



Art by @rosannaprints

CMMU: 186

WINTER 2023

# FOOD & AGRICULTURE SOCIAL MOVEMENTS

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Tuesday & Thursday, 3:20 – 4:55 PM  
Physical Sciences 136

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## General Course Information

### Course Description

This course examines the abundant ways that activists, laborers, communities, and individuals resist, provide alternatives to, and/or transform our food system. We will begin with a discussion of theories of change to understand how these movements imagine change and how they envision that change in action. From this theoretical grounding, we will explore (some) of the genealogies of contemporary food and agriculture movements. This will give us historic and political economic context to more recent scholarship on food justice and food sovereignty; urban and community gardening; food and agriculture labor movements; abolitionist food justice; fat food justice and critical fatness studies.

### Course Learning Objectives

In addition to the below objectives, we will co-create learning objectives and goals that will guide our learning for this quarter. Our central goal is to understand the who, what, where, why, and when of food and agriculture social movements. We will achieve this goal by:

- *Demonstrating* understandings of theories of change
- *Identifying* and *analyzing* historical and contemporary food and agricultural social movements
- *Developing* and *practicing* critical reading and writing skills
- *Comparing* and *contrasting* different theories of change within food and agricultural social movements
- *Applying* and *analyzing* course material through final project portfolios
- *Practicing* thoughtful and clear writing and speaking skills by analyzing and evaluating emergent food and agriculture social movements through class discussions

### Setting Your Own Course Goals:

As you fill out the [pre-course survey](#), I encourage you to set and commit to achieving your own goals for this course.

### Your 3 Personal Goals:

- 1.
- 2.
- 3.

## Student Office Hours, Emails, & Appointments

I prefer to be contacted via email:  
[ezurawsk@ucsc.edu](mailto:ezurawsk@ucsc.edu)

### Erica's Student Office Hours

Wednesdays  
1:00 - 3:00

:: [sign up here!](#) ::

I cannot emphasize enough the benefit of attending student office hours. Meetings with your professors (and TAs!) are opportunities for students to receive extra time to discuss course content, assignments, or to just build a relationship! I am always eager to meet you and get to know you. I encourage you to attend my office hours at least once throughout the course.

### I am available for office hours in the following ways:

1. **One-on-one meetings:** You can sign-up in advance for 15- or 30-minute slots to meet with me one-on-one. The [link to sign-ups are located here](#) as well as on Canvas on the homepage.
2. **Group meetings:** You can also sign-up in advance to meet with me in groups of 2-to-4. Please indicate in the sign-up that you will be meeting with me as a group. The [link to sign-ups](#) are located here as well as on Canvas under the homepage.
3. **Scheduled appointments:** If the Wednesday time does not work for your schedule, you may email me to set up an appointment. In your email, please indicate 3 dates and times that work with your schedule.

## Course Materials

### Resources for Annotating Texts:

If you have no other annotation software, I encourage you to [download Adobe Acrobat](#) to annotate pdfs. For a brief introduction on how to annotate a pdf using Adobe Acrobat, check out [this video](#).

If you are having any sort of difficulties or barriers to participating, accessing course material, problems with tech or course-related technology, [please contact me](#) and we will troubleshoot together.

### Course Materials

In the interest of lowering the barrier to participation and access in this class, you are not required to purchase any books or readers. **All course readings and files will be posted to the Canvas course website.** You are welcome to print them out to have a hard copy.

Readings will be organized by week through the "Modules" tab, but you can also find them under "Files" > "Readings".

A folder of bonus readings is also available on the Canvas course website, under "Files" > "Readings" > "Bonus Readings." You are welcome to peruse, save for later, or read at your leisure.

As I will introduce in our first week, **I highly suggest finding a way to physically engage with and mark up the texts**, whether you print these out or annotate them digitally. If you are unfamiliar with annotating or annotating digitally, we will discuss this in our first week together. Since I strongly believe that reading and annotating practices are a fundamental component of learning and writing and to help you establish a reading practice, you can submit your reading annotations and notes for points towards your final grade! See the following section on Bonus Assignments.

## Assignments, Grades, & Course Expectations

### Expectations in a Nutshell

- Attend and actively engage in class
- Read at least 2 texts per class
- Complete 5 of 8 Reading Journals
- Complete Final Project Portfolio
- Contribute to a lively, joyful, and welcoming classroom community!
- Reach out if you need support
- Have a bit of fun 😊

### Course Expectations

With full acknowledgement that you have busy schedules, additional jobs, and other commitments, I have constructed this course with clear guidance for expectations while outlining *multiple* paths to success.

