ANTH/GEOG 338: Food, Place, and Power

Fall 2023, Mondays 1-3:30pm, Lamar 555

# Course Information

**Instructor:** Dr. Catarina Passidomo, she/her (You may call me Catarina, or Professor/Dr. Passidomo).

**Office:** Barnard Observatory 111 (Barnard Observatory is the Center for the Study of Southern Culture, located at the corner of Grove Loop and Sorority Row, across from the Union).

**Student Hours:** Mondays and Wednesdays from 10am-12pm; I may also be able to meet briefly after class.

**Email:** [passidomo@olemiss.edu](mailto:passidomo@olemiss.edu) (I respond to emails on weekdays, and in a typical week you can expect a reply from me within 24-48 hours.)

## Course Description

What do you know about where the food you eat comes from? Every day we consume food that is produced hundreds or even thousands of miles away. For breakfast, we may eat oranges from Florida, jam that was packaged in England, granola that contains nuts grown in Hawaii, or drink coffee made from beans that grow in Brazil. Or, we might be eating eggs from our backyard chickens or peaches grown by a local farmer. **In any case, the “act of eating” links us into geographic networks of food production, distribution, consumption, and, ultimately *power*** (who decides what those networks look like? Who profits from this system?).

Each time we eat, we are connected by complex **commodity chains** to growers in Latin America, processors in Europe, labor leaders in the Caribbean, trade negotiators in Washington, D.C., and their counterparts in dozens of countries. Meanwhile, the modern food system relies upon considerable **social dislocation** and **environmental disruption**. The rise of international markets for foodstuffs is closely linked to the history of **colonialism** and empire, as well as to **agricultural, industrial, technological, and social revolutions.** Entire national economies have been formed based on the export of single commodities such as coffee or sugar.

This course is intended to inform you about the “where” of your food, stimulate your curiosity about where your food comes from, and illustrate how people, places, governments, and economies are connected to one another in the production, distribution, and consumption of food, and how those connections are made possible. In addition to considering the modern food system, we’ll consider alternatives to it, and how those alternatives are also made to account for social, political, and ecological concerns. Some of the questions we will consider are:

1. How does place (constituted by its natural resources and climate, political economy, history, culture, and social relations) influence food practices (including the way food is grown, exchanged, prepared, and eaten)?
2. How do everyday food practices structure our lives and create places?
3. How do food activism and resistance transform places?

## Course Learning Outcomes and Expectations

*By the end of this course, you should:*

* Have a nuanced and critical understanding of the complexities of the global food system.
* Have demonstrated your ability to critically analyze films and other media through writing and class discussion.
* Have developed and demonstrated new skills in oral history interviewing and photo-video documentation.

*As a class, we will develop a set of expectations we have of one another and our time together. At the outset, I have the following expectations for all students:*

* Full and engaged participation. While there will be some lecturing, I expect all students to participate by coming to class prepared to discuss the week’s readings and other assigned materials.
* Students will take turns leading discussion. With my assistance, if necessary, student leaders will prepare questions to help guide our discussion of readings for the week. (See more information about discussion lead in the assessment section, below).
* Students are expected to attend each class, on time, prepared to stay for the duration. I will start class and end class on time.
* Students should be prepared for each class by bringing: the week’s readings (and/or your notes); open willingness to listen and to speak; curiosity; respect and generosity for yourself, your classmates, and your instructor.

## Course Texts and Materials

* Joassart-Marcelli, Pascale. 2022. *Food Geographies: Social, Political, and Ecological Connections*. Rowman and Littlefield. (Available from the UM Library as a free e-book, or you may purchase or rent a hard copy).
* Other readings and required materials (including podcasts, films, etc.) available on Blackboard and listed in the schedule of topics and assigned material below.
* Course website: Blackboard. I will use Blackboard to post announcements and grades, in addition to assigned material. We will also utilize Blackboard’s discussion forum each week.

