



Food Justice

MPA - Spring, 2018

(DRAFT AS OF 2/28/18. BOOKS AND ASSIGNMENT DATES ARE FIRM. SCHEDULE OF ACTIVITIES SUBJECT TO CHANGE)

“Someone needs to explain to me why wanting clean drinking water makes you an activist, and why proposing to destroy water with chemical warfare doesn’t make a corporation a terrorist”

~ Winona LaDuke

Faculty: Kendra Aguilar, MPA, Doctoral Candidate

Location: SEM II, E2109

Days/Times: Fri, Apr 13th 5pm-9pm / Sat, Apr 14th 9am-5pm / Sun, Apr 15th 9am-5pm

Credits: 2

Office Hours: by appointment or phone

Contact: aguilark@evergreen.edu / 425-213-6921

COURSE DESCRIPTION

This graduate seminar examines the complex landscape around food and how the different actors in food politics, with varying and often conflicting beliefs and intentions, navigate their influence on the decisions and policies around the control of food production, distribution and access. We will analyze the subject through discussion and critical reflection of historical events and the current debates around food, agricultural systems and human rights in a global context, with an emphasis on social movements aimed at food justice and food security locally and in the United States. Discussions will include human rights, equity, food deserts, the environment, hunger, colonization, traditional and healthy foods, Tribal food sovereignty, local food production, and activism. The goal of this course is to create a foundation of knowledge to support further academic work and civic engagement in the food sovereignty/food justice movements.

This is an intensive class which will meet for one weekend block only. Please read the entire syllabus and plan accordingly to be sure you can accomplish the pre-readings and assignments and attend each day. Thank you! 😊

LEARNING OBJECTIVES/OUTCOMES

By the end of the course students will be able to:

- Define food justice and explore where and how it connects to ourselves and our communities
- Identify the different actors in food politics and the varying/conflicting ideas and intentions around food production, distribution, and access as it relates to equity
- Report on current food justice issues by analyzing the obstacles that create them
- Develop the ability to propose policy-based food justice solutions
- Research and describe local, regional and global social movements around food justice

REQUIRED READINGS/VIDEO LINKS (Please read/watch prior to April 13th)

BOOK:

The book will be available at the bookstore and is also available for purchase or rent online. Additional readings or handouts are posted here or will be handed out in class.

Cultivating Food Justice: Race, Class, and Sustainability

Authors: Alison Hope Alkon; Julian Agyeman

Publisher: MIT Press, ©2011.

VIDEOS:

Winona Laduke TED Talk: <https://www.youtube.com/watch?v=pHNleI72eQc>

Valerie Segrest TED Talk: <https://www.youtube.com/watch?v=RGkWI7c74oo>

RECOMMENDED READINGS (Not required for class)

Feeding the People, Feeding the Spirit: Revitalizing Northwest Coastal Indian Food Culture

By Elise Krohn and Valerie Segrest, 2009

Nelson, Melissa K (Ed). 2008. *Original Instructions: Indigenous Teachings for a Sustainable Future*. Rochester VT: Bear & Company.

Laduke, Winona. 2005. *Recovering the Sacred: The Power of Naming and Claiming*. Cambridge MA: South End Press.

Cote, Charlotte. 2010. *Spirits of Our Whaling Ancestors: Revitalizing Makah & Nuuchah-nulth Traditions*. Seattle: University of Washington Press

Nesper, Larry. 2002. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. Lincoln: University of Nebraska Press.

ONLINE RESOURCES

<https://cagj.org/food-justice/food-justice-resources/>

<https://www.racialequitytools.org/plan/issues/food-justice>

<https://foodtank.com/news/2016/11/twenty-organizations-fighting-for-food-justice/>

<http://plantingjustice.org/resources/food-justice-research/>

<http://www.nativefoodsystems.org/>

<http://indigenousfoodsystems.org>

<https://foodfirst.org/publication/food-sovereignty-reconnecting-food-nature-and-community/>

ASSIGNMENTS

- 1) Food source journal, Due: Apr 13th

Create a journal to track where the foods for your meals come from for a 3-5 day period. Include things like: what meal it is, the foods/ingredients, where those foods were grown/raised (if known), where they were manufactured/packed (city, state, country, etc.), and who produced/cooked them. Also record where you consume your meals (a restaurant, a desk at work, a picnic with family, in your car on the road, etc.) and how the above factors impact how you feel during or after eating. You will be using this journal for an in-class group assignment due Friday, April 13th.

