



**Oregon State University**

**Ecampus**

**Course Name:** Food Justice

**Course Number:** ANTH 361

**Credits:** 4 Credits

### **Course Description**

Contemporary food systems are examined from a cultural and social justice perspective. The human right to food as recognized by the United Nations serves as the justice grounding point. Impediments to realizing the right to food will be examined in national and international contexts.

### **Course Overview**

Elements of contemporary food systems are examined from a cultural and social justice perspective. Course content includes social science perspectives, nutritional perspectives, and historical perspectives, among others. The human right to food as recognized in a number of international declarations and conventions of the United Nations serves as the justice grounding point for the course. Contemporary issues that are impediments to realizing the right to food will be presented in national and international contexts. These impediments exist on numerous levels from global to local and from rural to urban. Attention is paid to how discrimination and inequity are embodied differently for different populations in the United States. The course also examines the forces at work through economic, social, and political institutions that play a significant role in food crises. Forces of positive change will be examined. Students will come away from the course with knowledge of the most pressing contemporary issues in food studies and how disparities are structured and addressed. There are no prerequisites for this course.

### **Communication**

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

## Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

## Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## Learning Resources

Gottlieb, Robert and Joshina Anapama (2010) Food Justice. Cambridge, Massachusetts and London, England: MIT Press. REQUIRED

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

## Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

## Measurable Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of the diverse issues and complexities involved in the right to food;
2. Identify the constraints on food access as they intersect with social and cultural inequities;
3. Describe the United Nations position on cultural aspects to the right to food and food ways;
4. Contrast expressions of equity in the conventional food chain practices and paradigms and alternative practices and paradigms.
5. Demonstrate an understanding of the connections between historical events and current social issues surrounding food.
6. Synthesize from historical and contemporary examples of institutional inequity in order to demonstrate an understanding of the consequences for various social groups.
7. Demonstrate an understanding of the consequences of the ways perceived differences, combined with institutional power and privilege, result in discrimination.
8. Demonstrate an understanding, and provide examples of the ways that difference, power, and discrimination occur in the course subject matter of food.

## **Bacc Core**

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Difference, Power, and Discrimination category

### **Difference, Power, and Discrimination outcomes**

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

### **Evaluation of Student Performance**

- Discussions – 30%
- Midterm Exam – 30%
- Research Project – 40%
- **Total – 100%**

### **Grading Scale**

Grade	%	Points
A	94-100	282-300
A-	90-93	270-281
B+	87-89	261-269
B	84-86	252-260
B-	80-83	240-251
C+	77-79	231-239
C	74-76	222-230
C-	70-73	210-221
D+	67-69	201-209
D	64-66	192-200
D-	60-63	180-191
F	59 or below	179 and lower

## Course Content

Week	Topic	Reading Assignments	Learning Activities	Due Dates
1	Introduction, Situating Food Justice in the USA and the World	<ul style="list-style-type: none"> <li>• The Right to Food questions and answers</li> <li>• Knuth and Vidar 2010, The Constitutional and legal protection of the right to food around the world</li> <li>• Required Textbook: Introduction</li> </ul>	Lectures Videos Discussions	First post due Thursday, responses due by Sunday
2	Hunger and Poverty, Farming and Farm Workers in a Historic and Justice Perspective	<ul style="list-style-type: none"> <li>• Required Textbook: Chapter 1</li> <li>• Environment influences food access and resulting shopping and dietary behaviors among homeless Minnesotans living in food deserts</li> <li>• Food insecurity in rural Benton County</li> </ul>	Lectures Videos Discussions	First post due Thursday, responses due by Sunday
3	Children in Farming	<ul style="list-style-type: none"> <li>• Health and child labor in agriculture</li> </ul>	Lectures Videos Discussions	First post due Thursday, responses due by Sunday
4	Shortage of Food or Shortage of Justice?	<ul style="list-style-type: none"> <li>• Required Textbook: Chapter 2</li> <li>• Food security: The Challenge of Feeding 9 Billion People</li> <li>• Hungry in the Heartland: Using Community Food Systems as a Strategy to Reduce Rural Food Deserts</li> </ul>	Lectures Videos Discussions Research Topic	First post due Thursday, responses due by Sunday  Submit research paper topic by Friday
5	Big Business and Global Crises	<ul style="list-style-type: none"> <li>• Required Textbook: Chapter 4</li> <li>• Corporate cooptation of organic and fair trade standards</li> <li>• Agrofuels capitalism: a view from political</li> </ul>	Lectures Videos Discussions Midterm Exam	First post due Thursday, responses due by Sunday  Midterm due by Sunday (start of Week 6)

