submitting your own map and accompanying analysis.

Reading Quizzes (150 points – 15% of overall grade):

Over the course of the semester, you will be given 5 reading quizzes. These quizzes will be given at the beginning of class, but you will not know ahead of time when the quizzes will be. Each quiz will have two or three broad based questions on the readings for that week. You are allowed to use notes you have taken from readings for these quizzes, but NO READINGS themselves. Each quiz is worth a total of 30 points, resulting in 150 points, or 15% of your overall grade in the class.

Final Topic Proposal and Three Sources (50 points – 5% of overall grade):

In the first half of the semester, you will be asked to select a topic for your final project and provide references for three academic/scholarly sources related to that topic. This assignment should include a brief paragraph description and rationale for your chosen topic, and full ASA references for three academic sources. This assignment is to help jump start you for the final project and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations for those sources. Please use ASA citation/reference format for this assignment. Check out Purdue OWL for tips on ASA citation and reference format!

Final Project – paper or presentation (250 points – 25% of overall grade):

For the final project in this class, select a current food justice issue of interest to you. Issues might include food deserts vs. food oases, migrant farmers and the politics of farm labor, GMOs, environmental issues, food sovereignty, cultural erasure, food policies, health epidemics, etc. Your paper/presentation should include the following elements:

1. An overview of the issue and the story behind it. How did it come about? Set the scene.
2. Identify the social, political and/or economic context of the issue. Who are the key players and the impacted groups or persons? What are their goals?
3. What are the proposed policies/solutions to the issue? Who makes the initial recommendation and who makes the final decision? What is/are the bases for that decision? Are they feasible?
4. Present your own possible solutions/alternatives.

The paper or presentation must employ critical thinking and theoretical frameworks explored in class in your analysis. You must use at least **three** relevant readings or viewings from the class for your analysis, and additionally cite at least five external academic sources in your paper or presentation. Papers will be 8 to 10 pages (not including title or reference page) double-spaced, 1-inch margins, Times New Roman font, ASA citation format. Presentations should be at least 15 minutes long (but no more than 25 minutes), presented as a YouTube video, Prezi video, or some other platform that allows for both slides and voice capability. Presentations must also include an ASA format bibliography listing sources used either as a slide or separate document.

Food Journal (extra credit – up to 20 points or 2 percentage points):

As an extra credit opportunity, you can elect to create a journal to track where the foods for your meals come from for a 3-day period. Include things like what meal it is, the foods/ingredients, where those foods were grown/raised (if known), where they were manufactured/packed (city, state, country, etc.), and who produced/cooked them. Also record where you consume your meals (a restaurant, a desk at work, a picnic with family, in your car on the road, etc.) and how the above factors impact how you feel during or after eating. Offer any other reflections on what you've learned in class about food politics and if and how they have impacted how you consume food and in what ways.

Final letter grades are as follows:

A 93-100
AB 88-92

B 83-87
BC 78-82

C 70-77
D 60-69

F below 60

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There is no required textbook for this course.

All required readings and viewings are available on Canvas as web links and PDFs.

HOMEWORK & OTHER ASSIGNMENTS

All assignments to be submitted on Canvas on designated due dates listed in our course calendar at the end of this syllabus except for reading quizzes which will be taken in class.

Standard Paper Format – American Sociological Association

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style

POLICY ON LATE OR MISSED ASSIGNMENTS***

I want to be as accommodating as possible, and I can do this if you communicate with me. I am glad to provide wiggle room on due dates if it means producing higher quality work. If assignments are submitted more than two weeks past the original due date, *they may not be accepted for credit*, except in the case of extenuating circumstances. If you have a valid reason to turn in an assignment late, please talk to me before the due date if possible. Final papers/presentations must be submitted on the due date because I am up against end of semester grading deadlines. Please plan ahead for the end of the semester!

***I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I just ask is that you communicate with me!

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

Institutional syllabus statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication,

plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

(Language graciously borrowed from Dr. Sami Schalk of UW-Madison Gender and Women's Studies):

I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

Resources for Academic Assistance:

- The UW Writing Center: <https://writing.wisc.edu/>
- Tutoring and Learning Support Services – <https://newstudent.wisc.edu/academic-support/>
- <https://academicsupport.wisc.edu/>

DIVERSITY & INCLUSION

Institutional Statement on Diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees: the Department Chair, Dr. Judy Houck (jahouck@wisc.edu), the Graduate Coordinator, José Ramirez (jramirez27@wisc.edu), and the Undergraduate Advisor, Susan Nelson (susan.nelson@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you!