- 2) My food story (2-3 pgs), Due: Fri, Apr 13th

Write a two-page (approx.) paper sharing your story around food. Include things such as: what are your traditional and cultural foods (ethnically and/or in relation to your family of origin), why they are important (to you, your family, your communities), what celebrations or ceremonies do you have around or including food and why, where do these foods come from, do you have access to them, do

you enjoy them, what other foods you enjoy and why, what is your relationship with food, etc.

3) Current Food Justice Issue paper (4 pages), Due: Sun, Apr 15th

Select a current food justice issue of interest to you. You may search the online references provided in the syllabus for sources or do your own research. Issues might include: food deserts, migrant farmers, GMOs, environmental issues, food policies, health epidemics, etc. Your paper should include the following elements:

1. An overview of the issue and the story behind it. How did it come about? Set the scene.
2. Identify the social, political and/or economic context of the issue. Who are the key players and the impacted groups or persons? What are their goals?
3. What are the proposed policies/solutions to the issue? Who makes the initial recommendation and who makes the final decision? What was the basis for that decision? Was it feasible?
4. Present your own possible solutions/alternatives.

4) Policy letter (1 page), Due: Sun, Apr 15th

Write a one-page, professional letter to a policy maker (real or imaginary) referencing the current food justice issue in your paper. The letter should briefly cover: the history of the issue, what is important about this for the impacted community, and what kind of policy changes or improvements would have positive outcomes for the community. The letter should be compelling and professional.

5) Final Presentation (8-10 min), Due: Sun, Apr 15th

Students will be required to present their Current Food Justice Issue paper, and recommendations on policy change per the Policy Letter, to the class using Power Point, prezi, etc. The goal for this assignment is to have the audience (classmates) focus on your words and for the slides to be a tool to help tell the story visually. In other words, please focus on images and do not use the slides to type out long sentences from your oral presentation. There should be a minimum of 6 and a maximum of 12 slides and your presentation should be approximately 8-10 minutes. The presentation will be evaluated in terms of your level of comfort and confidence in the material and an ability to interact and communicate with the class about your subject matter.

CLASS SCHEDULE

Class day 1: Introduction – Our Connection to our Foods **(Friday, Apr 13th)**

Opening
Introductions
Overview
Sharing our food stories
Mapping our foods activity (using our food source journals)

Class day 2: The Story and Current State of Our Foods **(Saturday, Apr 14th)**

Opening
Sharing our maps
Food Production, distribution and access then and now
Guest Speaker
Lunch
Actors in current food politics
Food as a human right
Food policies

Class day 3: The Future of Food Justice **(Sunday, Apr 15th)**

Opening
Social Movements
Local projects and progress
Guest Speaker
Lunch
Cultivating a movement activity
Presentations

COURSE POLICIES

Format:

Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions:

This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be

irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance:

Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. Learning is diminished for all of us when not all voices are present at the table. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments:

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit:

Students will receive four graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation:

A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur over the phone and should be

scheduled with your seminar faculty. You can learn more about the evaluation process here: <http://www.evergreen.edu/evaluations/process>.

Multiculturalism & Diversity:

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles:

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations:

Reasonable accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy:<http://www.evergreen.edu/policy/studentswithdisabilities>

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution:

Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom

and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

- **We will abide by the social contract:** WAC 174-121-010 College philosophy.
- **We will abide by the student conduct code (including academic integrity and plagiarism):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process
- **We will abide by the non-discrimination policies and procedures at TESC**

Guest Policy:

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather:

In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them
<https://evergreen.edu/emergencyresponse>

Communicating:

Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.