

**Keith Pezzoli, Ph.D. (MCC 205)**  
 Office Hrs: Thurs, 3:30-5:30pm & by appmnt.  
 kpezzoli@ucsd.edu / 858-822-2228

# COMM 114J: FOOD JUSTICE

Spring 2016, Tu/Th 2:00-3:20pm, Pepper Canyon 122

**Yelena Gluzman (TA):** egluzman@ucsd.edu  
 Office Hrs: Friday 10am-11am [SEQ 201]



## Course Description

Examine food justice from diverse theoretical, applied and ethical perspectives (e.g., race, ethnicity, class, culture, equity, law, economy, ecology, sovereignty, globesity and wellbeing). Analyze food justice organizations/movements struggling to create healthy and sustainable food systems locally, bioregionally and globally.

“Food Justice,” as defined by Gottlieb and Joshi (2010), “seeks to ensure that the benefits and risks of where, what, and how food is grown, produced, transported, distributed, accessed and eaten are shared fairly.” (p. 6)

This course includes lectures and discussions coupled with experiential learning gained through fieldwork (e.g., interviews, community garden and food forest site visits). Equal weight is placed on theoretical, applied and ethical perspectives. The course examines how race, class, culture, landscape ecology, social movements and communication factor into the sustainability, resilience and security of city-region food systems. Race and class inequalities have given rise to *food deserts* in disadvantaged urban neighborhoods. Food deserts are areas within cities where underserved communities lack local access to healthy food. The course evaluates the prospects of local, place-based food justice movements (e.g., activism to eliminate food disparities) in the context of global modernity’s increasingly stressed urban-rural, economy-ecology, and science-society interdependencies.

Course Requirements	Date due	% Grade
<ul style="list-style-type: none"> <li>Attend lectures, study course concepts, prepare for midterm</li> <li>Begin urban agriculture site suitability analysis class project (see instruction class website)</li> </ul>		
<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>In-class exam composed of definitions, multiple choice, short answer and essay question.</li> </ul>	April 26	30

<b>Interview/short story</b> <ul style="list-style-type: none"> <li>Write a short story based on an interview associated with your urban agriculture site suitability analysis (4-6 pages, double spaced). Interviews can be conducted with partners or as a group, but writing must be done individually. See class web site for instructions</li> </ul>	May 3	10
<b>Brief 3-4 minute video</b> <ul style="list-style-type: none"> <li>Produce a short video featuring one or more sites you deem promising as part of your urban agriculture site suitability analysis. You may work alone or in a group of two or three. See class web site for instructions.</li> </ul>	May 19	20
<b>Poster/Data report</b> <ul style="list-style-type: none"> <li>Design a poster to communicate evidence in support of key findings associated with your urban agriculture site suitability analysis.</li> <li>Target a particular audience: e.g., community members, food justice advocates, elected officials, urban farmers, academics, real estate agents, private property owners, community gardeners).</li> <li>Post your urban agriculture site suitability analysis data on the class web site and submit a 4-6 page written report describing and critically reflecting upon your experience doing the project. See class web site for instructions.</li> </ul>	June 2	30
<b>Class Participation</b> <ul style="list-style-type: none"> <li>Take part in class discussions and activities</li> <li>Give a 3 minute oral presentation in class re the urban agriculture site suitability analysis (findings, lessons learned), or any aspect of food justice you deem worthy presenting.</li> </ul>	All Quarter	10
<b>TOTAL POSSIBLE POINTS</b>		100

## Required Readings

There are four required books—all available for purchase at the UCSD bookstore. Supplemental readings are posted on the course web site (organized weekly by theme), including: journal articles, government reports, news clips, and links to web pages. The professor provides study notes online to help you get the most out of all the course material. It is crucial to attend lectures so you'll know how best to focus your reading and study efforts.

Alkon, Alison Hope and Julian Agyeman. 2011. *Cultivating food justice : race, class, and sustainability*. Cambridge, Mass.: MIT Press.

Fairfax, Sally K. et al., 2012. *California Cuisine and Just Food*. Cambridge, Mass.: MIT Press.

Gottlieb, Robert and Anupama Joshi. 2010. *Food justice*. Cambridge, Mass.: MIT Press.

Allen, Will. 2012. *The Good Food Revolution*. NY, NY: Gotham Books.

## Student Learning Outcomes

1. Define food justice; discuss how food justice intersects with other conceptions of justice (global, social, economic, and environmental), and with inequities involving race, class, gender and governance.
2. Gain comparative and holistic knowledge of today's food systems (production, distribution, consumption, and waste) with an emphasis on food system problems and their possible solutions.

3. Analyze how the food choices we make as individuals collectively influence political, socio-economic and ecological changes taking place locally, regionally and globally.
4. Develop analytic, research and writing skills to examine how low-income communities of color are disproportionately impacted by food injustice in part thru structural racism (socio-economic and institutions relationships that tend to oppress people of color—e.g., wage discrimination and poor working conditions for food and farmworkers of color).
5. Evaluate food justice contributions to political debates shaping science and technology policy, including the biological revolution currently transforming global agriculture (e.g., genetically modified organisms, corporate control over seed distribution and use).
6. Explore the idea of food justice and alternative food systems in the context of neighborhood, city, metropolitan and regional policy and planning (describe key challenges from a governance standpoint: food councils, food alliances, urban-rural coalitions, bioregionalism).
7. Analyze the political strategies and capabilities of food justice organizations and movements in San Diego (identify what they are doing, where, how and why; and chart opportunities to get involved).

**Plagiarism and Academic Integrity:** Presenting the ideas of another person as if they are one's own is a serious academic offense. If you have any questions about the proper method to cite quotations, phrases, ideas, or any other material - whether from published academic work, a newspaper column, a magazine article, an internet website, a classmate, yourself, etc. - please consult the professor. You also need to pay close attention to university standards on academic integrity. It is your responsibility to know these guidelines. <http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>.

**Course Topics** \*Please refer to the class web site for schedule and to get a detailed list of all the required course readings and videos, plus study notes.

**1. Food Justice, Bioregional Justice**

*Values based philosophical foundation*

Narrative framework: Bioregionalization of Survival

Key concepts: Humans as Social Animals, Need for Affection, Attachment, Rootedness

Role of science and technology, institutions of higher education

**2. Historical, Socio-Ecological, Global Perspective of Food Systems**

- a. Historical context, uprooting, urban-rural divide
- b. Food system goes global, factory farming/labor issues
- c. Food security tight rope, loss of biodiversity-cultural diversity
- d. Emergent Discontents

**3. Race, class and widening health disparities**

- a. Globesity, chronic disease

**4. Food Justice Action and Strategies**

- a. Food politics, food councils, movements
- b. Framing alternative food

**5. The California case**

- a. CA ag and conventional food
- b. Alternative food movements
- c. Food democracy and Innovation
- d. Our class project