

**Northeastern University
Summer I 2017**

**HUSV 3510-01
Food Justice and Community Development**

Course Information

HUSV 3510-01
M/W 1:30-5pm
Richards Hall 155

Professor Information

Dr. Becca Berkey
Director of Service-Learning
Associate Director, Northeastern Environmental Justice Research Collaborative
r.berkey@northeastern.edu
617.373.5840
232 Hastings Hall at the YMCA
Office Hours: Anytime 9a-5p M-F, by appointment (email to request days/times)

S-LTA Information

Katy Davis
Davis.ka@husky.neu.edu

“Food justice seeks to ensure that the benefits and risks of where, what, and how food is grown, produced, transported, distributed, accessed and eaten are shared fairly” (Gottlieb and Joshi, 2010, p. 6).

Course Description

Does it fascinate you to think about what it takes to get that mouthwatering slice of pizza to your table? Do you want to know more about how to make food choices that are not only good for you, but good for others and the environment as well? Finally, have you ever wondered what it looks like to create large-scale change, as well as how to make a difference at a local level? Working from the foundations of environmental justice and community development, this inquiry seminar will uncover and examine through readings, media, discussion, service-learning, and field trips the key dilemmas of the food system in the United States today: including production, access, distribution, and key stakeholders from producers, to retailers, workers, and consumers. In doing so, it will consider the following questions: 1) What are the justice-related issues facing stakeholders within the food system in the United States? 2) What policies have most impacted the workforce in the American food system? and 3) What are the opportunities and leverage points for change in improving justice outcomes in this system?

Course Objectives

In this course, students will examine food justice from diverse theoretical, applied and ethical perspectives (e.g., race, ethnicity, class, culture, equity, law and policy, economy, ecology, sovereignty, and wellbeing). They will also analyze the food justice movement's community development dimensions by looking at organizations/movements struggling to create healthy and sustainable food systems locally, regionally, and globally. This course includes readings, lectures, films, and discussions coupled with experiential learning through both service-learning and other fieldwork (including, but not limited to: field trips to local farms and food hub areas). In all of this, the course's main goal is to *provide preliminary insights and understanding* about our complex food system: from the social, environmental, and economic factors related to food production, processing, and distribution; to food's impact on health and nutrition; to how people access food based on geographic and socioeconomic indicators. In addition, students will analyze these justice frameworks as they intersect with creating a context for change in our food system from multiple perspectives- grassroots, organizational, business-driven, and political.

As a result of participating in this course, students will:

- Articulate topics central to considerations of food justice, including how food is grown, processed/manufactured, accessed, and the impact of food on health and nutrition;
- Articulate the role of multiple stakeholders working for positive social change in our food system, including grassroots, organization, business-driven, and political change;
- Explain the foundational theories that shape food justice and their connection(s) to community development;
- Deepen and demonstrate your ability to communicate clearly and inspire reader or audience interest and understanding through your speaking and writing;
- Analyze one or more social issues through the lens of food justice and community development;
- Demonstrate critical reflection of service through guided activities.

Experiential Service-Learning Components

A key component of achieving our learning outcomes in this course is through experience and *service-learning*. For this course we have three main partner organizations.

1) Sustainable Business Network (SBN) of Massachusetts: <http://sbnmass.org/>

Launched in 1988 as the Responsible Business Alliance, the Sustainable Business Network of Massachusetts (SBN) is a 501(c)(3) nonprofit organization based in Cambridge, MA with the mission to build a Massachusetts economy that is local, green and fair. In September

2013, SBN celebrated 25 years of supporting and building local entrepreneurship. With over 1000 locally owned and independent businesses, affiliates and individuals participating in SBN's projects and programs, SBN remains the leading organization of sustainable business in the state.

2) The Food Project

<http://thefoodproject.org/>

“Since 1991, The Food Project has built a national model of engaging young people in personal and social change through sustainable agriculture. Each year, we work with 120 teenagers and thousands of volunteers to farm on 70 acres in eastern Massachusetts in the towns and cities of Beverly, Wenham, Lynn, Boston, and Lincoln. We consider our hallmark to be our focus on identifying and transforming a new generation of leaders by placing teens in increasingly responsible roles, with deeply meaningful work.