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

IMPORTANT NOTES

- 1) This syllabus is to act as a guide and contract for the semester; but it is not set in stone. Each group of students moves at a different pace and gets fascinated by certain topics. I will try to honor this, and we may find ourselves spending more time on certain topics and less time on others. As such, by choosing to remain in this course, you agree to the above requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- 2) I ask you to please put your phones away during class. If you plan to take notes on your phone, please plan to use another device or get a notebook. If I see you answering your phone or text messaging, you will be asked to put it away. If it is a recurring problem, I will ask you to leave the classroom. Our time together in a classroom is precious...let's use this time to be present with each other!
- 3) I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 9 a.m. and 5 p.m. I will always try to get you a response within 24 hours. Also, please send me emails from either your student email address, or another email address that readily identifies you.

COVID-19 Information:

Students' Rules Rights, & Responsibilities

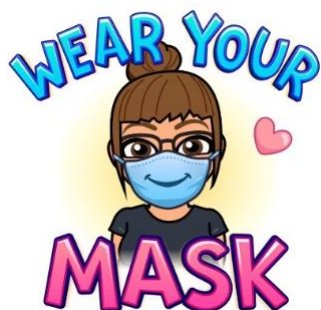
During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

<https://covidresponse.wisc.edu/>

UW-Madison Face Covering Guidelines

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)



Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Our Class Philosophy

This class will be an open and affirming learning space for all students regardless of age, race, ethnicity, citizenship status, gender, sex, sexual orientation, size, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal/correct names and pronouns. I encourage open communication among students and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times during the term, we will be discussing topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be difficult as they deal with the subjects of various forms of oppression, and body related topics such as relationships to food, food insecurity, embodied experiences, and disordered eating. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean

you are exempt from participation. If you ever feel the need to refrain from engaging with the material during one of these discussions, you may always do so without academic penalty. However, I ask that you make me aware of the circumstances. And you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I welcome such discussion as an appropriate part of our coursework.

I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think beyond those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures.

The success of this class is a community effort!

Links to resources for student well-being:

<https://students.wisc.edu/guides/community/>

<https://students.wisc.edu/guides/get-involved/>

<https://students.wisc.edu/guides/health-and-wellness/>

Class/Reading and Viewing Schedule

(Listed readings/viewings and assignments are due THAT DAY for class!)

<p>Week One: What does food mean to us?</p> <p>Food and the self, food and community, food and society</p>	<p>Tuesday 1/25: Introductions, syllabus overview No readings and viewings due</p> <p>Thursday 1/27: Readings and viewings due:</p> <ul style="list-style-type: none"> • Colas et al. 2018. "Introduction." <i>Food, Politics, and Society</i>. (reading) • Colas et al. 2018. "Identity." <i>Food, Politics, and Society</i>. (reading) • Sibal, Vitika. 2018. "Food: Identity of Culture and Religion." (reading)
<p>Week Two: Frameworks and definitions – so how does this system work?</p>	<p>Tuesday 2/1: Readings and viewings due:</p> <ul style="list-style-type: none"> • Kitch et al. 2021. "Gendered and Racial Injustices in American Food Systems and Cultures." <i>Humanities</i>. (reading) • Paarlberg, Robert. 2013. "An Overview of Food Politics." <i>Food Politics: What Everyone Needs to Know</i>. (reading) • USDA Website. https://www.usda.gov/our-agency/about-usda#:~:text=What%20We%20Do,available%20science%2C%20and%20effective%20management (explore)