\*\* Please note that reading and other assigned material are to be completed for the day in which they appear on the syllabus, before the start of class.\*\*

## Major Assignments and Course Grading

Grades for this course will be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due** | **Points** | **% of Grade** |
| Community Food Stories Project | 12/1 (but see additional deadlines below) | 100 | 30% |
| * Fieldnote jotting #1 (site visit/s) | 9/15 | 50 | 5% |
| * Fieldnote jotting #2 (interview) | 10/20 | 50 | 5% |
| Weekly discussion forum engagement | Weekly | 10 ea | 30% (total) |
| Discussion lead | (sign up) | 10 | 15% |
| Class participation\* | Weekly | 100 | 15% |

Full assignment descriptions are appended to the bottom of this syllabus, and are posted to the course page in Blackboard.

\*Please see the section on Class Participation/Engagement on page 5.

Grading scale:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 93-100% | B+ | 87-89.9% | C+ | 77-79.9% | D | 60-69.9% |
| A- | 90-92.9% | B | 83-86.9% | C | 73-76.9% | F | <59% |
|  |  | B- | 80-82.9% | C- | 70-72.9% |  |  |

A Qualitative Description of Grades

|  |  |
| --- | --- |
| **A** | An A student actively and regularly participates in class, demonstrates an excellent working knowledge of the readings and other assigned material, actively participates in discussions, and hands in (on time) complete, well written and creative assignments. |
| **B** | A B student regularly participates in class, demonstrates average knowledge of the readings, participates in discussions, and turns in a well written, but partially complete/late assignments. |
| **C** | A C student infrequently participates in class, demonstrates partial knowledge of the readings, rarely participates in discussions, and turns in incomplete and/or poorly written (and/or late) papers. |
| **D** | A D student has little to no participation in class, demonstrates very little knowledge of readings, does not participate in discussions, and turns in incomplete and poorly written (and/or late) papers. |
| **F** | A failing student has failed to deliver anything on two or more aspects of evaluation in the class (attendance, assignments, discussions). |

**Policy regarding missed or late assignments**

While my expectation is that all students will complete and submit all assigned work prior to the posted deadline, I recognize that there may be a rare occasion where this is not possible. All students are thus granted **two no-penalty late submissions**—meaning twice, during the course of the semester, a student may receive full credit for an assignment that is submitted within three days of the posted deadline. Beyond those two exceptions, points will be deducted as follows for late submissions:

* One to three days past the posted deadline: 20% grade deduction.
* 3 days to one week past the posted deadline: 50% grade deduction.
* Greater than one week past the posted deadline is considered a missed assignment, and will not be accepted for credit, except in extraordinary circumstances that we have discussed in advance.

# Course Policies

## Attendance

The activities we do during class are essential to your learning in this course, so you should make every effort to attend all class meetings and to arrive to class on time. I recognize, however, that illness, personal emergencies, university obligations, religious observances, and other circumstances may sometimes cause you to be late to class or prevent your attendance entirely.

**I have the following expectations for attendance**: Except in extraordinary circumstances such as those listed above, students are expected to attend each class session, to arrive on time, and to stay for the duration. We will take one 10-minute break per class period.

**I build flexibility into the attendance requirement by**excusing up to two absences for circumstances such as those listed above. If a student must miss class for a legitimate reason, it is their obligation to inform me in advance, so that work can be made up.

**Your attendance will be evaluated in the following way***:* Because this is a small class, I will check attendance manually each week; your absence will surely be noted!

Excessive/unexcused absences, defined as missing three or more classes without explanation, will result in an automatic letter-grade deduction.

