

**ARTS & SCIENCE 3GJ3 / Global Justice Inquiry
2017-2018 - (Term 2)**

Instructor: Dr. Nadine Ijaz, ijazn@mcmaster.ca

Office Hours: Monday 2 – 3 pm, Jenkins Office, L.R. Wilson Hall 3038

Class Times & Location: Monday 3:30-5:20 pm and Thursday 3:30-4:20 pm, KTH104

Course Overview: Using an inquiry-based learning methodology, students will explore critical issues related to broader questions of global justice through an interdisciplinary lens. Using the topic of *Food Justice* as a focus, students will apply a wide range of political, ecological, economic, socio-cultural, bioscientific, Indigenous, experiential and artistic perspectives to what it means to fairly produce, distribute, access and eat food across the globe. Guest speakers on a range of topics will contribute real-world insights on complex food justice issues. The course is meant to help empower students to become more actively engaged in addressing global and local inequities in tangible ways.

In addition to students from the Arts & Science program, the class will include students from all six McMaster Faculties. This will ensure that a diversity of perspectives informs class discussions, and will create a unique and dynamic learning experience. The course was developed as part of a larger strategy for developing a Global Justice Hub here at McMaster, which will bring together students, faculty, staff, alumni and community partners interested in working toward global justice.

Course Objectives

- Enhance inquiry skills, including formulating questions, self-directed research, critical thinking and communication skills
- Critically engage with different perspectives on food justice in global and local context
- Evaluate various standpoints and approaches that may enable or impede the pursuit of food justice in the contemporary world
- Engage in and document critical personal reflection on questions and issues arising from course presentations, readings and discussions
- Undertake an in-depth exploration of a topic of the student's choosing related to the course theme

Required Readings: All readings will be accessible in the “content” area of the course Avenue to Learn site and will be organized by week. Students are expected to have carefully read and be ready to discuss all assigned readings before the class in which they will be covered.

Course Evaluation: Overall, students will be evaluated on the basis of Class Participation (10%), Critical Reflections (20%), a Group Project (10%), a Capstone Paper/Project (50%), and a Poster Presentation (10%). Due dates, submission requirements, and late penalties are listed in the detailed descriptions of all assignments beginning on p. 6.

Sustainable Written Work Submission Guidelines

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Gold standard of the Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. All written work should be submitted in the following format: **Online submission via Avenue to Learn; Reduced line spacing (1.5); Double sided pages.**

McMaster Policy on Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

McMaster Student Absence Form (MSAF)

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Email Contact and Student Responsibility Statement

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Weekly Class Schedule and Readings

Weeks 1 and 2 (January 4, 8, 11): Introduction

- Critical Reflection #1: Personal Foodways, DUE January 10
- World Food Programme 2017. *Counting the Beans: The True Cost of a Plate of Food Around the World* (please read: pp. 6-19).
- Alkon AH, Agyeman J 2014. *The Food Movement as Polyculture* (pp. 1 – 20). In: *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge: MIT Press.
- Holt-Gimenez E 2014. *Food Security, Food Justice, or Food Sovereignty? Crises, Food Movements, and Regime Change* (pp. 309-330). In: *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge: MIT Press.

Week 3 (January 15, 18): Food Sovereignty

- ❖ *Guest Facilitator (January 15):* Chandra Maracle
- Food Secure Canada 2016. *Paying for Nutrition: A Report on Food Costing in the North* (please read: pp. 1 – 16; 33 – 35).
- CMAJ 2017. “Hunger was never absent”: How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada. 189(32):E1043-1045
- Cidro J, Adekunle B, Peters E, Martens T. *Beyond food security: Understanding access to cultural food for urban Indigenous people in Winnipeg as Indigenous food sovereignty*. Can J Urb Res 24(1):24-43.

Week 4 (January 22, 25): Agricultural Revolutions

- ❖ *Guest Facilitator (January 25):* Dr. Chad Harvey
- Rosset PM, Altieri MA. 1997. *Agroecology versus input substitution: A fundamental contradiction of sustainable agriculture*. Soc Nat Res 10:283-295.
- Gerasimova K 2016. *Debates on genetically modified crops in the context of sustainable development*. Sci Eng Ethics 22:525-547.

Week 5 (January 29, February 1): Farm Work

- Capstone Project Proposal DUE January 31.
- ❖ *Guest Facilitator (January 29):* Gabriel Allahdua
- Gottlieb R, Joshi A 2010. *Growing and producing food* (pp. 13-38). In: Food Justice. Cambridge: MIT Press.
- Weiler A, McLaughlin J, Cole DC 2017. *Food security at whose expense? A critique of the Canadian temporary farm labour migration regime and proposals for change*. Int Migr 55(4):48-63.
- Thomas G, De Tavernier J 2017. *Farmer-suicide in India: debating the role of biotechnology*. Life Sci Soc Pol 13(8):1-21.