	<p>Thursday 2/3: Readings and viewings due:</p> <ul style="list-style-type: none"> • Paarlberg, Robert. 2013. "Who Governs the World Food System?" <i>Food Politics: What Everyone Needs to Know</i>. (reading) • Reese and Garth. 2020. "Black Food Matters: An Introduction." <i>Black Food Matters: Racial Justice in the Wake of Food Justice</i>. (reading) • Haas Institute Research and Policy Report on the U.S. Farm Bill (2015). (Please read definitions, executive summary, and as much of the introduction and other content as you would like – you do NOT need to read all 92 pages, I just wanted you to have all 92 pages) (reading) <p>Your Food Story assignment due by midnight on Canvas</p>
<p>Week Three: Down on the farm – farm labor and agribusiness</p>	<p>Tuesday 2/8: Readings and viewings due:</p> <ul style="list-style-type: none"> • Sherrod, Shirley. 2020. "The Struggle for the Land: A Story from America's Black Belt." <i>Nonprofit Quarterly</i>. https://nonprofitquarterly.org/the-struggle-for-the-land-a-story-from-americas-black-belt/ (reading) • Newkirk, Vann R. 2019. "THE GREAT LAND ROBBERY: The shameful story of how 1 million black families have been ripped from their farms." <i>The Atlantic</i>. (reading) <p>Thursday 2/10: Readings and viewings due:</p> <ul style="list-style-type: none"> • Kennedy Duckett, Mary Ellen. ND. "Empowering Female Farmers to Feed the World." <i>National Geographic</i>. (Sponsored by Pepsi-Co) (reading) • "The Humans Who Feed Us." <i>Justice for Migrant Women</i>. https://justice4women.org/the-humans-who-feed-us (read/watch) • Entralgo, Rebekah. 2021. "Migrant Women Farm Workers: An Invisible Essential Labor Force." <i>Inequality.org</i> https://inequality.org/great-divide/women-farmworkers-essential-labor/ (reading) • Bacon, David. 2021. "A Democratic Food System Means Unions for Farmworkers." <i>Food First Backgrounder</i>. (reading)
<p>Week Four: Processing, Distribution,</p>	<p>Tuesday 2/15: Readings and viewings due:</p>

<p>and Marketing – who are the stakeholders?</p>	<ul style="list-style-type: none"> • Berman, Robby. 2017. “Megamergers Mean Three Companies = Most of the World’s Food.” <i>Big Think</i>. https://bigthink.com/technology-innovation/megamergers-mean-3-companies-most-of-the-worlds-food/ (reading) • Pahnke, Anthony. 2022. “Op-Ed: Helping Small Processors Won’t Work Unless We Break Up Big Meat.” <i>Civil Eats</i>. (reading) • Understanding the Global Food System, <i>Organization for Economic Cooperation and Development (OECD)</i> https://www.oecd.org/agriculture/understanding-the-global-food-system/ (explore) • Held, Lisa. 2020. “Food Distribution 101: What Happens When the Food Supply is Disrupted by a Pandemic.” <i>Civil Eats</i>. (reading) <p>Thursday 2/17: Readings and viewings due:</p> <ul style="list-style-type: none"> • Spinning Food: The Stealth PR Tactics Industry Uses to Shape the Story of Food. <i>Real Food Media</i>. https://www.youtube.com/watch?v=9AKt0NiIU34&ab_channel=OxfordRealFarming (watch) • Mattis, Kristine. 2015. “GMO Propaganda and the Sociology of Science.” <i>Counter Punch</i>. https://www.counterpunch.org/2015/10/05/gmo-propaganda-and-the-sociology-of-science/ (reading) • Green, Dymond. 2021. “The Rise of the Organic Food Market.” <i>CNBC</i>. https://www.cnn.com/2021/09/22/organic-food-sales-surged-in-2020-higher-demand-and-cheaper-costs.html (read/watch)
<p>Week Five: Farmers Markets, Supermarkets, Restaurants – Consumer Choices and Corporate Interests</p>	<p>Tuesday 2/22: Readings and viewings Due:</p> <ul style="list-style-type: none"> • Paarlberg, Robert. 2013. “Agribusiness, Supermarkets, and Fast Food.” <i>Food Politics: What Everyone Needs to Know</i>. (reading) • Alcon and McCullen. 2010. “Whiteness and Farmers Markets: Performances, Perpetuations...Contestations?” <i>Antipode</i>. (reading) • Martinez Sullivan, Lucy. 2021. “Op-Ed: We Need to Get Food Industry Dollars Out of Politics to Save Our Democracy.” <i>Civil Eats</i>. (reading) <p>Thursday 2/24: Readings and Viewings due:</p> <ul style="list-style-type: none"> • Shah, Khushbu. 2017. “What Happens When a Brown Chef Cooks White Food?” <i>GQ</i>. (reading)