*If you anticipate problems with your attendance, please contact me so we can make a plan to support your learning.*

## Disability Access and Inclusion Policy

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact me as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at [rebel-access-portal](https://sds.olemiss.edu/rebel-access-portal) to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at [apply-for-services](https://sds.olemiss.edu/apply-for-services). SDS will*:*

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

*If you have questions, contact SDS at 662-915-7128 or*[***sds@olemiss.edu***](mailto:sds@olemiss.edu)*.*

## Class Participation / Engagement

Because active participation in the course is one of the most important ways to learn, you will be assessed on your class engagement. Engagement looks a little different for everyone, but in general, an engaged student will come to class prepared, contribute regularly to class activities or discussions, listen attentively to peers and the instructor, stay on-task during class, complete their work in a timely manner, and reach out to the instructor if they have questions or start to fall behind. If you anticipate any barriers to your full engagement in the course, I encourage you to contact me so we can strategize about how you can best fulfill the course requirements.

At the end of the semester, students will submit a self-assessment of their class-participation and engagement, along with a suggested letter-grade for the “Class Participation” portion of the final grade. The self-assessment should justify the proposed letter grade. I will take your own assessment into consideration, along with my own observations of your engagement in class and in the Blackboard discussion forum, when granting the class participation grade.

## Academic Integrity

According to institutional policy, ‘[t]he University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University are regarded as particularly serious offenses.’ We share a responsibility to maintain academic integrity in our work and will follow the procedures outlined in the [Academic Conduct and Discipline Policy](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null) and the [M Book](https://olemiss.edu/info/MBook_2021-2022.pdf) for any instance of academic misconduct.

You can act with academic integrity in this class byrefraining from use of AI-generated technologies, cheating, copying others’ work, or otherwise engaging in dishonest activities. All work submitted should be your own.

## Diversity, Equity, and Inclusion

The University of Mississippi embraces its public flagship mission of inspiring and educating our diverse and vibrant community where all individuals are able to intellectually, socially, and culturally thrive through transformative experiences on our campus and beyond. In line with the [Pathways to Equity Strategic Plan](https://chancellor.olemiss.edu/pathways-to-equity/), I make the following commitments to diversity, equity, and inclusion in our classroom:

* Diversity is an affirmation of the intersecting individual, social, and organizational identities that make our community vibrant and transformational. I commit to embracing the full spectrum of diversity in this class, recognizing it as a resource, strength, and benefit to our shared learning experience.
* Equity is directly addressing the social, institutional, organizational and systemic barriers that prevent members of marginalized groups from thriving in our community. I commit to be both proactive and responsive in mitigating barriers to learning so that all members of our classroom community can reach their full potential.
* Inclusion is actively and intentionally creating a welcoming campus where all individuals feel they have a supportive and affirming space to learn, grow and engage. I commit to fostering a classroom environment that fully supports, values, and engages the intersectional identities of every student.

Your success in this class is important to me. If there are aspects of this course that inhibit your belonging, and therefore your learning, I encourage you to contact me so we can develop strategies that support you as you work toward the course requirements. I also encourage you to explore campus resources related to diversity, equity, and inclusion. These are provided in the “Student Resources” section, below.

## Classroom Environment

In line with the [Pathways to Equity Strategic Plan](https://chancellor.olemiss.edu/pathways-to-equity/) and [The Creed](https://olemiss.edu/info/creed.html), it is our responsibility to cultivate an environment that respects the dignity of each person, promotes fairness and civility, and welcomes diverse identities and perspectives. The classroom should be an inclusive space in which every student feels supported, challenged, and welcome to contribute to our collective learning. (For the purposes of this class, “classroom” also refers to the virtual spaces where we interact.) We will work to create this environment by treating one another with kindness and respect—**and adhering to the principles of conduct we create together—**while also allowing and encouraging a variety of opinions. Any student who engages in hostile behavior may be asked to leave the class.

## Student Wellbeing

Many college students struggle with physical and mental health issues as they navigate busy schedules, academic pressures, and difficult life transitions. Your wellbeing is important to me, and I encourage you to prioritize it. If a health issue or life circumstance of any kind is impacting your ability to succeed in this class, please don’t hesitate to contact me so we can make a plan to support your learning. I also encourage you to take advantage of campus and community resources that can help. To that end, please see the “student resources” section below.