Your final grade is comprised of 2,300 Points in the following categories:

Self-Assessments & Reflections	50 pts total
Class Attendance & Participation	20 pts per lecture
Reading Journals	200 pts per journal
Final Project Portfolio	900 pts total

In addition to the required components above, there are an abundance of Bonus Point Options, with a whole menu detailed below!

## Class Attendance & Participation

### Attendance Policy:

Weekly attendance is mandatory since class activities and discussions are an invaluable and irreplaceable form of learning and community building. Attendance will be taken for every class through attendance checks such as self-reflections.

That being said, I will work with you to accommodate any *excused* absences – illness, visa complications, caretaking needs, family emergencies, etc. To support you in these moments, you will need to contact me as soon as possible. I will never ask you to “prove” your excused absences, but I cannot advocate for you if you do not recruit my support, for example through an email. Additionally, children are always welcome in my class, as parenting or caretaking should never act as a barrier to your education.

If you miss class due an excused absence, I ask you to visit our collaborative class notes and meet me in office hours to discuss any ideas or course content that needs further clarification.

If you miss more than one class due to an *unexcused absence* that I have not approved, you will begin to lose attendance points. Missing class not only affects your ability to work with course material but can directly impact your success in the course.

### Participation Policy:

Participation is a bountiful source of learning, and this class is no exception. ***I expect you to come to every class having read and engaged with the material, and ready to actively engage with your classmates in the various activities and discussions we will have.***

We all have unique learning styles; therefore, I evaluate participation in multiple ways. Participation is graded based on your presence, your attentiveness, and your engagement with discussions. Participation is *not* graded based on the “correctness” of your contributions and is *not* graded on how often you participate compared to others. In creating a respectful and inclusive space, discussions will steer away from regulating “correctness” and instead focus on collective knowledge building and engagement.

Participating might feel uncomfortable or vulnerable. I promise this is part of the process and encourage you to take risks in speaking up to express your thoughts, ideas, and opinions. I also encourage you to also come to office hours to discuss the readings. In this sense, *attending student hours also counts positively towards your participation.*

## Reading Journals

My enthusiasm for the course content and my desire for you likewise to follow your own interests and delights, has led me to offer multiple readings for you to choose from each week. **The expectation is that you choose two of the listed readings for each lecture**, although you are welcome to skim or read other listed readings and incorporate them into your journal.

The main takeaway here is that **every Tuesday and Thursday you should come to lecture having read and ideally annotated at least two of the texts listed for that day’s lecture.** To underline the importance of and support your critical engagement with these texts, I have paired them with Reading Journal assignments.

Out of a possible 8 weeks, you are asked to choose to write 5 reading journals. These should be thoughtful responses and reactions that incorporate **two or more** readings from the week and will be between **900 – 1500 words**. These will help you: organize your thoughts for class discussions; identify your interests and thoughts as you develop your final project; pose questions; draw out main points and themes from the readings; and think critically about food and agriculture social movements.

If for an unexpected reason you cannot attend lecture, you get one absence (excused or unexcused) as a “pass” no questions asked!

I expect that if you have any emergencies, life-events, or circumstances that prohibit lecture attendance that you will communicate this to either myself so that we can help you stay on track in the course and come up with a plan to help you feel supported.

### Reading Journals Points

- Each journal is worth **200 pts.**
- You are asked to complete 5 total, and have **8 weeks** to choose from

Journals are “do” at the end of the week, although I encourage you to begin and/or finish them prior to class so you can organize your thoughts for class discussion.

### Anatomy of a Reading Journal

- Between 900-1500 words
- Briefly summarize the readings you are addressing
- Incorporates at least 2 readings from the week
- Put the readings in conversation
- Critically reflect on the readings
- Incorporate \*your\* voice and scholarly perspective
- Pose 1-2 questions for me to address

### “Do” vs. Due Dates

Rather than hard deadlines, “do” dates give you agency and flexibility to work best according to your schedule.

TL;DR – You will not be penalized for submitting assignments after the “do” date.

The [Course Schedule](#) below includes recommended pacing for how to stay on track for those of you who thrive with course structure.