Food from our farms is distributed through our community supported agriculture programs and farmers' markets, and donated to local hunger relief organizations. The young people working in our programs participate in all of these distribution streams, giving them valuable job experiences and a personal connection to our food system and issues of food justice.

In addition to producing and distributing food, we help others grow their own food through our community programs and provide training resources based on all we have learned since 1991.”

3) Fresh Truck: <http://www.freshtruck.org/>

“We love Boston and we've been committed to making it a healthier city since 2012. It all started while Josh was working as a health educator at the MGH Charlestown Healthcare Center. He kept hearing from his families that it was difficult to shop for healthy food — at that time, the only grocery store in the neighborhood was set to be shut down for a year-long renovation. It was this experience and some in-depth research that inspired Fresh truck to rethink the traditional grocery store model, make it mobile and bring it to the people that need it the most. Since our launch in 2013, we have sold more than 17,000 lbs of fresh food, cultivated a citywide network of community health partners, and our neighborhoods have embraced us warmly. We're hearing the stories of kids trying their first sweet potato and families preparing meals together. We have a big vision for the future of food and healthcare, and we are only just getting started.”

Resources & Readings

Resources

- Civil Eats: <http://civileats.com/>
- Marion Nestle's Blog: <http://www.foodpolitics.com/>
- Mark Bittman NY Times Opinion pieces: <http://bittman.blogs.nytimes.com/>
- Tom Philpott Mother Jones food pieces: <http://www.motherjones.com/authors/tom-philpott>
- Agricultural Justice Project: <https://www.agriculturaljusticeproject.org/en/about/>
- Domestic Fair Trade Association: <http://fairfacts.thedfta.org/>
- Barry Estabrook's Blog: <http://politicsoftheplate.com/>
- The Food and Environment Reporting Network: <https://thefern.org/>
- A Summary of Farm Policy News: <http://farmpolicy.com/>

Readings

Most of the readings for this class come from our required texts:

Alkon, A. H., & Agyeman, J. (2011). *Cultivating food justice: Race, class, and sustainability (Food, health, and the environment)*. Cambridge, MA: MIT Press.

Broad, G. M. (2016). *More than just food: Food justice and community change* (California studies in food and culture). Oakland, CA: University of California Press.

Gottlieb, R., & Joshi, A. (2010). *Food justice (Food, health, and the environment)*. Cambridge, MA: MIT Press.

Other supplemental article readings will be posted on Blackboard under Course Materials, and will be announced in class. There is a folder for each week. Assigned readings should be completed for the week they are assigned. Specific updates will be made in class and posted on Bb.

Please note: Readings are to be completed for the day/week in which they are listed in the syllabus.

The instructor reserves the right to make changes in or additions to the readings and assignments in the syllabus. These changes will be posted in advance on Bb and/or announced in class. It is your responsibility to check Bb regularly for class updates.

Additional Course Information

Blackboard

We will use Blackboard (Bb) for the communal elements of the course—i.e., this is where the syllabus, course schedule, and assignments will be posted. You will also be using the Discussion Board on Bb to post responses to the readings. In addition, we will use Bb send you class emails and announcements.

Honor Code

Violations of academic integrity will not be tolerated. Refer to your student handbook for details. **Students who submit someone else's work as their own will receive a failing grade (0 points) for the assignment.** Please see: <http://www.northeastern.edu/osccr/> and https://nuonline.adobeconnect.com/_a833303360/academicintegritychecklist/ for more details.

Requirements

1. Attendance and class participation is mandatory and will count toward your final grade. You must attend all class meetings and turn in all required assignments to successfully pass this course. You are expected to arrive on time, be prepared to participate in class discussions, and are expected to have completed all assignments and readings for each class meeting. If you are going to be late for an assignment, are going to miss a class session, or have any other disruptive emergencies, please let me know beforehand as much as possible so we can make other arrangements.

