

**Northeastern University
Summer II 2018**

**HUSV 2400-01
Food Justice and Community Development**

Course Information

HUSV 2400-01
M/W 1:30-5pm
Ryder Hall 269

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

Emily Breen
breen.emi@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, organizational, 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 will be partnering with:

- 1) YMCA of Greater Boston, Department of Child Development & Food Insecurity
- 2) Boston Public Schools

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/>
- Racial Equity Tools: <https://www.racialequitytools.org/home>
- Feeding America, Food Insecurity in the U.S.: <http://map.feedingamerica.org/>
- Real Food Media: <http://realfoodmedia.org/>
- Continuum of Internalized Superiority: <https://movetoamend.org/sites/default/files/ContinuumOfInternalizedSuperiority.pdf>
- Map of Native Land: <https://native-land.ca/>
- The Field Guide to a Regenerative Economy: <http://fieldguide.capitalinstitute.org/>
- Fair World Project: <http://fairworldproject.org/>
- Bread for the World, Hunger Report: <http://hungerreport.org/2016/wp-content/uploads/2015/11/HR2016-Full-Report-Web.pdf>

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.

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

Holt-Giménez, E. (2017). *A foodie's guide to capitalism: Understanding the political economy of what we eat*. New York, NY: Monthly Review Press and Food First Books.

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 (or reading summaries, at minimum) should be completed for the week they are assigned. Specific updates will be made in class and posted on Bb.

Please note: Readings (or at least the reading summaries) 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 some of your assignments so others can access them. 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 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.

Land Acknowledgment

What is a Land Acknowledgment?

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

Why do we recognize the land?

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

Northeastern University

We would like to acknowledge the territory on which Northeastern University stands, which is that of The Wampanoag and The Massachusetts People.

While visiting campus, please honor the continued efforts of the Native and Indigenous community leaders who work to preserve the history and culture of the tribes which make up Eastern Massachusetts and the surrounding region. Today, Boston is still home to many indigenous peoples, including the Mashpee Wampanoag and Wampanoag Tribe of Gay Head (Aquinnah), and many more in our region.

For more information, please visit: North American Indian Center of Boston (<http://www.naicob.org/>).

For information on resources and services provided by the Commission on Indian Affairs of the State of Massachusetts, please visit: Commission on Indian Affairs, State of MA (<http://www.mass.gov/hed/economic/eohed/dhcd/indian-affairs.html>)

<http://www.lspirg.org/knowtheland>

Title IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, ***confidential*** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uahcs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within ***The Office for Gender Equity and Compliance*** at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/ouec for a complete list of reporting options and resources both on- and off-campus.

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.

- **Service-Learning Attendance + Participation - 15 points total (ongoing)**

Much like class attendance, you are expected to be present, engaged, and prepared for every service-learning engagement. This includes arriving on time, ensuring that you are communicating with the appropriate person on site, and that you are fully ready to take on whatever is needed of you during your time there. 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 at your various service-learning commitments on time, prepared, & remain engaged throughout, you will earn an 'A' (full 15 points) for this portion of the grade.

- **Reading Summaries*- 2 per student – 20 points total, 10 each (dates vary, you will sign up in class)**

Throughout your academic career you will be asked to summarize and respond to the materials you engage with. This assignment will ask you to choose a text and explain its purpose within the context of our course theme- partially so everyone can benefit from all of the rich readings assigned while acknowledging that this is a 7-week course and it may not be possible to read and deeply consider each of the readings in this short time. Therefore, you will be responsible for representing the main ideas and your thoughts on them in summary for your peers for two different readings throughout the term (signup will happen during the first day of class). Your audience for this assignment is your instructor and your classmates. You should thoroughly represent the main ideas and key points of the reading, as well as provide accurate textual evidence throughout.

Requirements: Your summary should accurately and objectively represent the authors' purpose and main ideas in less than 300 words (about one page).

To achieve your purpose with your audience, use the following strategies in your summary:

- Introduce the text in the beginning of your summary so your readers know which text you are summarizing. Include the author (or authors') names, the date of publication, and the publication title within the first few sentences;
- Focus on the writer (or writers') arguments by reporting the text's thesis and supporting ideas. Show that you understand the "big picture"—the writer's (or writers') purpose and how he or she supports it;
- Avoid giving examples and evidence that are too specific, to maintain the focus of the overall argument of the article. Feel free to generalize about types of evidence, kinds of examples, and rhetorical strategies used by the authors to support their argument;
- Use author tags so that your reader understands that you are reporting authors' ideas;
- Use an objective tone and a mix of paraphrased and quoted source material.