In these responses, you may critically engage with the readings, tease out points of convergence or divergence, question key ideas, propose alternative approaches or clarifications, point out weaknesses, relate them to your own experiences, examine or question theoretical or methodological approaches, pose questions they raise for you, and/or compare them to other readings.

### How Reading Journals are Graded:

Reading journals will be graded based on completeness (see *Anatomy of a Reading Journal* in the left column). *The key point of these journals is to give evidence of having critically and thoughtfully engaged with the readings.* Quotes and references to specific passages (with citations!) are always exceptional ways to demonstrate engagement and to begin practicing crafting your *own* arguments in response. This does not mean that there are “correct” responses, which means I will not be expecting any specific answers. I will offer feedback, especially if you request it, and will utilize your questions to guide class discussions and review course material.

If there are any skills, ideas, or writing excerpts that you specifically want me to offer feedback on, you can note that in your journal and I’d be happy to discuss in office hours as well. Ultimately, I hope you see these reading journals as a way to practice your critical reading and writing skills, experiment with ideas, and troubleshoot final project ideas.

### Final Project Portfolio

Beyond your reading journals and attendance, you are required to complete the following assignments that build up towards your final project. To aid in the construction of your final project, **I encourage you to come see me in office hours!**

### Final Project Components

Week 4	Project Proposal	100 pts
Week 7	Works in Progress Mini-Presentation	150 pts
Week 7	Self-Directed Reading Report	200 pts
Week 9	Outline of Final Project	200 pts
March 24th	Final Project	250 pts

Your final project will be due at the end of the quarter, on **March 24th<sup>th</sup> at 11:59 pm PST.**

### Project Proposal

This informal assignment allows you to begin brainstorming and working out the details of your final project. This proposal should be **2-3 pages** introducing the questions, ideas, or topics of you hope to address in your final project, relating these to course themes and questions. You will also identify the book or 3-4 articles that you are hoping to read for your self-directed reading report). The text(s) should be directly related to course themes and questions, but I also encourage you to follow your own interests as they relate to the course. Finally, this will also include details about the format your final project will take. If you need any support choosing a text or in figuring out your project, I am happy to brainstorm with you - come see me in office hours!

### Works in Progress Mini Presentation

Less a presentation with all the bells and whistles, more a sharing of your final project ideas, findings, questions, etc. With that in mind, your presentation should be **8-10 minutes long**, sharing: your final project ideas; how you see it in relation to the rest of the course; general introductions about the texts you have chosen for your reading report; and ways that our learning community can support you and provide feedback. I will circulate a sign-up for these presentations in Week 5.

### Self-Directed Reading Report

Choosing either a book or 3-4 articles, write a 3-page (single-spaced) report on the text(s). Again, the text(s) should be directly related to course themes and questions, but I also encourage you to follow your own interests as they relate to the course. In the first half of your report, you should conduct a formal analysis of the text(s), discussing the overall arguments, implications, and ideas the text(s) contain. In the second half, conduct a critical analysis of the text(s), putting them in conversation with the texts we have read, the themes and discussions we have engaged with, and your own critical evaluations. To demonstrate this engagement, please cite at least two sources from our syllabus in your analysis.

### Final Project

#### Option #1: Final Paper

Complete a **final paper of 10-12 pages (double-spaced)**. I will provide optional prompts, a detailed rubric, and examples to support you in developing your final paper. This paper will develop your proposal and self-directed reading report, incorporate our learning community's feedback, and develop an original argument waited to course themes and reflecting your own personal interests. Please include a references page.

#### Option #2: Creative Project

Create a project, equivalent to the same amount of work and research as a final paper but presents information in unique and interesting new ways. Sky is the limit for this project! Projects, for example, can take the form of podcasts, mini-documentaries, paintings, art exhibits, interviews, and so on. In addition to the project itself, you must submit a 2-page "artists statement" (double-spaced) that describes the project goals, your methods, and the argument or purpose of the project, in addition to a bibliography. This idea should be pitched in your project proposal or discussed with me prior to conducting the project.

