

FALL 2019

Food Justice and Social Change
FSEM 1101-08
Mondays 11:45am-1:25pm
Hastings Hall 104

Professor Information

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S-LTA Information

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“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, this inquiry seminar will uncover and examine through readings, speakers, media, discussion, field trips, and service-learning the key dilemmas of the food system in the United States today: including production, access, distribution, and key stakeholders from producers, to retailers, to workers, to 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 influenced the American food system? and 3) What are the opportunities and leverage points for change in improving justice outcomes in this system?

Learning Outcomes

The main goal of this course is to *inspire curiosity* and *provide preliminary insights* 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, it will review justice frameworks to provide a context for change in our food system from multiple perspectives- grassroots, organizational, business-driven, and political.

Through participation in this course, students will be able to:

- 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;
- Identify one or more skills that they can use to contribute to or engage in their community;
- Analyze one or more social issues through the lens of the course's discipline and/or topic;
- Demonstrate critical reflection of service through guided activities.

SAIL (Self-Authored Integrated Learning)

Self-Authored Integrated Learning is a new approach to education that focuses on extracting meaning not just from courses or co-op, but from every experience. This mindset uniquely prepares you as an adaptable lifelong learner, leveraging every experience for growth and success (learn more at: sail.northeastern.edu). In this class we will focus on the following skills in each domain:

- 1) Intellectual Skills: *Strategic Thinking, Systems Thinking*
- 2) Global Skills: *Intercultural Competency, Systems Thinking*
- 3) Civic Skills: *Advocacy, Civic-Mindedness, Inclusivity/Inclusive Action, Networking, and Systems Thinking*
- 4) Professional Skills: *Networking, Organization, Planning, Time Management*
- 5) Well Skills: *Time Management*

Experiential Service-Learning

A key approach of achieving our learning outcomes in this course is through experiential *service-learning*. Our community partner for this semester is the YMCA International Learning Center, located at 100 Franklin Street, Lower Level, Boston, MA, 02110. Their website is: <https://ymcaboston.org/internationallearningcenter>.

The YMCA of Greater Boston is dedicated to improving the health of mind, body and spirit of individuals and families in our communities. The YMCA International Learning Center works to address the needs of English education to immigrants and refugees in the Greater Boston area.

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>

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 and your reflection assignments. In addition, we will use Bb send you class emails and announcements.

The instructor reserves the right to make changes in or additions to the 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.

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 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 participation and 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. While much of the writing you will do in the course is reflective in nature, it should still:
 - 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 class 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/uhrs/>) 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- 25 points**

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. We will have multiple guest speakers throughout the course as well, so students should be prepared to participate in dialogue with them by asking questions and perspective-sharing. 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 & engaged, you will earn an ‘A’ (full 25 points) for this portion of the grade.

- **Service-Learning Attendance + Participation - 15 points**

Much like class attendance, you are expected to be present, engaged, and prepared for for your service-learning engagement. This includes arriving on time for your workshop, ensuring that you are communicating with the appropriate person on site, meeting with the S-LTA at the times you’ve designated, and that you are fully prepared for your workshop and that you follow-through on your group’s portion of the research project. 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 service-learning commitment on time, prepared, & remain engaged throughout, you will earn an ‘A’ (full 15 points) for this portion of the grade.

- **Haymarket Reflection- 15 points (due 11/4 before class on Blackboard)**

You will need to plan a Friday or Saturday trip prior to mid- to late-October 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 your time there, and will be expected to post a 500-750 (2-3 page) 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/>

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

- **[Experiential Service-Learning Workshop Lesson Plan](#) - 20 points (due prior to your workshop on Blackboard)**
 - Students will be organized into 5 groups of 3-4 students each, and asked to plan a 30-60 minute workshop for approximately 16 students at the YMCA ILC.
Dates/topics are:
 - Week of Oct 7: What is food justice? (GROUP 1)
 - Week of Oct 14: Food Production (GROUP 2)
 - Week of Oct 21: Food Access (GROUP 3)
 - Week of Oct 28: Food Distribution & Waste (GROUP 4)
 - Week of Nov 4: Social Change & the Food System (GROUP 5)
 - Workshops should be designed to be interactive, teach and practice new language and vocabulary
 - Not only will your participation be reflected in that grade, but you will be evaluated on your lesson plan (to be posted in Blackboard prior to your workshop session). Additionally, each group will be asked to talk through the lesson plan as delivered and their experiences delivering the workshop to the class the week following their engagement. You should utilize the template provided by the S-LTA and make your workshop as interactive as possible, which we will discuss in class.