Attendance Policy: Each absence will result in a loss of 5 points, being tardy (even a minute late) will result in a loss of 3 points. Exceptions may be made for extenuating circumstances, but students are responsible for communicating prior to missed class time and each student is responsible for the material covered in class.

2. Classroom (and Online) Rules of Engagement: In this class we will discuss important issues that have social and political dimensions to them, as well as political, environmental, and ethical consequences. As such, it is important that we create an atmosphere that allows for rigorous discussions, for students to feel that all positions that are supported by evidence can be heard and all positions can be subject to legitimate scrutiny. I do not grade you on your politics or ethical positions. I grade you on your capacity to make, construct, and critique an argument.

At times this semester we will discuss issues and events, watch videos, or read materials that may be disturbing to you because they describe or depict current or historical acts of violence, environmental destruction, classism, sexism, and/or racism. If you ever wish to discuss your personal reactions to the course material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

Technology (cell phones, laptops, tablets, etc.) will not be permitted in the classroom unless we are using them for a specific purpose. When using technology in this limited capacity, students will only use them to engage in the classroom project/assignment (no email, social networking, etc.).

3. Late Assignments: All assignments should be turned in on, or in advance of, the deadline. Extensions will be granted only in special, extenuating circumstances and with sufficient advance notice (more than three days prior to the stated deadline).
4. Written Assignment Guidelines: A major learning outcome is deepening and demonstrating your ability to communicate clearly and inspire reader interest and understanding through your writing. All written work submitted for this course should:
 - Be well-organized, well written, and engaging to read;
 - Use correct spelling, punctuation, and grammar;
 - Address all assignment components;
 - Clearly demonstrate an understanding of the topic;
 - Fully explain your ideas and go beyond simple generalizations to the specifics, nuances, and challenges involved;
 - Illustrate your ideas with examples, facts, or stories; and
 - Draw on key concepts from our readings and discussions.

All written work should follow APA style guidelines for citation and format. Written work must be submitted on or prior to stated deadlines via Blackboard in the appropriate place. If you would like clarification on any assignment, or if you have any questions or concerns about your grades, please make an appointment to meet to discuss these issues in person. You can request an appointment time via email or attend open office hours.

Accessibility Statement

Please view the Northeastern University Disability Center's website for information regarding requests for academic accommodations at <http://www.drc.neu.edu/index.php>.

NU Writing Center

For additional assistance with your writing, please access services at the NU Writing Center. See: <http://www.owl.neu.edu/content/services/inperson.htm>

Methods of Instruction and Learning

Class material and learning may include the following: class lectures, large and small group class discussions, written assignments (both informal and formal), quizzes, group presentations/debates, video/multi-media presentations, discussion boards, one-on-one meetings, fieldwork, and experiential service-learning.

Evaluation of Learning/Grading

- **Class Attendance & Participation- 15 points (ongoing)**

You are expected to be present, engaged, and prepared for every class session. We only meet a limited number of times throughout the semester, therefore for all of us to get as much out of this experience as possible, we must all commit to making the most of our time together. You should read and reflect on the readings *prior* to class for each of our reading-based discussion class sessions- and expect that there will be quizzes and other assessments that will pop up to assess your understanding of the reading that will have an impact on your attendance and participation grade. In addition, each absence will result in a loss of 5 points, being tardy (even a minute late) will result in a loss of 3 points. If you are in class on time, prepared, & remain engaged throughout, you will earn an 'A' (full 15 points) for this portion of the grade.

- **Haymarket Reflection- 5 points (due May 30)**

You will need to plan a Friday or Saturday trip to the Haymarket area, where you will observe and have some conversations at both the Historic Farmers' Market and at the Boston Public Market. You will be given a brief guide for your observations during our time there, and will be expected to post a 250-500 word reflection on our Blackboard discussion board about your observations and reactions as they relate to the topics we've discussed in class. More information will be handed out in class prior to your journey.

Historic Farmer's Market: <http://www.boston-discovery-guide.com/haymarket-boston.html>

Boston Public Market: <https://bostonpublicmarket.org/>

You will be given some guidelines for observation during your trip- be sure to reflect, engage, and be aware.