The next part of your response should be at least 300 words (about one page) and should answer the following question: Was the author(s) successful at reaching his or her purpose with his or her intended audience? Your response should answer this question by including a thesis, reasons to support your thesis, and evidence to support your reasoning. Choose at least one of the following features on which to focus your response:

Purpose: Are the text's aims clear?

Audience/Reader: Did you, as the reader, accept the author's claim?

Thesis/Main Ideas: Do the main ideas support the thesis?

Organization & Evidence: Did the author support his or her contentions in a logical order?

Language & Style: Did the tone and style support the author's purpose?

Overall Strategies:

Begin your essay with a summary of the article and then lead into your response with an effective transition from an objective academic summary to an analytical response that is well supported with textual examples. Although writers have successfully combined summary and response, it's best to keep them separate for this assignment. Submit this assignment in the appropriate week of the reading you wrote about in Blackboard by mid-day Saturday the weekend before we cover the readings (for example, the summaries for the week 2 readings should be posted NO LATER than mid-day on Saturday, July 7).

Length of Summary: 600-700 words (about 2 pages)

*Assignment and rubric language adapted from: <https://writing.colostate.edu/comparchive/co150/09-10/phaseoneacademicsummary.cfm>

This reading summary will be graded using the 'Reading Summary Grading Rubric' posted on Blackboard under 'Course Material'.

- **Haymarket Reflection- 10 points (due July 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- 10 points (due August 6)**

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 2- we will sign up as a class to eliminate redundancy and to cluster into groups of 2-3), 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, in your group of 2-3 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- 10 points (throughout term)**

In groups of 2-3, students will sign up to lead a brief 15-20 minute presentation/discussion at the beginning of class about a food issue of interest 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 group 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'.

- **Final Reflection + Research Paper: Justice Dimensions & Community Development- 20 points (due August 20, outline due August 1)**

The purpose of this culminating assignment is to give you the opportunity to reflect upon your service-learning experiences, the course content, and all of the guest speakers we had throughout the term. Additionally, it will allow you to apply course concepts to an area(s) of particular interest to you. The research paper/action research project will cover a specific food justice issue or set of issues of your choosing. 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 interest to you.

Assignment specifications and a full description, along with the rubric, can be found on Blackboard under 'Course Material.'

| Assignment | Due Date | Points |
|---|---|----------------------------|
| Class Attendance & Participation | Ongoing | 15 points |
| Service-Learning Attendance & Participation | Ongoing | 15 points |
| Reading Summaries (2 per student) | Sign up Week 1 of class (assignments ongoing) | 20 points (10 points each) |
| Haymarket Reflection | July 30 | 10 points |
| Film Reflection | August 6 (choice of film due July 9) | 10 points |
| Food in the News Presentation/Discussion | Sign up Week 2 of class (presentations ongoing) | 10 points |
| Final Reflection + Research Paper: Justice Dimensions & Community Development | August 20 (outline due August 1) | 20 points |

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| 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 July 2 | What is food justice and community development? <i>Carolyn MacNeil, Boston Public Schools</i> | | Sign up for Reading Summaries- TO BE POSTED 48 HOURS PRIOR TO CLASS SESSION (so by Saturday at 1:30pm for all readings coming up that week) |
| July 4 (no class meeting- Independence Day holiday) | NO CLASS | | |
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| Week 2 July 9 | Social, Environmental, Economic, and Structural Dimensions of Food Production (Growth + Manufacturing) What is service-learning? <i>Lindsay Davies, New Entry Sustainable Farming Project, Tufts University</i> | <ul style="list-style-type: none"> • Gottlieb & Joshi- [<i>Introduction & Chp 1</i>]* • Holt-Giménez – [<i>Introduction, Chp 2</i>] <i>Chp 3</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 6</i> (Sandy Brown and Christy Getz) ○ <i>Chp 13</i> (E. Melanie DuPuis, Jill Lindsay Harrison, and David Goodman) <p>*Readings within [] grouped for the purposes of the reading summaries</p> | <ul style="list-style-type: none"> • Bring film ideas, be prepared to sign up in groups of 2-3 (bring 3 ideas) • Visit Haymarket on a Friday or Saturday |
| July 11 | <i>José F. Massó and Karibe Ibeh, YMCA of Greater Boston, Child Development & Food Insecurity</i> | | <ul style="list-style-type: none"> • Sign up in groups of 2-3 for Food in the News dates |