## Technology in the Classroom

Laptops and cell phones can be effective learning aids but can also distract you and your classmates from the task at hand. At some points in class, we may make use of these technologies as learning resources, and at some points I may request that you put them away to give the class activity your undivided attention. I encourage you to take responsibility for your use of personal devices and to employ them in ways most likely to enhance your own learning. If inappropriate use of technology becomes a persistent problem, I may ask you to refrain from using these devices in class for the duration of the semester or to speak with me individually to resolve the issue.

# Student Resources

## Academic Support

* [Writing Centers](https://writingcenter.olemiss.edu/): Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University’s writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to [writingcenter.olemiss.edu](http://writingcenter.olemiss.edu/). The undergraduate writing center is located in Lamar Hall, 3rd floor, suite C.
* [The Speaking Center](https://speakingcenter.olemiss.edu/): The University of Mississippi Speaking Center offers free public speaking consultation services for UM students. Their highly trained peer consultants work alongside UM students on projects in all disciplines. They provide free access to one-on-one consultations, group workshops, and other speech communication-focused resources. If you need to create a presentation for a class or for a university-related activity, you can get feedback and advice from consultants in the Speaking Center. Their services are delivered face-to-face and online. Their goal is to cultivate individualized strategies with UM students to help them become independent, effective, and confident speakers.

To learn more about the Speaking Center, [check out their website](https://speakingcenter.olemiss.edu/). Or use [this link schedule an appointment for a consultation](https://speakingcenter.olemiss.edu/.well-known/WCONLINESSO). This link will prompt you to complete a registration form before scheduling your appointment.

* [CSSFYE Academic Support Programs](https://cssfye.olemiss.edu/student-support-programs/): The Center for Student Success and First Year Experience is located on the first floor of the Johnson Commons East and can assist students with time management, organization, study skills, note-taking, and more.
* [UM Library Services](https://libraries.olemiss.edu/services/): Our class will be assisted by one of the University’s reference librarians, as we prepare and work on the annotated bibliography project. The library and its librarians are tremendous resources. Take advantage of them!
* [Intensive English Program](https://iep.olemiss.edu/): offers academic English classes from basic to advanced levels with a curriculum designed to prepare students to interact in the English-speaking academic, social, and professional world.

## Wellbeing and Community

* [UMatter](https://umatter.olemiss.edu/)—Students and Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact UMatter: Student Support and Advocacy at 662-915-7248 or [kforster@olemiss.edu](mailto:kforster@olemiss.edu). Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to visit the [Grove Grocery: The UM Food Pantry](https://grovegrocery.olemiss.edu/) in 213 Kinard Hall or email [grovegrocery@go.olemiss.edu](mailto:grovegrocery@go.olemiss.edu). Students who are struggling to meet their basic needs may also find the following website helpful: <https://www.findhelplafayettecounty.org/>.
* [UMatter](https://umatter.olemiss.edu/)—Students Support and Advocacy: Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources in the Title IX Office in 120 Lester Hall or at 662-915-7735.

UMatter Student Support Services and Advocacy provides free and confidential information, consultation, support, advocacy to University of Mississippi students and graduate students who have experienced a traumatic, disturbing or life disruptive event. UMatter is not a part of the police department, or the Equal Opportunity and Regulatory Compliance office, and is a confidential resource for students. UMatter provides targeted support and resources for students that are responding to Title IX or conduct matters at the university. These services include academic and housing accommodations for Title IX concerns, individual case management for responding students, support in Title IX investigations and conduct matters, connecting students with advisors for adjudication processes, and referrals to services on campus and in the community. Contact UMatter, [umatter@olemiss.edu](mailto:umatter@olemiss.edu), 662-915-7248, 301 Student Union with questions or for support.

