

HON 3260: Food, Agriculture, and Eating Fall 2025

Wednesdays 12:30-3:00
Honors College, Centennial Hall, Rm 224



Oakland, [PBS](#)



CCED Facebook



Amy McDermott/Grist



Steve Osman/LA Times

Professor

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Office: 839B, Langdale Hall

Ask Me Anything Hours: Wednesdays
3-4:00pm, or by appointment

Course Description

Where does our food come from? Who grows, prepares, processes, and transports it? What constitutes “good,” “healthy,” and “just” food? How have the answers to such questions changed over time and across places? Exploring how and where food is grown, distributed and consumed leads to a deeper understanding of societies, environments, and their complex relationships. Food becomes a lens through which we understand larger social, (geo)political, economic, cultural, and ecological questions. This course examines food production, distribution, and consumption issues across geographic scales, from the world system to the body. We will confront structural inequalities expressed in our food system through an intersectional and comparative lens. Finally, we will explore social movements, past and present, that seek to transform the way we eat and ultimately how we live. This course is designed for upper level students and uses the theme of food and eating to examine key concepts in human geography.

Learning Objectives and Outcomes

- Appraise some of the central and emerging research themes in agro-food studies,
- Understand the emergence and development of the world food economy,
- Evaluate a range of political, economic, social, cultural, and spatial dimensions of food production, distribution, and consumption from the global to the local,
- Analyze structural inequalities (race, class, gender) expressed in our food system,
- Identify and distinguish current efforts to transform global and local food systems, including one’s own place in the food system and how we might collectively transform it,
- Explore how place, race, and Indigeneity intersect with cultural eating practices,
- Develop critical thinking, reading, discussion, presentation, and writing skills.

About the Instructor:¹

Please call me Professor or Dr. Freshour. I am a critical human geographer with a focus on the US South. In my work I study food and agricultural labor through the lens of [racial capitalism](#). I am writing a book and co-producing a documentary short film on the poultry industry in Northeast Georgia. Both projects center the lives and labors of intergenerational Black families moving in and out of the state's largest chicken plants. A lot of my work also thinks about food as important to both carceral (connected to the disciplining of prisons but also to more expansive ways of producing coercive hierarchies, dispossessions, and unfreedoms) and abolitionist (undoing these harms and practicing/producing freedom as a place) pasts, presents, and futures. You can find out more about [my methodology](#) or visit my personal website: www.cfreshour.com.

Come see me in my Ask Me Anything (AMA) Hours (Wednesdays 3-4pm)! I am in Langdale on the 8th floor, room 839B. During this time I'll be in my office and available to meet with students. You can stop by to introduce yourself in person, talk about the material, ask questions, or discuss anything you find interesting or difficult! If you want to know more about human geography this is a great time to chat more. If the scheduled time doesn't work for you, email me and we can arrange an alternative time to meet.

Communication Plan:

If you have a general question that you think might be useful for your classmates, please check the iCollege Q&A Discussion Board. If your question is not answered there, please post it. I will monitor and respond to posted questions on a daily basis.

If you have a more individualized question please send me a message through iCollege or by email: cfreshour1@gsu.edu. I will respond during the working day (M-F 9am-5pm) and within a 48 hour time period (excluding weekends and holidays). I encourage you to ask questions early, and to begin working on assignments well before the due date. For writing and content-related questions, please see me during office hours rather than via email.

Email Etiquette: I expect you to use email professionally. This means that you should have a clear subject line and that you identify what class you are in (HON 3260) in the body of the email. Please address your email to "Dr. Freshour" or "Professor Freshour".

Reading Requirements

PDF readings are available on iCollege [i] and links for online readings [o] are provided. Each week, I also provide a list of "Further Reading" for students who are particularly interested in a given topic. These are not required.

Assignments & Grading

This is an assignment additive class, which means every assignment you do earns you points that add up to your grade. Instead of "dropping" lowest grades or missed assignments, you can

¹ Adapted from one of my favorite people/feminist geographers, [Sara Smith](#), at UNC Chapel Hill.

determine your own pacing and use points when you most need them. Still, you need to keep up with your points to make sure you have a good grade outcome. I am happy to answer any questions about your grade throughout the semester.