This reflection post will be graded using the 'Reflection Post Grading Rubric' posted on Blackboard under 'Course Material'.

- **Film Reflection- 5 points (due June 12)**

Pick a movie related to food issues anywhere along the chain, watch online, on Netflix, or check it out from the library (bring 1-3 choices to propose Week 5- we will sign up as a class to eliminate redundancy), and write a 250-500 word brief summary and personal reflection/reaction on our Blackboard discussion board (What did you learn? What do you

want to learn more about?). In addition, please pick a clip (5-10 minutes) to show the class and be prepared to link lessons learned to what we've been discussing in class and through our readings- specifically, what food justice dimensions are covered in the film you viewed and/or the clip you picked to show?

This reflection post will be graded using the 'Reflection Post Grading Rubric' posted on Blackboard under 'Course Material'.

- **Food in the News Presentation/Discussion- 20 points (throughout semester)**

Each student will sign up to lead a brief 15-20 minute presentation/discussion at the beginning of class about a food issue that has been discussed during the week from various news sources and/or blogs or other social media or in the events and activities taking place, and how this news ties into topics we've been discussing in the course and through our readings. Each student will need to post/create a link in Bb to the article or event identified NO LATER than 48 hours prior to the class session at which they're presenting, and be prepared to discuss and analyze the issues involved during their assigned class session.

This assignment will be graded using the 'Food in the News Grading Rubric' posted on Blackboard under 'Course Material'.

- **Research Paper: Justice Dimensions & Community Development (Your Favorite Meal)- 25 points (due June 26)**

The research paper/action research project will cover a specific food justice issue or set of issues related to your favorite meal (an activity we will do the first week of class). The purpose of the final paper is to conduct deeper research on a topic that addresses and expands on one or more of the broad topic areas and themes discussed in the readings and class, and that specifically touches on an aspect of your favorite meal (a specific ingredient, for example).

Papers should be between 10-12 pages. Papers should identify what angle you are taking from some aspect of your favorite meal, the problem and its relationship to our current food system, provide some historical perspective, and describe its relevance. Papers should also touch on community development around this problem by recommending policy or programmatic changes, recommending new strategies for improving or expanding food justice campaigns, and/or by touching on how individuals and local communities can make change around this issue. The paper should be in APA style and all sources should be appropriately cited.

This research paper will be graded using the 'Research Paper Grading Rubric' posted on Blackboard under 'Course Material'.

- **Experiential Service-Learning + Written Reflections- 30 points total (dates vary, listed below)**

See the descriptions above for more information on this component of our course. You will earn 10 points for each of your experiential service-learning experiences plus successful completion of your written reflection. You will be expected to post a 500-750 word reflection on our Blackboard discussion board about your experience with each organization, as well as how the service you engaged in connects to our course topics, readings, and discussions (more specific prompts on Blackboard). We will also carve out time in class to reflect on and share out about these experiences and their connection with the research and theory we are examining.

Assignment	Due Date	Points
Class Attendance & Participation	Ongoing	15 points
Haymarket Reflection	May 30	5 points
Film Reflection	June 12 (choice of film due June 5)	5 points
Experiential Service-Learning: Sustainable Business Network + Written Reflection	Volunteer at conference (June 7-9), Reflection due June 14	10 points
Experiential Service-Learning: Food Project + Written Reflection	June 14, Reflection due June 19	10 points
Experiential Service-Learning: Fresh Truck (3 shifts) + Written Reflection	Multiple dates available (sign up on Blackboard/Google Docs), Reflection due June 21	10 points
Food in the News Presentation/Discussion	Sign up Week 1 of class (presentations ongoing)	20 points
Research Paper: Justice Dimensions & Community Development (Your Favorite Meal)	June 26	25 points

TOTAL: 100 points
 A = 93-100 C = 73-76
 A- = 90-92 C- = 70-72
 B+ = 87-89 D+ = 67-69
 B = 83-86 D = 63-66
 B- = 80-82 D- = 60-62
 C+ = 77-79 F = 59