Week 6 (February 5, 8): Oil

- Critical Reflection #2: DUE February 7.
- Neff RA et al 2011. *Peak oil, food systems, and public health*. Am J Pub Health 101(9): 1587-1597.
- Chowdhury R et al 2014. *Association of dietary, circulating, and supplement fatty acids with coronary risk: A systematic review and meta-analysis*. Ann Intern Med 160:398-406.
- Gonzales CG 2016. *The environmental justice implications of biofuels*. Seattle University School of Law Legal Paper Series #16-19 (pp. 1 – 34).

Week 7 (February 12, 15): Local/Artful/Action

- ❖ *Guest Facilitator (February 12): Abena Offeh*
- Guthman J 2008. *Bringing good food to others: investigating the subjects of alternative food practice*. Cult Geogr 15: 431-447.
- Gottlieb R, Joshi A 2010. Growing justice (pp. 123-149). In: Food Justice, Cambridge: MIT.
- Batchelor B 2015. *Sin maiz no hay vida: Corn, politics and ethical hemispheric engagements in a collaborative performance intervention*. Can Theatre Rev 161:9-16.

Week 8 (February 19, 22): Midterm Break

Week 9 (February 26, March 1): Urban/Waste

- Capstone Project Outline DUE February 28.
- ❖ *Guest Facilitator (February 26): Dr. Tammara Soma*
- Lee K, Soma T 2016. *From “Farm to Table” to “Farm to Dump”: Emerging research on urban household food waste in the global South*. In: Conversations in Food Studies. pp. 243- 265.
- Carolsfeld AL, Erikson, SL 2013. *Beyond desperation: Motivations for dumpster diving for food in Vancouver*. Food Foodways 21:245-266.
- Lorenz S, Stark K 2015. *Saving the bees in Berlin? A case study of the urban beekeeping boom*. Env Sociol 1(2): 116-126.

Week 10 (March 5, 8): Milk

- Group A: In-class food sharing March 5
- Group B: Group presentations March 8 (and write-ups DUE March 7)
- Group C: Critical Reflection #3 due March 7
- Wang RY, Needham LL 2007. *Environmental chemicals: From the environment to food, to breast milk, to the infant*. J Toxic Env Health B10:597-609.
- Ijaz N 2014. *Canada’s ‘other’ illegal white substance: evidence, economics and raw milk policy*. Health Law Rev 22(1):26-39 + addendum.
- Sasson T 2016. *Milking the third world? Humanitarianism, capitalism, and the moral economy of the Nestle boycott*. Am Hist Rev 121(4):1196-1224.

Week 11 (March 12, 15): Fair/Trade

- Group A: Critical Reflection #3 DUE March 14
- Group B: In-class food sharing March 12
- Group C: Group presentations March 15 (and write-ups DUE March 14)
- Cole NL, Brown K. *The problem with fair trade coffee*. Contexts 13(1):50-55.
- Leissle K 2012. *Cosmopolitan cocoa farmers: refashioning Africa in Divine Chocolate advertisements*. J Afric Cult Stud 24(2):121-139.
- Schuldt JP, Muller D, Schwarz N 2012. *The “fair trade” effect: Health halos from social ethics claims*. Soc Psych Pers Sci 3(5):581-589.

Week 12 (March 19, 22): Intellectual Property

- Group A: Group presentations March 22 (and write-ups DUE March 21)
- Group B: Critical Reflection #3 DUE March 21
- Group C: In-class food sharing March 19
- Mascarenhas M, Busch L 2006. *Seeds of change: Intellectual property rights, genetically modified soybeans and seed saving in the United States*. Soc Ruralis 46 (2):122-138.
- Ijaz N 2017. *A post-colonial feminist analysis of two popular complementary medicine hot flash remedies* (pp. 163-180). In: Torri MC, Hornosty JM, Complementary, Alternative & Traditional Medicine. Toronto: Women’s Press.
- Ranta R 2014. *Consuming Palestine: Palestine and Palestinians in Israeli food culture*. Ethnicities 14(3):412-435.

Weeks 13 - 15 (March 26, 29; April 5; 9): Reflections & Presentations

- All Posters DUE March 28
 - Group C: will present March 29
 - Group B: will present April 5
 - Group A (and overflow): will present April 9
- Critical Reflection #4 DUE April 4, 11.59 pm
- Capstone Paper/Project DUE April 11, 11.59 pm

Course Evaluation

Submission and Late Policy: Assignments must be submitted to the Avenue to Learn Assessment folder by 11.59 pm on Wednesday of the week they are due. Otherwise, assignments will be assessed a late penalty of 3% per day (including weekends).

Referencing Style: Please use the Harvard or MLA system of referencing in all assignments.

Participation (10%): Students will be expected to attend all classes and contribute thoughtfully to course meetings, developing and raising questions for exploration, participating in collaborative activities (including the food-sharing exercise), and presenting ideas and findings for discussion. Some class work will be done in small groups.

Critical Reflections (20%)

Students are responsible for submitting a series of short critical reflection essays (700 - 850 words each) that track their engagement with course materials and topics (see below). The reflections will be evaluated on the diligence with which they have been kept, the serious thought that has gone into the entries, the degree to which they reflect the student's engagement with course materials and topics, and evolution of her/his learning.