### Bonus Points Options

#### Bonus Points Menu

- Annotated Reading Notes & Summary  
*5 pts for each reading*
- Food & Ag Social Movements in the News  
*5 pts each*
- Attend a Weekly Reading Group  
*10 pts per week*
- Facilitate a Class Activity!  
*20 pts per facilitation*
- Infographic on Text, Social Movement, Theory, etc.  
*5 pts each*
- Documentary/Movie Analysis  
*10 pts each*
- Make a Class Mixtape or Playlist  
*5 pts each*
- Create Art!  
*5 pts each*

**Beyond the required assignments, there is an abundance of points for you to earn through optional, self-directed assignments.**

While we are reading lots of theory and scholarly work, I hope to impart that reading can inspire and provoke creativity, pleasure, and...dare I say...fun! If you enjoy or benefit from learning through creative endeavors, or want to practice key writing and reading skills, I offer opportunities to earn bonus points for creative works and engagements with course material.

Each week, you can choose if you would like to complete any Bonus Points. **These are "extra credit"** and each assignment completion will positively contribute to your final grade. While there are no due dates for these submissions, I expect you to complete them by the end of the corresponding week to stay on top of the coursework.

I will offer examples, resources, and extensive directions for each opportunity on Canvas under "Assignments" and under the weekly modules. We will discuss this course set up in more detail when we first meet, so come with any questions!

**Each of these opportunities (again none of these are required but are bonus ways to earn points) encourages and allows you to practice important critical reading, writing, and learning skills, or gives you space to creatively engage with course material!**

## Course Schedule & "Do" Dates

### How to utilize the Course Schedule:

The course schedule is organized by weekly modules and offers recommended "do" dates to give you a sense of guidance and pacing for this course. The schedule below breaks down an example of how to stay on top of assignments, lectures, and readings. These modules are also organized on Canvas under "Modules" and include links to assignments, readings, lectures, and other course material.

*This schedule is subject to change and will be updated throughout the quarter.*

### Week 0: Getting Ready for Class

To complete before our first meeting:

**Required:**

- **Complete** Syllabus Engagement Activity (10 pts)

**Optional Points Opportunities:**

- **Complete** [pre-course Goal-Setting Survey](#) (10 pts)

### Week 1: Theories of Change

Tuesday, January 10<sup>th</sup>

No readings for today!

Oh okay if you \*must\*...enjoy this excerpt!

- Excerpts from *Pleasure Activism* (adrienne maree brown)

Thursday, January 12<sup>th</sup>

Pick Two to Read by Lecture:

- Introduction in *Joyful Militancy* (carla bergman and Nick Montgomery)
- Ch. 3: Varieties of Anti-Capitalism in *How to Be an Anti-Capitalist for the 21<sup>st</sup> Century* (Erik Olin Wright)
- "What Justice Wants" (Eve Tuck & K. Wayne Yang)
- Intro & Ch. 7 to *Rethinking Racial Capitalism* (Gargi Bhattacharyya)

**Assignments Due by the End of the Week:**

**Required:**

- **Complete** Syllabus Engagement Activity by end of week (10 pts)
- **Complete** a Reading Journal (5 of 8 required)

**Optional:**

- **Complete** any Bonus Assignments
- **Complete** [pre-course Goal-Setting Survey](#) by end of week (10 pts)

### Week 2: Origins of Food & Agriculture Social Movements

Tuesday, January 17<sup>th</sup>

Pick Two to Read by Lecture:

- Ch. 3: Nurturing the Revolution: The Black Panther Party & Early Seeds of the Food Justice Movement in *Black Food Matters* (Analena Hope Hassberg)
- Ch. 5: From Black Panthers to the USDA in *More than Just Food* (Garrett Broad)
- Introduction in *Stirrings* (Lana Dee Povitz)

Thursday, January 19<sup>th</sup>

Pick Two to Read by Lecture:

- Ch 1: Inequality and Resistance: The Legacy of Food and Justice Movements in *Food Justice Now!* (Joshua Sbicca)
- "Shifting plates in the agro-food landscape: the tectonics of alternative agrifood initiatives in California." (Allen et al.)
- Ch. 1 in *Agrarian Dreams*. Julie Guthman
- "If They Only Knew": Color Blindness and Universalism in California Alternative Food Institutions (Julie Guthman)

**Assignments Due by the End of the Week:**

**Required:**

- **Complete** a Reading Journal (5 of 8 required)