* [VIP: Survivor Support](https://violenceprevention.olemiss.edu/): Students who may have experienced any type of gender-based violence including sexual assault, relationship abuse, or stalking are encouraged to reach out to VIP: Survivor Support by calling 662-915-1059 or emailing [sapoole@olemiss.edu](mailto:sapoole@olemiss.edu) for confidential emotional support and resources.  Students may need support with their academics, non-emergency medical care, forensic exams, STI testing, reporting options, safe rooms/safety planning, and/or referrals for psychological support. Students will receive nonjudgmental emotional support and create an individualized plan to meet their needs.
* [University Counseling Center](https://counseling.olemiss.edu/): The University Counseling Center is a professional facility offered by the University of Mississippi to assist students, faculty, and staff with many types of life stressors that interrupt day-to-day functioning, including the stressors associated with the COVID-19 pandemic. They offer individual counseling, couple’s counseling, group counseling, stress management, crisis intervention, assessments and referrals, outreach programs, consultations, and substance abuse services. There is no fee for currently enrolled University students and everything you say to your counselor is confidential. You can contact the Counseling Center for information about mental health issues at <https://counseling.olemiss.edu>, [counslg@olemiss.edu](mailto:counslg@olemiss.edu), 662- 915-3784, 320 Lester Hall, and <https://www.facebook.com/universitycounselingcenterolemiss/>. You can schedule an appointment or get information about appointments by calling the UCC at 662-915-3784.
* [UMSafe](https://umsafe.olemiss.edu/): provides resources and information for individuals who are alleged to be the victim of conduct that could constitute sexual harassment, individuals who have been reported to be the perpetrator of conduct that could constitute sexual harassment, and other members of the University community.
* [Bias Education and Response Team](https://dce.olemiss.edu/bert/): for reporting bias-related incidents, such as threats or acts of harassment or intimidation, which are motivated by a bias against a person because of that person’s identity.
* [Diversity and Community Engagement](https://dce.olemiss.edu/): supports the mission of UM by transforming people, institutions, and communities through partnership, access, and engagement that fosters belonging, enriches learning and development, enhances research, and creates equitable opportunities for all.
* [Center for Inclusion and Cross Cultural Engagement](https://inclusion.olemiss.edu/): develops programs and services that support UM’s core value of inclusiveness.
* [Sarah Isom Center](https://sarahisomcenter.org/): for Women and Gender Studies educates about issues of gender and sexuality, promotes interdisciplinary research, and advocates for diversity, equity, and inclusion.
* [LGBTQIA+ Programming and Initiatives](https://lgbtq.olemiss.edu/)

# Course Schedule

\* This syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Your patience, good humor, and attentiveness are appreciated. FG in the syllabus refers to the textbook *Food Geographies*.

***Part I: Food and Place***

**Week 1 (8/21): Introduction to the Course: Why Study Food?**

(in class): Go over syllabus; Draft community agreements.

(In class): “Rooted in Sand: A Reflection on Teaching and Tomatoes”

Diving right in to oral history practice: interviewing your classmates and “listening out loud”

(in class): Southern Foodways Alliance oral histories: <https://www.southernfoodways.org/oral-history/>

**Week 2 (8/28): Food and Place**

Read:

* FG*,* Ch. 1: Food Geographies
* Mandelblatt, B. (2012). “Geography of Food.” *Oxford Handbooks Online*

Write and respond:

* Using at least three key terms from this week’s readings, use an example from your own life experience to demonstrate the relationship between food and place.

\*\*Class visit with Betsy Chapman, director of Oxford Community Market\*\*

***Part II: Political and Economic Geographies of Food***

**Week 3 (9/4): LABOR DAY: NO CLASS** but please do the following readings and participate in the online discussion forum.