	<ul style="list-style-type: none"> • Abad-Santos, Alex. 2020. "The Food World is Imploding Over Structural Racism. The Problems are Much Bigger than Bon Appetit." <i>Vox</i>. (reading) • Rahmanan, Anna. 2021. "For Indigenous People, Biden Can Make or Break His Legacy with the Farm Bill." <i>HuffPost</i>. https://www.huffpost.com/entry/neftal%C3%AD-dur%C3%A1n-voices-in-food-161717c2be4b093143207c901 (reading) • Conrad, Alison. 2020. "8 Ways White Bias Misdirects Food System Work." World Food Policy Center. Podcast. (listen) https://www.youtube.com/watch?v=l-tg88hACE&t=1s&ab_channel=WFPCDuke
<p>Week Six: Vulnerable populations – feeding children and aging people</p>	<p>Tuesday 3/1: Readings and viewings due:</p> <ul style="list-style-type: none"> • Guardia and Nelson. 2021. "Op-Ed: Our Shot at Creating Hunger Free Schools." <i>Civil Eats</i>. (reading) • Cory, Johnston, and Nelson. 2021. "A Student Driven Community Engagement Model for School Nutrition Education Programs." <i>Journal of School Health</i>. (reading) • McLeod and Winter. "American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit." (read as much as you can – you do not have to read all 84 pages) <p>Thursday 3/3: Readings and viewings due:</p> <ul style="list-style-type: none"> • <i>Leftovers: Senior Citizens Suffering with Food Insecurity</i> – documentary available on UW Madison Kanopy (watch) • Nargi, Lela. 2021. "Hungry Seniors Need More than Just Access to Food." <i>Civil Eats</i>. (reading) <p><i>Grocery Store Map and Analysis assignment due by midnight on Canvas</i></p>
<p>Week Seven: Food insecurity and the anti-hunger industrial complex</p>	<p>Tuesday 3/8: Readings and viewings due:</p> <ul style="list-style-type: none"> • Borrás and Mohamed, 2020, "Health Inequities and the Shifting Paradigms of Food Security, Food Insecurity, and Food Sovereignty." <i>International Journal of Health Services</i>. (reading) • Campbell, Leslie. 2021. "What We Get Wrong When We Think About Food Insecurity." TED Talk. https://www.youtube.com/watch?v=pLJ3XnTMIRM&ab_channel=TEDxTalks (watch)

	<p>Thursday 3/10: Guest Speakers from local organization Little John’s Kitchen Readings and viewings due:</p> <ul style="list-style-type: none"> • What is the Anti-Hunger Industrial Complex? https://politicsofpoverty.oxfamamerica.org/what-is-the-anti-hunger-industrial-complex/ (reading) • Fisher, Andrew. 2020. The Covid Crisis is Reinforcing the Hunger Industrial Complex. https://thereader.mitpress.mit.edu/the-covid-crisis-is-reinforcing-the-hunger-industrial-complex/ (reading) • Fisher, Andrew. 2017. “The Politics of Corporate Giving.” <i>Big Hunger: The Unholy Alliance between Corporate America and Anti-Hunger Groups</i>. (reading)
Spring Break	NO CLASS
<p>Week Eight: Food and “health” – what do the labels mean? Who is impacted?</p>	<p>Tuesday 3/22: Readings and viewings due:</p> <ul style="list-style-type: none"> • Freeman, Andrea. 2013. “The Unbearable Whiteness of Milk: Food Oppression and the USDA.” <i>UC Irvine Law Review</i>. (reading) <p>Thursday 3/24: Readings and viewings due:</p> <ul style="list-style-type: none"> • Colas et al. 2018. “The Self: Food Choices and Public Health.” <i>Food, Politics, and Society</i>. (reading) • Global Health Advocacy Incubator (GHA) - Campaign for Tobacco-Free Kids (CTFK). “Behind the labels: Big Food’s War on Healthy Food Policies.” November 2021. https://uppindustrywatch.net/Behind the Labels Report.pdf (reading) <p>Final Project Topic and Three Sources assignment due by midnight on Canvas</p>
<p>Week Nine: Protecting land, protecting animals, protecting communities – food and the environment</p>	<p>Tuesday 3/29: Readings and viewings due:</p> <ul style="list-style-type: none"> • Nabhan, Gary Paul. 2018. “Conservation you can Taste.” <i>Food from the Radical Center: Healing our Land and Communities</i>. (reading) • Nabhan, Gary Paul. 2018. “Bringing Back the Bison.” <i>Food from the Radical Center: Healing our Land and Communities</i>. (reading) • Paarlberg, Robert. 2013. “Farming, the Environment, Climate Change, and Water.” <i>Food Politics: What Everyone Needs to Know</i>. (reading)