Course Calendar*

Date	Topic	Readings (to be completed prior to class)	Assignments Due
Week 1 May 8	What is food justice and community development?		
May 10		<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Introduction</i> • Broad- <i>Introduction</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 1-Introduction</i> ○ <i>Chp 7</i> (Alfonso Morales) ○ <i>Chp 13</i> (E. Melanie DuPuis, Jill Lindsay Harrison, and David Goodman) 	
Week 2 May 15	Social, Environmental, Economic, and Structural Dimensions of Food Production (Growth + Manufacturing)	<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 1 & Chp 6</i> • Broad- <i>Chp 1</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 3</i> (John J. Green, Eleanor M. Green, and Anna M. Kleiner) ○ <i>Chp 4</i> (Laura-Anne Minkoff-Zern, Nancy Peluso, Jennifer Sowerwine, and Christy Getz) ○ <i>Chp 6</i> (Sandy Brown and Christy Getz) 	
May 17			<ul style="list-style-type: none"> • Food in the News #1
Week 3 May 22	Social, Environmental, Economic, and Structural Dimensions of Food Access & Consumption	<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 2, 3, & 4</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 2</i> (Kari Marie Norgaard, Ron Reed, and Carolina Van Horn) ○ <i>Chp 5</i> (Nathan McClintock) 	<ul style="list-style-type: none"> • Food in the News #2
May 24			

Week 4 May 31 (no class May 29- Memorial Day)	Social, Environmental, Economic, and Structural Dimensions of Food Distribution and Waste	<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 5 & 7</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 9</i> (Teresa M. Mares & Devon G. Pena) ○ <i>Chp 11</i> (Jesse C. McEntee) 	<ul style="list-style-type: none"> • Food in the News #3 <p><u>DUE by May 30: Haymarket Reflection</u></p>
Week 5 June 5	Community Development & Social Change: Food Production (Growth + Manufacturing)	<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 10</i> • Broad- <i>Chps 2 & 5</i> <p>Other (posted in Bb): Wiggins, M. (2009). Farm Labor and the Struggle for Justice in the Eastern United States. In T. Arcury & S. Quandt (Eds.), <i>Latino Farmworkers in the Eastern United States</i> (pp. 201–220). New York, NY: Springer.</p> <p>Excerpt (Chp 6) from: Berkey, R. (2017). <i>Environmental Justice and Farm Labor</i>. London, UK: Routledge, Taylor & Francis Group.</p>	<ul style="list-style-type: none"> • Food in the News #4
June 7- NO FORMAL CLASS MEETING	No class	No class	<ul style="list-style-type: none"> • Watch film/write reflection and prepare report-out • Volunteer at the SBN Conference between June 7-9, 2017
Week 6 June 12	Community Development & Social Change: Food Access, Consumption, & Distribution (+Waste)	<ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 8 & 9</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 10</i> (A. Breeze Harper) ○ <i>Chp 12</i> (Julie Guthman) ○ <i>Chp 14</i> (Eric Holt-Gimenez) 	<ul style="list-style-type: none"> • Food in the News #5 <p><u>DUE: Film Reflection</u></p>
June 14	On-site S-L	On-site S-L	<ul style="list-style-type: none"> • Working with The

			Food Project <u>DUE: Sustainable Business Network Reflection</u>
Week 7 June 19	Food Justice & Community Development	<ul style="list-style-type: none"> • Broad- <i>Chps. 3 & 6</i> • Alkon & Agyeman <ul style="list-style-type: none"> ◦ <i>Chp. 15- Conclusion</i> • Justice in the Fields: http://fairworldproject.org/wp-content/uploads/2016/10/Justice-In-The-Fields-Report.pdf 	<ul style="list-style-type: none"> • Food in the News #6 <u>DUE: Food Project Reflection</u>
June 21			<u>DUE: Fresh Truck Reflection</u>
Finals Week (June 26- no class meeting)			<u>DUE June 26: Research Paper: Justice Dimensions & Community Development</u>

*All of this is subject to change, and changes will be announced in advance.