Assignments (further instructions will be given for each assignment)	Total Available Points
Participation & In-Class Activities (15 x 20 points)	300
Real-World Example (1 x 100 points)	100
Reading Reflections Journal (14 x 50 points)	700
Family Recipe Zine (1 x 500 points, scaffolded)*	500
Final Reflection (1 x 100 points)	100
Total	1700

*The family recipe zine assignment is required to pass the class.

Letter grades are assigned on the following scale:

A+	1470 or above
A	1380-1469
A-	1350-1379
B+	1320-1349
B	1230-1319
B-	1200-1229
C+	1170-1199
C	1080-1169
C-	1050-1079
D	900-1049
F	899 or less

Statement on AI

In our new era of generative AI, I realize how easy it is to direct questions and assignments to ChatGPT and other LLMs. It is my goal to make assignments transparent: Why are you being asked to do a particular thing? How are you being evaluated? What knowledge and skills are you developing in the process? In turn, I ask that you complete assignments **without** using AI for any step of the assignment, including brainstorming, developing, and writing your assignments.

The use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. Plagiarism in the course earns you a 0 for the assignment. If you have any further questions about AI, what constitutes plagiarism, or how to cite sources, please come see me or the WAC consultant, Austin. We are here to help and support you as you develop these skills.

Dr. Maywa Montenegro (UC Santa Cruz, Environmental Studies) has collated a powerful statement against AI in the classroom for teaching/learning, environmental, labor, and ethical reasons. Please see [her statement on AI](#) to learn more. Dr. Patrick Lin (Cal Poly, Philosophy) has also written a comprehensive and compelling [essay](#) on why he chose to resist AI use in his classroom.

Participation & In-Class Activities, up to 300 pts

Active participation is key to the learning process. I expect you to come prepared, having done the readings or listened to/watched the required multimedia *before* class time so that you are ready to engage in conversations/activities. Your grade is based on my subjective assessment of how you participate, not just in terms of speaking in class, but also how you engage others in sections and activities: absent (0 points) ✓ - (10 pts), ✓ (15 pts), ✓ + (20 pts).

Real-World Example, up 100 pts

In week 2 you will select a date to bring in a “real world example” to share with the class. For this assignment, you’ll first read/listen/watch the required course materials assigned for your day. Then you’ll find a news article, short youtube video, tiktok or IG reel, or other short-form media that illustrates, unpacks, and applies ideas from the course material assigned for that day. You will spend 5-10 minutes sharing this at the start of class.

Analogue Journal², up to 700 pts (50 pts, x 14 weeks)

For this class you’ll be asked to keep an analogue (paper) handwritten journal. If you have access needs that make handwriting difficult, I am happy to discuss other options. Each week you’ll write a minimum two page hand-written entry that responds to the prompt and reflects on what you learned that week, in your own words (grammatical mistakes are ok!). You can include up to two images per entry, exploring collage, drawing/painting, and/or photos.

Each week you will take photos of your journal pages and upload them to iCollege as one file the Tuesday *before* class (11:59pm). I will provide feedback, but will only grade for completion.

The completion grade will include the following three criteria:

1. You respond to the prompt.
2. The entry is 2 handwritten pages, uploaded via photos to canvas.
3. There is evidence of having read/listened/watched and thought about the assigned materials.

² This assignment is inspired by Illinois State University professor Dr. Przybyło. See full assignment here:

 Przybyło, Analogue Journal

I encourage you to take class notes by hand in the same journal so you can trace the growth of your thinking in one single place. At the end of the semester, I will collect your journals along with your final reflection, returning these materials in your final week of class.

Final Reflection, up to 100 pts³

A final reflection gives you an opportunity to pause and think about your learning over the course of the semester. More details about this reflection will be shared by your professor in Week 5.

Family Recipe Zine, up to 500 pts

- 9/17- Zine Workshop at the GSU Archives
- **date**- peer-review rough draft.
- **date**- present in front of a small group during sections.
- **date**- final physical draft due in class.