	<p>Thursday 3/31: Readings and viewings due:</p> <ul style="list-style-type: none"> • Winona LaDuke, Seeds of Our Ancestors, Seeds of Life. https://www.youtube.com/watch?v=pHNleI72eQc&ab_channel=TEDxTalks (watch) • Gamblin, Ron. "LAND BACK! What do we mean?" <i>4Rs Youth Movement</i>. https://4rsyouth.ca/land-back-what-do-we-mean/ (reading) • Shield, Charli. 2021. "Seed Monopolies: Who Controls the World's Food Supply?" <i>DW</i>. https://www.dw.com/en/agriculture-seeds-seed-laws-agribusinesses-climate-change-food-security-seed-sovereignty-bayer/a-57118595 (reading) • Butz, Leah. 2021. "Meatless Meat and the Increasing Popularity of Plant-Based Meat Alternatives." <i>Hunter College New York City Food Policy Center</i>. https://www.nycfoodpolicy.org/meatless-meat-and-the-increasing-popularity-of-plant-based-meat-alternatives/ (reading)
<p>Week Ten: Urban farming and community gardens – feeding people by alternative means</p>	<p>Tuesday 4/5: Readings and viewings due:</p> <ul style="list-style-type: none"> • Megan Horst, Nathan McClintock & Lesli Hoey. (2017) "The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature." <i>Journal of the American Planning Association</i> (reading) • White, Monica. 2017. "Sisters of the Soil: Urban Gardening as Resistance in Detroit." <i>Race/Ethnicity</i>. (reading) <p>Thursday 4/7:</p> <ul style="list-style-type: none"> • No class! No readings and viewings! Rest and recharge and be sure to check out the proceedings for the annual GWS Consortium Conference, April 7th – April 9th, 2022 https://consortium.gws.wisc.edu/conference-2022/
<p>Week Eleven: Food and global culture, exploring food sovereignty</p>	<p>Tuesday 4/12: Readings and viewings due:</p> <ul style="list-style-type: none"> • Turner et al. 2020. "Food sovereignty, gender and everyday practice: the role of Afro-Colombian women in sustaining localised food systems." <i>The Journal of Peasant Studies</i>. (reading) • Navin, Mark. 2015. "Food Sovereignty and Gender Justice: The Case of La Via Campesina." (reading) <p>Thursday 4/14: Readings and viewings due:</p>

	<ul style="list-style-type: none"> • Decolonizing Thanksgiving And Reviving Indigenous Relationships to Food by M. Karlos Baca (NDN Collective) https://ndncollective.org/decolonizing-thanksgiving-and-reviving-indigenous-relationships-to-food/ (reading) • Aparna Pallavi Why We Need to Reclaim Vanishing Food Cultures. TED Talk: https://www.ted.com/talks/aparna_pallavi_why_we_need_to_reclaim_vanishing_food_cultures (watch) • <i>Gather</i> documentary (available on UW-Madison Kanopy page) (watch) <p><i>From Source to Stomach Essay due by midnight on Canvas</i></p>
<p>Week Twelve: Food Justice Movements and Activist Work</p>	<p>Tuesday 4/19: Readings and viewings due:</p> <ul style="list-style-type: none"> • Hassberg, Analena. 2020. "NURTURING THE REVOLUTION: The Black Panther Party and the Early Seeds of the Food Justice Movement." <i>Black Food Matters</i> (eds: Hannah Garth and Ashanté Reese) (reading) • "Food Justice." <i>The Laura Flanders Show</i>. 2020. https://www.youtube.com/watch?v=Lse9QmltJl4&ab_channel=TheLauraFlandersShow (watch) • Nittle, Nadra. 2021. "Delta Fresh Foods is Bringing Food Security to Northern Mississippi." <i>Civil Eats</i>. (reading) <p>Thursday 4/21: Readings and viewings due:</p> <ul style="list-style-type: none"> • Bridging indigenous knowledge and science to end hunger, Muthoni Masinde, 2017 https://www.youtube.com/watch?v=n90EMjYdhTk&ab_channel=TEDxTalks (watch) • Aptekar and Myers. 2020. "The Tale of Two Community Gardens: Green Aesthetics vs. Food Justice in the Big Apple." <i>Agriculture and Human Values</i>. (reading) • Honoring Indigenous Women as Change-makers in Indigenous Peoples' Food Systems. <i>Food and Agriculture Organization of the United Nations</i>. https://www.fao.org/north-america/news/detail/en/c/1382116/ (reading)
<p>Week Thirteen: Identifying current food justice issues</p>	<p>Tuesday 4/26: Readings and viewings due:</p>