**Optional:**

- **Complete** any Bonus Assignments

### Week 3: Food Justice

<b>Tuesday, January 24<sup>th</sup></b>	<b>Thursday, January 26<sup>th</sup></b>
<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- Intro: The Food Movement as Polyculture in <i>Cultivating Food Justice</i>. Alkon &amp; Agyeman (2011)</li> <li>- “Food Justice for All? Searching for the ‘Justice Multiple’ in UK Food Movements.” (Helen Coulson &amp; Paul Milbourne)</li> <li>- “What does it mean to do food justice?” (Kristen Valentine Cadieux &amp; Rachel Slocum)</li> <li>- “Food Justice and the Challenge to Neoliberalism” (Alison Hope Alkon)</li> </ul>	<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- “Feminist Food Justice: Crafting a New Vision” (Carolyn Sachs &amp; Anouk Patel-Campillo)</li> <li>- “Beyond Inclusion: Toward an Anti-Colonial Food Justice Praxis” (Kepkiewicz et al.)</li> </ul>
<b>Assignments Due by the End of the Week:</b>	
<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> </ul>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

<b>Week 4: Food &amp; Seed Sovereignty</b>	
<b>Tuesday, January 31<sup>st</sup></b>	<b>Thursday, February 2<sup>nd</sup></b>
<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- “Food Sovereignty, Justice, and Indigenous Peoples: An Essay on Settler Colonialism and Collective Continuance” (Kyle Powys Whyte)</li> <li>- “Food Sovereignty in Everyday Life: Toward a People-Centered Approach to Food Systems” (Meleiza Figueroa)</li> <li>- Ch. 1: Political Economies of Food Sovereignty in <i>We Want Land to Live: Making Political Space for Food Sovereignty</i>. (Amy Trauger)</li> <li>- “Re-purposing the Master’s tools: the Open Source Seed Initiative and the Struggle for Seed Sovereignty” (Jack Kloppenburg)</li> <li>- “<a href="#">The Importance of Restoring Ancestral Seeds to Indigenous Communities</a>” (Elena Valerioté)</li> <li>- Read or listen about <a href="#">seed rematriation</a></li> </ul>	<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- Foreword: Moving beyond alternatives to recognizing multiplicity and complexity in food justice movements in <i>Postcolonialism, Indigeneity and Struggles for Food Sovereignty: Alternative Food Networks in Subaltern Spaces</i>. (Melissa Caldwell)</li> <li>- “Food Sovereignty in US Food Movements: Radical Visions and Neoliberal Constraints” (Alison Hope Alkon &amp; Teresa Marie Mares)</li> <li>- “Decolonization is Not a Metaphor” (K. Wayne Yang)</li> </ul> <p><u>Optional:</u></p> <ul style="list-style-type: none"> <li>- “<a href="#">Food Sovereignty in Rebellion: Decolonization, Autonomy, Gender Equity, and the Zapatista Solution</a>” (Levi Gahman)</li> <li>- “<a href="#">Food Sovereignty in the Zapatista Movement</a>” Tania Salas</li> </ul>
<b>Assignments Due by the End of the Week:</b>	
<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> <li>- <b>Complete</b> Project Proposal</li> </ul>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

<b>Week 5: Food &amp; Agriculture Labor Movements</b>	
<b>Tuesday, February 7<sup>th</sup></b>	<b>Thursday, February 9<sup>th</sup></b>
<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- “Challenging the Agrarian Imaginary: Farmworker-Led Food Movements and the Potential for Farm Labor Justice” (Laura-Anne Minkoff-Zern)</li> <li>- “Willing (White) Workers on Organic Farms? Reflections on Volunteer Farm Labor and the Politics of Precarity” (Julie Guthman)</li> <li>- Ch. 7: Farmworker Led Food Movements Then and Now in <i>The New Food Activism</i> (Guthman &amp; Alkon)</li> </ul>	<p><u>Pick Two to Read by Lecture:</u></p> <ul style="list-style-type: none"> <li>- “<a href="#">Portland Fast Food Workers Don’t Just Want a Raise—They Want a Union Too</a>” (Tamara Kneese)</li> <li>- Ch. 3: Taking Back the Economy: Fair Labor Relations and Food Worker Advocacy in <i>Food Justice Now!</i> (Joshua Sbicca)</li> <li>- “Social Justice for Food Workers in a Foodie World” (Joann Lo)</li> </ul>
<b>Assignments Due by the End of the Week:</b>	

<b>Required:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> <li>- <b>Complete</b> Mid-Course Self-Assessment</li> </ul>	<b>Optional:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>
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## Week 6: Abolitionist Food Justice