Critical Reflection #1 (*Personal Foodways*, due Jan. 10): This reflection is meant to help you situate yourself personally in relation to the course focus on food justice in its many dimensions. Consider and comment upon your current relationship with food (and/or food justice), considering the food you eat (or have eaten through your life), the resources and histories (whether cultural, economic, political, emotional and/or environmental) involved in your consumption of these foods, and the values that underpin the food pathways that currently surround you.

Critical Reflections #2 (due Feb. 7) **and #3** (due in March, see syllabus): With reference to at least three course readings from recent weeks, please discuss some of the food justice-related issues that you feel personally engaged at this time. You may address specific food injustices or food justice approaches; philosophical or political positions; topics around which you feel particularly strongly or are trying to sort out your own position; or other points. Although you may certainly infuse your personal thoughts and experiences into these reflections, be sure to demonstrate critical analysis of ideas that you are exploring, linking these to the central theme of the course.

Critical Reflection #4 (*Final Course Reflections*, due Apr. 7): Please use this assignment to reflect upon your personal and intellectual journey through the Food Justice Inquiry course, with reference to course readings and discussions, as well as particular lectures.

Group Project: Local Food Justice Initiatives (10%, due in March, see syllabus)

This assignment has two aims: a) to give you direct experience and insight into the workings of a local food justice initiative; and b) to catalogue food justice-related initiatives in and around the Hamilton and/or greater Toronto area. Working in groups of 3 or 4, you will identify a local initiative that is (broadly) related to our course's food justice theme, about which you would like to learn more. This could be a non-profit organization or food co-operative, a food bank, a farming or market operation, a business, or some other kind of project.

You will begin by forming groups and identifying an initiative that interests you. After making contact, you will visit the project's headquarters or operational site(s), and spend approximately 2 hours each volunteering, observing operations, and/or speaking directly with people involved (this can be done as a group). You will also aim to learn about: 1) origins of the project; 2) project aims; 3) operational logistics and funding; 4) successes and challenges; 5) future directions. Although much of this information may be available online, you are meant to gain direct knowledge of the initiative.

Each group will submit a brief (500 word) description of the initiative to contribute to our class compilation, using the subheadings (1 through 5) listed above; you may also include one relevant photo or graphic. Groups will also prepare a 10-minute in class presentation on the initiative – the presentation should move beyond the five subheadings and address your own experiences. The group-work component of this assignment will be worth 6%. Finally, each group member will submit a 750-word report/reflection on what was notable in her/his own experience, and linking these thoughts to the broader course themes (worth 4%).

Capstone Paper or Project 50%

The Capstone Paper or Project is an opportunity for students to explore a particular sub-area within the Food Justice theme in considerable depth. This scholarly assignment may be undertaken as a research paper, detailed action plan or other creative project.

- 1) The Paper/Project Proposal (worth 5%, due Jan. 31), written in the form of an academic abstract (250 - 300 words). The proposal should identify and contextualize the primary research question/focus, and elaborate upon the proposed research strategy.
- 2) The Project Outline (worth 10%, due Feb. 28), 650-800 words, summarizing the primary issues/controversies addressed in the paper or project, showing the structure of the proposed final work, and noting any significant changes since the proposal stage. An interim bibliography, with brief (one sentence) annotations detailing each citation's relevance to the broader work, should be included.
- 3) The Final Paper or Project (worth 35%, due Apr. 11). This exercise may take the form of a research paper of 3,000 - 4,000 words (references not included), accompanied by a final abstract (200 – 250 words, not included in the final word count). Alternatively, it could take the form of a detailed action plan, including a rationale, of similar length to address a specific issue related to food and justice, again accompanied by an abstract as above. It may also take the form of a creative project related to food and justice, accompanied by an explanatory text of approximately 1,000 words.

Poster Presentation 10% (due Mar. 28, presentation dates to be determined)

The poster is meant to communicate succinctly but effectively the essential themes of the paper or project. Posters will be presented in electronic form during the final three class sessions, and the order of presenters will be determined in advance. A poster presentation session will be organized to enable sharing of findings, questions and reflections. Based on the “Three-Minute Thesis” concept (<https://threeminutethesis.uq.edu.au>), each student will make a 3-4 minute summary presentation on his/her poster to the class. Posters will be graded on the basis of their effectiveness in conveying their key messages (research question and key findings clearly articulated), their visual appeal and the oral presentation. **Be sure to rehearse in advance to ensure you can address your key points in the allotted time (a timer will be used).

In-Class Food Sharing (will be included in class participation grade)

This exercise is intended to make tangible the topics addressed in this course. There will be three course sessions at which we will share snacks. On the day that you are assigned to do so, please bring in a small amount of a food item that you have prepared and/or procured that is somehow meaningful to you. Keep in mind that a number of other students will be bringing along food items as well, so there is no need to bring a lot – just enough that your classmates may have a taste and hear you speak, for a minute or so, about your contribution. Please bring along a complete ingredient list so your classmates may know what they are eating (or not eating!).