*Thank a food system worker!*

**Agriculture and Global Food Regimes**

*Read*:

* FG*,* Chs. 2: Agriculture and Farming; and 3: Global Food Regimes

*(Optional additional readings):*

* Friedmann, Harriet, and Philip McMichael. 1987. “Agriculture and the State System: The Rise and Fall of National Agricultures, 1870 to the Present.” *Sociologia Ruralis* 29(2):93–117.
* Whatmore, Sarah. “From Farming to Agribusiness: The Global Agro-Food System.” In *Geographies of Global Change: Remapping the World*, edited by Peter J. Taylor, Michael J. Watts, and R.J. Johnston, 2nd Ed., 36–49. Malden, MA: Blackwell, 2002.

*Write and Respond*:

* Drawing on this week’s readings, demonstrate your understanding of the **food regime** concept. How have food regimes evolved over time? What is most intriguing to you about the concept?

**Week 4 (9/11): Food System Labor and Commodity Chains**

*Read*:

* FG*,* Chs. 4: Labor Geographies of Food; and 5: Food Connections and Commodity Chains
* UM Dining Workers Labor Day “Letter to UM Students” (2022): <https://pastebin.com/M6VpCJ3c>

*(Optional additional reading):*

* Cook, I. (2004) “Follow the Thing: Papaya.” *Antipode*, 36 (4): 642-664.
* Contrera, Jessica. 2020. “[The lives upended around a $20 cheeseburger](https://www.washingtonpost.com/dc-md-va/2020/07/07/le-diplomate-burger-beef-supply-chain-coronavirus/?arc404=true).” *The Washington Post*, July 7.

*Write and Respond:*

* This week’s assigned readings and podcasts demonstrate the many ways in which the food supply chain is similar to the supply chain for other commodities—specifically, its reliance upon low-wage and under-protected labor. In your post, respond to this week’s assigned material with a discussion of food system labor exploitation, the global supply chain for food, and the possibility of alternatives to these dominant models.

\****Due: Fieldnote jotting #1: site visit(s): Friday, Sept. 15***

**Week 5 (9/18): Global Food Crises: Hunger and Malnutrition**

*Read and Watch*:

* FG, Ch. 6: Global Food Crises: Hunger and Malnutrition
* Jarosz, L. (2011). “Defining World Hunger.” *Food, Culture, and Society*, 14 (1): 117-139.
* CBS Documentary (1968): *Hunger in America*. (Please note this documentary contains graphic and disturbing images of hunger and malnutrition, in some cases resulting in death, in children and babies. This is understandably very upsetting; if you feel it would be best not to watch these scenes, you may wish to skip the first minute and minutes 15-18. Additionally, as you watch, consider the context in which this film aired and note that the tone and content are reflective of this time period.)

*Write and Respond:*

* What do this week’s readings and videos reveal about the causes of hunger and the fight against it? How does this week’s content relate to concepts introduced earlier in the course?

***Part III: Environmental Geographies of Food***

**Week 6 (9/25): Food’s Ecological Pillars: Soil, Water, Biodiversity**

*Read/Explore:*

* FG*,* Ch. 7: Food’s Ecological Pillars
* Shiva, V. 2019. “[Everything I need to know I learned in the forest](https://www.yesmagazine.org/issue/nature/2019/05/03/vandana-shiva-seed-saving-forest-biodiversity).” *Yes Magazine*. https://www.yesmagazine.org/issue/nature/2019/05/03/vandana-shiva-seed-saving-forest-biodiversity
* (Optional) Read or listen: Listen: Twilly, N. 2022. “[Africa’s cold rush and the promise of refrigeration](https://www.newyorker.com/magazine/2022/08/22/africas-cold-rush-and-the-promise-of-refrigeration).” *The New Yorker*, Aug. 15.

*Write and Respond:*

* What do this week’s readings have to say about the ecological foundation of the food system? How does the contemporary food system pose threats to that ecological foundation?

\*\* By this date, you should have scheduled your oral history interview with your narrator(s).