<p>and what to do about it – policy recommendations and praxis</p>	<ul style="list-style-type: none"> • Becca Chalit Hernandez & Austin Luzbetak (2021): “Fat in food & environment justice: lessons from fat studies scholarship” <i>Fat Studies</i>. (reading) • Gerber, Elaine. 2007. “Food Studies & Disability Studies: Introducing A Happy Marriage.” <i>Disability Studies Quarterly</i>. (reading) <p>Thursday 4/28: Identify a contemporary issue of food justice and bring to class for discussion</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Evans, Sarah. 2018. “Is Prison Labor the Future of our Food System?” <i>Food First</i>. https://foodfirst.org/is-prison-labor-the-future-of-our-food-system/ (reading) • Hazard and Mzali. 2020. “Farm Workers Have Always Been Essential...Give Them What is Theirs.” <i>Food First</i>. https://foodfirst.org/foodworkers-have-always-been-essential-give-them-what-is-theirs/ (reading) • Held, Lisa. 2021. “Will Biden’s Food and Agriculture Appointees Live Up to His Promises on Racial Justice?” <i>Civil Eats</i>. (reading)
<p>Week Fourteen: The local landscape – food justice in our community</p>	<p>Tuesday 5/3: Readings and viewings due: Explore local food organization websites:</p> <ul style="list-style-type: none"> • Food Fight Restaurant Group: https://foodfightinc.com/ • Little John’s Kitchen: https://www.littlejohnskitchens.org/ • Reap Food Group: https://reapfoodgroup.org/contact/ • Second Harvest Food Bank: https://www.secondharvestmadison.org/ • The Foundation for Black Women’s Wellness - https://www.ffbww.org/ • Food Justice Collective UW Madison: https://inclusioneducation.wisc.edu/social-justice-hub/food-justice-collective/ • Dane County Community Food Systems: https://fyi.extension.wisc.edu/danefoodsystem/organizations/ <p>Thursday 5/5: No readings and viewings due, course reflections, final project Q and A</p>

Final Papers/Presentations due Friday May 6th by midnight on Canvas –

no late final projects accepted! Please plan ahead!

Additional/Supplemental Suggestions for Readings/Viewings

- Politico Morning Agriculture (blog of Politico, one of the leading newspapers on Capitol Hill) (<http://www.politico.com/tipsheets/morning-agriculture>)
- Marion Nestle's blog Food Politics (she's a nutrition professor) (<http://www.foodpolitics.com/>)
- Jason Lusk's blog (he's a food and agriculture economics professor) (<http://jaysonlusk.com/>)
- Park Wilde's US Food Policy blog (he's an economist/food policy professor) (<http://usfoodpolicy.blogspot.com/>)
- 23 Indigenous American Food Activists, Educators, and Other Figures to Know <https://www.nycfoodpolicy.org/23-indigenous-american-food-activists-educators-and-other-figures-to-know/>
- <https://www.nycfoodpolicy.org/ten-food-policy-podcasts-to-listen-to-now/>
- <https://foodprint.org/issues/food-justice/>
- <https://civileats.com/category/food-and-policy/food-justice/>
- <https://foodfirst.org/issue-area/us-food-justice/>