Tuesday, February 14 <sup>th</sup>	Thursday, February 16 <sup>th</sup>
<u>Pick Two to Read by Lecture:</u> <ul style="list-style-type: none"> <li>- "Food and Carcerality: From Confinement to Abolition" (Ashanté Reese &amp; Joshua Sbicca)</li> <li>- "Abolitionist Food Justice: Theories of change rooted in place- and life-making" (Sara Thomas Black)</li> <li>- "<a href="#">Incarceration, Abolition, and Liberating the Food System</a>" (Ashanté Reese)</li> </ul>	<u>Pick Two to Read by Lecture:</u> <ul style="list-style-type: none"> <li>- "<a href="#">To eliminate food insecurity, we must dismantle anti-Black racism</a>" (Tim Li) and <a href="#">Podcast!</a></li> <li>- "Hunger Strikes and Differential Consciousness" (Becca Chalit Hernandez)</li> <li>- "Divide and Cultivate: The Role of Prisons and Indigenous Reservations in US Agricultural Imperialism" (Stian Rice)</li> <li>- "Recipes for Resistance and Abolition" (Elissa Underwood Marek)</li> </ul>
<b>Assignments Due by the End of the Week:</b>	
<b>Required:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> </ul>	<b>Optional:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

## Week 7: Student Week!

Tuesday, February 21 <sup>st</sup>	Thursday, February 23 <sup>rd</sup>
Works in Progress Mini-Presentations!	Works in Progress Mini-Presentations!
<b>Assignments Due by the End of the Week:</b>	
<b>Required:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> Self-Directed Reading Report</li> </ul>	<b>Optional:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

## Week 8: Fat Food Justice & Critical Fatness Studies

Tuesday, February 28 <sup>th</sup>	Thursday, March 2 <sup>nd</sup>
<u>Pick Two to Read by Lecture:</u> <ul style="list-style-type: none"> <li>- Introduction in <i>Weighing In</i> (Julie Guthman)</li> <li>- "Doing Justice to Bodies? Reflections on Food Justice, Race, and Biology" (Julie Guthman)</li> <li>- "Fatuuous Measures: The Artificial Construction of the Obesity Epidemic" (Julie Guthman)</li> <li>- "Reframing Fatness: Critiquing Obesity" (Evans et al.)</li> </ul>	<u>Pick Two to Read by Lecture:</u> <ul style="list-style-type: none"> <li>- "Fat Food Justice: Where Fat Studies Meets Food Studies" (Brady et al.)</li> <li>- "<a href="#">How to Recenter Equity and Decenter Thinness in the Fight for Food Justice</a>" (Marquisele Mercedes)</li> </ul> <u>Optional:</u> <ul style="list-style-type: none"> <li>- Read, listen to, or watch <a href="#">Marquisele Mercedes Listen to interview with author of <i>Belly of the Beast: The Politics of Anti-Fatness as Anti-Blackness</i></a></li> <li>- Read, listen to, or watch <a href="#">Aubrey Gordon Fat Liberation Study Guide</a></li> </ul>
<b>Assignments Due by the End of the Week:</b>	
<b>Required:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> </ul>	<b>Optional:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

## Week 9: Feeding the Revolution

Tuesday, March 7 <sup>th</sup>	Thursday, March 9 <sup>th</sup>
<u>Pick Two to Read by Lecture</u>	<u>Pick Two to Read by Lecture</u>

<ul style="list-style-type: none"> <li>- Ch. 5: We Will Not Perish, We Will Flourish in <i>Black Food Geographies</i>, (Ashanté Reese)</li> <li>- Ch. 8: Sisters of the Soil in <i>Black Food Matters</i> (Ashanté Reese &amp; Hanna Garth)</li> <li>- Ch 2: A Pig and a Garden in <i>Freedom Farmers</i>. (Monica White)</li> </ul>	<ul style="list-style-type: none"> <li>- “Food Anarchy and the State Monopoly on Hunger” (Hannah Kass)</li> <li>- Excerpt from <i>A Mass Conspiracy to Feed People</i> (David Giles)</li> </ul>
<b>Assignments Due by the End of the Week:</b>	
<b>Required:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> a Reading Journal (5 of 8 required)</li> <li>- <b>Complete</b> Outline of Final Paper</li> </ul>	<b>Optional:</b> <ul style="list-style-type: none"> <li>- <b>Complete</b> any Bonus Assignments</li> </ul>

<b>Week 10: Course Recap &amp; Mapping New Directions</b>	
Tuesday, March 14 <sup>th</sup>	Thursday, March 16 <sup>th</sup>
<u>No Readings This Week!</u>	<u>No Readings This Week!</u>
<b>Assignments Due by the End of the Week:</b>	
<b>Required:</b> <b>Complete</b> End-of-Course Self-Assessment (20 pts)	<b>Optional:</b> <b>Complete</b> any Bonus Assignments
<b>Final Project due March 24<sup>th</sup> at 11:59 PM</b>	

## Additional Thoughts & Policies

**Netiquette** (from 'Internet etiquette') "Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students.

The UCSC Sociology Department even has its own [Statement on Academic Integrity](#).