Week	Topic	Reading Assignments	Learning Activities	Due Dates
		economy		
6	Food Diversity	<ul style="list-style-type: none"> <li>Required Textbook: Chapter 6 &amp; 8</li> </ul>	Lectures Videos Discussions Literature Review	First post due Thursday, responses due by Sunday  Literature Review due by Friday
7	Food as Cultural Heritage	<ul style="list-style-type: none"> <li>Cultivating Food Justice: Pages 23-46</li> <li>The social life on the tortilla: Food, cultural politics, and contested commodification</li> </ul>	Lectures Videos Discussions	First post due Thursday, responses due by Sunday
8	Gender in Agriculture	<ul style="list-style-type: none"> <li>Coming Back Across the Fence: Masculinity and Transition to Sustainable Agriculture</li> <li>Towards a Feminization of Agricultural Labour in Northwest Syria</li> <li>"She's not really a woman, she's half a man": Gendered discourses of embodiment in a French farming community</li> </ul>	Lectures Videos Discussions Field Research	First post due Thursday, responses due by Sunday  Evidence of completed field research due by Friday
9	Intersecting Climate and Food Justice	<ul style="list-style-type: none"> <li>Vulnerability to climate change in the Arctic: A case study from Arctic Bay, Canada</li> </ul>	Lectures Videos Discussions	First post due Thursday, responses due by Sunday
10	Final Week!	No Readings!	Final Research Paper Final Discussion Board	First post due Thursday, responses due by Sunday
Finals			Research Paper	Monday by 11:59 PM

## **Course Policies**

### **Keep up with the work**

Online courses provide great opportunities for interaction with your peers via online discussion forums, and provide the opportunity to critically engage and successfully comprehend course material in a fashion that fits your personal life. Consistent work is central to succeeding in this course. I want to caution you about how easy and disastrous falling behind in your work can be. When you work by yourself, it is easy to put off or be distracted from the class. In my experience, the vast majority of students that fall behind never get caught up. Please be aware of this and try to complete your weekly readings and assignments in a timely fashion.

### **Discussion Participation**

Students are expected to regularly participate in the Discussion Board. This entails completing the assigned readings and films, then engaging in an online Discussion Board in an insightful fashion. By “insightful” I mean contributing comments (or questions) that add to the discussion and demonstrate that you have given thought to course materials. Each student is responsible for two posts per week: the first is due on Thurs and the student should share his or her own perspective. Word count should range between 400-500 words; the second is due on Sun and is an engaging response to another student that demonstrates comprehension of materials. Word count should range between 250-300 words. You may choose to write on any one of articles or films for that week. Each discussion is worth 10 points.

### **Midterm Exam**

This exam will include short answer questions (including selected definitions) and an essay. You will have 2 hours to complete the exam. Instructions are posted on Canvas. The exam will become available on Friday of Week 5 and will be available through Sunday at 11:59pm PST.

### **Research Paper**

Students will conduct field research in the form of a small reconnaissance survey or interview on an aspect of “food” from a food justice perspective *and* conduct library research in keeping with the theme of the project. The academic literature will include a minimum of *three* academic journal articles. Additional references can include book chapters, newspaper articles and reputable websites. Full instructions provided on Canvas. This assignment is worth 100 points and is due Monday of Finals Week.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

## **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

## **Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

## **Accessibility of Course Materials**

All materials used in this course are accessible (with the exception of captioning in videos from outside sources). If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

## **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

## **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
  - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
  - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
  - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
  - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
  - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

## **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to

work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.