**Week 7 (10/2): Food and Climate Change**

*Read/Explore*:

* FG, Chs. 8: Food and Climate Change; and 9: Seafood
* [Earth to Tables Legacies](https://earthtotables.org/)
* Real Food Media’s toolkit, “[Tackling Climate Change Through Food](https://get.realfoodmedia.org/tackling-climate-change-through-food-toolkit)”

*Write and Respond:*

* In your post, discuss what this week’s readings have taught you about the relationship between food/land-based agriculture and climate change. How does the seafood industry complicate or extend this relationship?

***Part IV: Social and Cultural Geographies of Food***

**Week 8 (10/9): Food, Identity, and Difference**

*Read/Watch:*

* FG*,* Ch. 10: Food, Identity, and Difference
* Video: “[How Black Americans Were Robbed of Their Land](https://www.theatlantic.com/video/index/597559/land-theft/?gclid=Cj0KCQjw8fr7BRDSARIsAK0Qqr5U_dcQV_nRhvF0XOkv6rUnClve-8skiV5CJmSWc14el-KPxwi8f30aAlf0EALw_wcB).” (2013). *The Atlantic.*
* (Recommended) Newkirk, V. 2019. “[The Great Land Robbery](https://www.theatlantic.com/magazine/archive/2019/09/this-land-was-our-land/594742/).” *The Atlantic.* September. (*note you may also listen to this article!)*
* (Optional) Watch: “Food, race, and justice” TED talk by Malik Yakini of the Detroit Black Community Food Security Network

*Write and Respond:*

* What are some ways that food serves as a marker of identity? How does the food system exacerbate (or merely demonstrate?) existing inequalities?

**Week 9 (10/16): Food in the City**

*Read/Watch:*

* FG, Ch. 11: Food in the City
* Video: TED talk by Ron Finley, “[A guerilla gardener in South Central LA](https://www.ted.com/talks/ron_finley_a_guerrilla_gardener_in_south_central_la?language=en)”

*Write and Respond:*

* Discuss the role of food in the spatial and social organization of cities and urban life. How are urban food systems constructed? What are some alternative constructions?

***\*Due: Fieldnote jotting #2 (interview): Friday, Oct. 20***

**Week 10 (10/23): Food, Kitchens, and Gender**

*Read*:

* FG, Ch. 12: Food, Kitchens, and Gender
* Fitzpatrick, K. 2018. “[Queer food is hiding in plain sight](https://www.eater.com/2018/6/28/17508420/what-is-queer-food).” *Eater*. June 28.
* Christensen, A. “[The promise of women-led restaurants](https://www.southernfoodways.org/the-promise-of-women-led-restaurants/).” *Gravy*.
* *Gravy* podcast episode, “Coming out meatless”

*Write and Respond:*

* Drawing on this week’s assigned material, discuss the relationships between food and gender and food and sexuality. How do notions of domesticity and heteropatriarchy inform or contort understandings of and connections to food?

**Week 11 (10/30): Food, Bodies, Health, and Nutrition**

*Read*:

* FG, Ch. 13: Food, Bodies, Health, and Nutrition

*Write and Respond:*

* Did anything about this chapter surprise you and/or resonate with your own experience? What are some things you learned about conventional “health” discourse and potential problems associated with it?

***Part V: New and Future Food Geographies***

**Week 12 (11/6): New Food Geographies**

Read:

* FG*,* Ch. 14: New Food Geographies

*Write and Respond:*

* What are some key takeaways from this chapter? Does it leave you with a sense of hope about future food geographies? Why or why not?

**Week 13 (11/13): Community Food Stories Project work period**

**\*\*\*\*Nov. 20-24: Thanksgiving Holiday, No Class\*\*\*\***

**Week 14 (11/27) Community Food Stories Project Presentations**

\*\* Oral history narrators will be invited to our final class period to see the presentations. Final submission deadline for all materials related to the project is **Friday, Dec. 1** at 11:59pm.