*Of note:*

"The videos that your instructors create and share as part of their course are their property. You should not share the videos without permission from the instructor. Similarly, taking audio or video recordings of your instructor (in person or on a screen) without their knowledge and permission would also violate our department's academic integrity standards."

### Classroom Code of Conduct

We are a learning community and should treat each other with the respect we would expect of others. Reading, writing, and discussing theory for the first time can be intimidating, personal, frustrating, uncomfortable, but also liberating. Not everyone moves through texts or theory at the same pace, and so I ask each of you to approach section with that compassion and understanding towards yourself and towards your peers. This requires active listening and active engagement, as well as awareness of your presence in the "room." I work diligently to make this class welcoming, generative, and profound, but I welcome any suggestions for improvements or even general statements of discomfort.

To foster our community learning collective, we will spend time together reviewing, discussing, and finalizing our community guidelines. **If an email, comment, interaction, or discussion post etc. ever concerns you, please notify me privately as soon as it's feasible.**

### Academic Integrity

Plagiarism is a serious academic violation. Plagiarism means using the intellectual material of another person as your own—this includes paraphrasing someone else's ideas without a citation. Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not been previously submitted for credit in another course. If a student has plagiarized in their work, I am required to report them to their College Provost according to university policy. Plagiarism can be a fine line at times, and I encourage you if you have any question about what constitutes plagiarism or the politics of citation to simply, ask! We will be talking about citations and citational politics in this course as part of your writing training.

### Citation Politics

Syllabi are the result of communities of learning, teaching, and sharing. This syllabus is no different. To model the citational praxis we will be discussing throughout this course, I want to thank and acknowledge the labor and knowledge that inspired and helped bring this course and syllabus into fruition. In no particular order, thank you to Professor Camilla Hawthorne, Professor Mary Beth Pudup, Theresa Hice-Fromille, Roxanna Villalobos, Michelle Gomez Parra, and John Pitman for the support, labor, teaching, and mentorship embedded in this course.

### Lateness & Deadlines

The deadlines and "do" dates exist so you can plan your time, coursework, and schedule accordingly. They should not, and do not in this course, function as a punitive measure if someone is unable to adhere to them. This summer course is short, and I do expect you to do your best to keep up, but **please do not panic** if you miss a deadline by a few minutes or a few hours. It is okay. If you need a few extra hours or an overnight to make sure your work is complete and does the material justice, then take those hours and submit the assignment when you are done. I want your best work, not your quickest work.

If you need more than a few hours to finalize an assignment, email me and the TA with a proposed timeline of when you can finish the assignment. We will review it and if doable, we will approve it. If it does not seem feasible, I will let you know why and work with you to adjust it. The only time I cannot provide an extension is for this final paper that is due on the last day of class, as that deadline is set by summer session and is out of my hands.

## Inclusion & Accessibility *(Adapted from UC Santa Cruz faculty & CITL)*

I strive to make our learning community as accessible as possible, which means I aim to provide accessible materials and to create opportunities for different types of engagement in our classroom. If you come across materials that are not accessible to you, or you experience a barrier to your participation, please bring this to my attention and I will work with you to ensure accessibility.

If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my student hours or by appointment, preferably within the first two weeks of the session. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## Title IX Policy & Care

### Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive **confidential** support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462.

Please be aware that if you tell me about a situation involving Title IX, I am required to share this information with the Title IX Coordinator. This reporting requirement also applies to course TAs. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. If you decide to talk to me, I will do my best to help you and will keep what you say private, only talking to Title IX and my supervisor to ensure that you receive the support and access to resources that you need.