We are all personally connected to food. For this assignment you will create a zine that explores various food studies themes we have discussed in class through a family recipe. There are several steps to this project:

- The first step is to think of a favorite (or not so favorite) meal. Go back in time to record the smells, sounds, and sights that come out of the kitchen when preparing this meal.
- Next, reach out to your family, this can be the family that raised you, your chosen family, or any combination. Call your relatives, or others who you consider family, to ask them about the recipe, where they learned to make the dish, how the recipe has changed over time, where they go to buy the ingredients, what memories they associate with the flavors, etc. Have them tell you stories that are linked to the recipe.
- Finally, write it all down. How does the recipe, the ingredients, the labor, etc. connect to larger course themes?

In addition to the recipe itself, the zine can incorporate a variety of genres and forms including poetry, quotes from your conversations, illustrations, photographs, short essays, etc. You will turn your zine in along with a one-page, single-spaced, project statement that analyzes the zine in the context of the course. You will workshop these in class and in small groups during sections before the due date. You will submit the final physical zine in class during the final week along with a shared meal provided by me! You may choose to bring your finished recipe if you want, but this is not required.

*Assignment adapted from Professor Diane Wong (NYU).

Additional Resources:

- [How to Make a Zine \(3 Minute Video\)](#)

³ Adapted from Dr. SA Simpson's class: People, Places and Environments (Fa 2021), Dept of Geography and Environmental Studies, Carleton University.

- [Zines at GSU](#)
- [Make a Zine - When Words and Graphics Collide \(E-Book\)](#)
- [Barnard Zine Libraries](#)
- [Queer Zine Archive Project](#)
- [Papercut Virtual Zine Library](#)

Zine Workshop with GSU Archives: [September 17]

We will spend class at the GSU Archives for a Zine-Making workshop. This is an important class, please don't miss it!

Peer review first draft: [bring rough draft to class [date](#)]

At the end of lecture on Thursday, you will meet in pairs to brainstorm and share your zine rough drafts. Please work with someone who is not in your section group. This is a time/space to troubleshoot and ask questions to improve the content and communication of your zine.

Small Group Presentations: [[date](#)]

During sections, you will get into small groups of five. Each person will be given 5-10 minutes to share their zine and process with the group. This will also give you one more round of feedback before submitting your final zine the following day.

Final draft due: [[date](#)]

COURSE SCHEDULE

PART I: Historicizing the World Food

Economy

"Black labor became the foundation stone not only of the Southern social structure, but of Northern manufacture and commerce, of the English factory system, of European commerce, of buying and selling on a world-wide scale..."

—W.E.B. DuBois, *Black Reconstruction*



Source: Warshaw Collection of Business Americana, Archives Center, National Museum of American History, Smithsonian Institution. In Domosh 2003

We'll begin the course with some history, not simply understood as background or context, but rather as a process that "lives on" and structures the present. This section of the course is our most global in reach, where we will traverse not only time but also space, to improve our understanding of the geographical relationships of food and eating. How are cultural questions of taste, preference, and tradition around food linked to global politics and power relations? How has capitalism transformed our relationship to food, land, and animals? What global processes have contributed to the rise of industrial food "from nowhere"?

Week 1: date | Introduction

Tuesday Introductions, Food Dimensions Activity

- Syllabus

Thursday

- **Holt-Gimenez**, E. 2018. "How Our Capitalist Food System Came to Be" in *A Foodie's Guide to Capitalism: Understanding the Political Economy of What We Eat*, 23-56. New York: Monthly Review Press. [C]

Week 2: date | Food and Empire

Tuesday In-class film excerpts [Life and Debt \(2001\)](#).

- **Mintz**, S. [1979]/2019. "Time, Sugar, and Sweetness." In *Food and Culture* (4th ed., pp. 401–413). Routledge. [C]

Thursday

- **Domosh**, M. 2003. "Pickles and Purity: Discourses of Food, Empire, and Work in Turn-of-the-Century USA." *Social and Cultural Geography*, 4(1): 7-26. [C]

Further Reading:

- **Mintz**, S. W. 1986. Production. In *Sweetness and Power*, 19-73.
- **Bobrow-Strain**, A. 2013. "White Bread Biopolitics: Purity, Health, and the Triumph of Industrial Baking." In R. Slocum and A. Saldanha eds. *Geographies of Race and Food: Fields, Bodies, Markets*, 265-290. Burlington, VT: Ashgate Publishing Company.
- **Carney**, J. 2001. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge, MA: Harvard University Press.
- **Carney**, J. 2013. "Fields of Survival, Foods of Memory." In R. Slocum and A. Saldanha eds. *Geographies of Race and Food: Fields, Bodies, Markets*, 61-78. Burlington, VT: Ashgate Publishing Company.
- **Chatterjee**, P. 2001. "Travels of Tea, Travels of Empire." In *A Time for Tea: Women, Labor, and Post/colonial Politics on an Indian Plantation*, 20-50. Durham: Duke University Press.