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| Week 3 July 16 | Social, Environmental, Economic, and Structural Dimensions of Food Access & Consumption | <ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 2, 3, & 4</i> • Holt-Giménez – <i>Chp 1, Chp 5</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 2</i> (Kari Marie Norgaard, Ron Reed, and Carolina Van Horn) | |
| July 18 | No class | No class | <ul style="list-style-type: none"> • Visit Haymarket on a Friday or Saturday (due July 25) • Watch film/write reflection and prepare report-out (due August 6) |
| Week 4 July 23 | Social, Environmental, Economic, and Structural Dimensions of Food Distribution and Waste <i>Dr. Claudia Ford, professor at RISD</i> | <ul style="list-style-type: none"> ○ 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) • [Gottlieb & Joshi- <i>Chp 5</i> • Food apartheid: the root of the problem with America's groceries: https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview?CMP=Share_iOSApp_Other] | <ul style="list-style-type: none"> • Food in the News #1 |
| July 25 | <i>Class Visit to City Fresh Foods</i> | | |
| Week 5 July 30 | Community Development & Social Change: Food Production (Growth + | <ul style="list-style-type: none"> • Holt-Giménez – <i>Chp 4, Chp 6</i> • [Gottlieb & Joshi- <i>Chp 10</i> • A Reparations Map for Farmers of Color May Help Right Historical | <ul style="list-style-type: none"> • Food in the News #2 <p><u>DUE by July 30: Haymarket Reflection</u></p> |

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| | Manufacturing) <i>Sue Futrell, Red Tomato, and author of Good Apples: Behind Every Bite</i> | Wrongs: https://civileats.com/2018/06/04/a-reparations-map-for-farmers-may-help-right-historical-wrongs/] Posted in Blackboard-Excerpt (Chp 6) from: Berkey, R. (2017). <i>Environmental Justice and Farm Labor</i> . London, UK: Routledge, Taylor & Francis Group. | |
| August 1 | <i>Kesiah Bascom, OffBeet Compost</i> <i>Christine Oka, Human Services Librarian</i> | | <ul style="list-style-type: none"> • Food in the News #3 • Outline for Final Reflection + Research Paper due |
| Week 6 August 6 | Community Development & Social Change: Food Access, Consumption, & Distribution (+Waste) <i>ONSITE VISIT: Kwabena Nkromo, Urban Farming Institute, Fowler Clark Epstein Farm in Mattapan</i> | <ul style="list-style-type: none"> • Gottlieb & Joshi- <i>Chp 9</i> • Alkon & Agyeman <ul style="list-style-type: none"> ○ <i>Chp 10</i> (A. Breeze Harper) ○ <i>Chp 12</i> (Julie Guthman) | <ul style="list-style-type: none"> • Food in the News #4 <p><u>DUE: Film Reflection</u></p> |
| August 8 | <i>Sheyla Carew + Residents, Boston Housing Authority, Whittier Food Access Group</i> | | |

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|---|--|---|--|
| Week 7 August 13 | Food Justice & Community Development <i>Jack Leng, Boston Area Gleaners</i> | <ul style="list-style-type: none"> • Alkon & Agyeman <ul style="list-style-type: none"> ◦ <i>Chp. 15- Conclusion</i> • Holt-Giménez – <i>Conclusion</i> • [Justice in the Fields: http://fairworldproject.org/wp-content/uploads/2016/10/Justice-In-The-Fields-Report.pdf • The Road to Food Sovereignty: http://fairworldproject.org/wp-content/uploads/2018/04/FBW-Issue16-Spring18-Digital-Final-reduced.pdf] | <ul style="list-style-type: none"> • Food in the News #5 |
| August 15 | | | |
| Finals Week (August 20- no class meeting) | | | <u>DUE August 20: Final Reflection + Research Paper: Justice Dimensions & Community Development</u> |

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