### CARE

Confidential resources are available through [CARE](#), meaning CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights & options, accessing health & counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

## Here is my personal stance on your well-being.

As your teacher, I fiercely value your health and wellbeing. Yes, this course will be challenging. Reading, digesting, talking about, and writing theory can be an exercise in humility and vulnerability but is also fertile ground for deep personal transformation and growth. By the end of this class, I hope you will feel proud of your growth and learning.

However, this work cannot be at the expense of your wellbeing. I will do my best to model the wellbeing I value. There will be constant reminders about finding productive and healthy ways to find silence, relax, breathe, meditate, and seek peace. Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation and that is an act of political warfare." Please see your wellness as an act of power and perseverance. Hold each other accountable, hold me accountable. Together we can work to change this "achievement-oriented" culture into one that embraces wellbeing and growth.

### How to contact the DRC:

Call: (831) 459-2089  
Email: [drc@ucsc.edu](mailto:drc@ucsc.edu)

### How to contact the Title IX Office:

Call: (831) 459-2462

### How to contact CAPS:

Call: (831) 459-2628

### How to contact CARE:

Call: (831) 502-2273  
Email: [care@ucsc.edu](mailto:care@ucsc.edu)

## Campus Resources (Adopted from CITL)

### How to contact Slug Support:

Call: (831) 459-4446

[Visit their website.](#)

[Basic Needs Website](#)

[Student Success Centers Website](#)

[USS Website](#)

### How to contact CARE:

[Request an appointment](#)

Call: (831) 502-2273

[Student Health Center Website](#)

### Slug Support

If you are facing financial challenges, food and housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support at (831) 459-4446. You can also contact Slug Support if you are concerned about a friend or peer, and they will connect with that person to help them get access to the resources they need. I can also contact Slug Support on your behalf.

### Basic Needs

If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information about food pantries, accessible housing, mental health support, and financial aid options.

### Student Success Centers

UC Santa Cruz has a variety of resources to support your overall success at UC Santa Cruz, ensure accessible living and learning environments, help you when you're experiencing personal or academic challenges, and support you in building community. If you do not find what you're looking for on the list at the link above, you are encouraged to contact a college advisor, or to go directly to Slug Support.

### Undocumented Student Services (USS)

Under the umbrella of the Educational Opportunities Programs, Undocumented Student Services (USS) provides personal, academic, financial, and legal support to all UCSC undocumented students, including scholarship and fellowship information, community-building meetings, legal assistance and workshops, and access to fresh produce.

### CARE (Campus Advocacy Resources & Education)

CARE is a confidential space to discuss issues of dating violence, sexual assault, and stalking. CARE advocates provide support in a variety of ways depending on your needs, such as by supporting you in your decision-making; understanding the complexities that can arise from these issues; providing emotional support and free services; and providing resources and referrals.

### CAPS (Counseling & Psychological Services)

If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective on something you're going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.

#### **Crisis Assistance:**

<https://caps.ucsc.edu/counseling/crisis-assistance.html>

Walk in: Location at the Student Health Center in the East Wing on the 2nd floor

Call during operating hours: M-F 8am-5pm: (831) 459-2628

Call after operating hours: (831) 459-2628, then select option "3" (talk to a counselor) to get connected to an after-hours counselor

#### **Drop-in Services:**

<https://caps.ucsc.edu/drop-in-services-no-left-menu.html>

Drop-in services include "Let's Talk," a service offered at a variety of campus locations where you can stop by for a one-time talk with a professional counselor to get information or support, and "Relaxation Station," a designated area in the CAPS office designed to help you de-stress.

#### **LGBTQ+ Services:**

<https://caps.ucsc.edu/counseling/lgbtq-counseling-services.html>

Resources and counselors with specific awareness of intersecting and non-binary identities.

#### **Scheduled Services:**

<https://caps.ucsc.edu/scheduled-services-no-left-menu.html>

Includes individual and group counseling.

#### **Self-Support Library:**

<https://caps.ucsc.edu/resources/self-help.html>

Online resources on time management, managing stress and anxiety, and learning more about mental health.

### Student Health Center

In addition to providing medical and health care, the Student Health Center provides resources and information for overall wellness and sexual health at Student Health Outreach

and Promotion (SHOP). SHOP also provides a safe, confidential, and nonjudgmental space where you can talk about and get information about alcohol and other drugs. The COVE offers a space for sober students or students questioning their relationship to alcohol and other drugs. If you're seeking more information, strategies, and opportunities to engage in honest dialogue about safer social and party experiences, visit Party Like a Slug.