This lesson plan will be graded using our co-created rubric, which we'll be working on together in class and which will include sections on completion, composition, and content.

- **[Experiential Service-Learning Research Project](#) - 25 points (Draft due prior to class on 11/18 on Blackboard, Final version due prior to class 11/25 on Blackboard)**
 - Students in the same groups as the workshops above will do research and prepare a short report-out for the following:
 - GROUP 1: Using information collected through interviews with program staff and publicly available data on the area, they will identify the scope of food insecurity amongst YMCA ILC program participants
 - GROUP 2: Will identify *restaurants and grocery stores* that do food donation, and lay out what the protocol is for securing food donations
 - GROUP 3: Will identify *nonprofits and charitable organizations* that do food donation, and lay out what the protocol is for securing food donations
 - GROUP 4: Will map/create a list of affordable *restaurant and grocery store* options in and around the YMCA ILC

- GROUP 5: Will map/create a list of *nonprofits and charitable organizations* that give food in and around the YMCA ILC (along with hours and any access information)

This research project will be graded using our co-created rubric, which we'll be working on together in class and which will include sections on completion, composition, and content.

Assignment	Due Date	Points
Class Attendance & Participation	Ongoing	25 points
Service-Learning Attendance & Participation	Ongoing	15 points
Haymarket Reflection	11/4	15 points
Workshop Lesson Plan	Ongoing	20 points
S-L Research Project	Draft due 11/18, Final due 11/25	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/ Items Due
Sept 9	<p>What is food justice and community development?</p> <p><i>Collect information needed to get students into groups for S-L, fill out Volunteer Application</i></p>
Sept 16	<p>What is food justice and community development? (Continued with Justice Frameworks)/Preparing for Service</p> <p><i>Visit from YMCA ILC</i> <i>Prep for Rubric Creation</i></p>
Sept 23	<p>Social, Environmental, Economic, and Structural Dimensions of Food Production (Growth + Manufacturing)</p> <p><i>Workshop Planning Exercise</i> <i>Rubric Creation</i></p>
Sept 30	<p>Social, Environmental, and Economic Dimensions of Food Production (Labor)</p> <p><i>Visit from Patty Colarossi, US Department of Labor/Wage and Hour Division</i></p>
Oct 7	<p>Social, Environmental, Economic, and Structural Dimensions of Food Access & Consumption</p> <p><i>Visit from Dr. Chris Bosso, Professor and Associate Director for Academic Affairs</i> <i>School of Public Policy and Urban Affairs</i></p>
Oct 14	NO CLASS- Indigenous People's Day
Oct 21	<p>Workshop Planning and Research continued</p> <p><i>Groups 1 & 2 share out about workshop experience</i></p>
Oct 28	<p>Social, Environmental, Economic, and Structural Dimensions of Food Distribution and Waste</p> <p><i>Group 3 shares out about workshop experience</i></p> <p><i>Visit from Leah Costlow, Boston Area Gleaners</i></p>
Nov 4	<p>Community Development & Social Change: Food Production</p> <p><i>Group 4 shares out about workshop experience</i></p> <p><i>Visit from Sheyla Carew, Boston Housing Authority</i></p> <p><u>Haymarket Reflection</u></p>

Nov 11	NO CLASS- Veteran's Day
Nov 18	Community Development & Social Change: Food Access, Consumption, & Distribution (+Waste) <i>Group 5 shares out about workshop experience</i> <u>S-L Research Project First Draft Due</u> - YMCA ILC Attending Class
Nov 25	The Impact of Certification on Food Justice/ Service-Learning Reflection: Tying it all together! <i>Visit from Anna Canning, Fair World Project</i> <u>S-L Research Project Final Draft Due</u>
Dec 2	Last Class- Wrap-Up, Reflection, and Evaluations

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