Week 3: **date** | Food, Ecology, and Capitalism I

Tuesday

- **Davis**, M. 2000. "Origins of the Third World." *The Corner House*. pgs. 1-15. [C]

Thursday

- **Davis**, M. "Origins of the Third World." *The Corner House*. pgs. 15-30. [C]

Week 4: **date** | Food, Ecology, and Capitalism II

Tuesday

- **Patel**, R. and J. **Moore**. 2017. "Cheap Food." In *The History of the world in seven cheap things*.

Thursday

- **Radiolab** Podcast: [Poop Train](#). 2013.

Further Reading:

- **Patel**, R. 2012 [2007]. *Stuffed and Starved: The Hidden Battle for the World Food System*. Melville House.
- **Marx**, K. 1867. "[Chapter 26: The Secret of Primitive Accumulation](#)" in *Capital: Volume 1*. New York: Penguin. [C]
- **Scott**, J.C. 2017. *Against the Grain: A Deep History of the Earliest States*. New Haven, CT: Yale University Press.
- **Schneider**, M. & P. **McMichael**. 2010. Deepening, and repairing, the metabolic rift. *The Journal of Peasant Studies*. 37(3): 461-484.

Week 5: **date** | Global Industrial Food

Tuesday In-class film excerpts [Under Contract \(2016\)](#)

- **Weis**, T. 2013. "The Meat of the Global Food Crisis." *Journal of Peasant Studies* 40 (1): 65–85. [C]

Thursday In-class film excerpts [Poisoning Paradise \(2017\)](#)

- **Howard**, P. 2020. "Global Market Concentration." *Family Farm Action Alliance*. [O]
- **Fern Editorial**. 2020. "[What Needs to Change in America's Food System](#)." *Food & Environment Reporting Network*, April 29. [o]

Further Reading:

- **Campbell**, H. 2009. Breaking new ground in food regime theory: corporate environmentalism, ecological feedbacks and the 'food from somewhere' regime? *Agri- culture and Human Values* 26 (4):309-319.
- **Freidberg**, S. 2009. *Fresh: A Perishable History*. Cambridge, MA: Harvard University Press.
- **Friedmann**, H., and P. **McMichael**. 1989. Agriculture and the State System: The rise and decline of national agricultures, 1870 to the present. *Sociologia Ruralis* 29 (2):93-117. [C]
- **Galemba**, R. B. "'Corn is food, not contraband': The right to 'free trade' at the Mexico-Guatemala Border." *American Ethnologist*, 39(4): 716-734.
- **Jaroszy**, Lucy and Joan **Qazi**. 2000. "The geography of Washington's world apple: Global expressions in a local landscape." *Journal of Rural Studies*, 16(1): 1-11. [C]
- **McMichael**, P. 2009. A food regime genealogy. *Journal of Peasant Studies* 36 (1):139- 169.
- **Nestle**, M. 2013. *Food Politics: How the Food Industry Influences Nutrition and Health*. Berkeley, CA: University of California Press.
- **Rodgers**, D. and J. **Connolly**, J. (Hosts). Madeleine Fairbairn (No. 172) [Audio podcast episode]. In *Sustainable Dish Podcast*. <https://sustainabledish.com/podcasts/sustainable-dish-episode-172/>

PART II: From Farm to Fork

“For a colonized people, the most essential value, because the most concrete, is first and foremost the land: the land which will bring them bread and, above all else, dignity.”

—Frantz Fanon, *The Wretched of the Earth*

“‘There’s layers to this,’ Grandmama often said, when describing her job to folks. She went into that plant every day, knowing it was a laboratory for racial and gendered terror. Still, she wanted to be the best at what she did—and not just the best buttonhole slicer in the plant, but the best, most stylized, most efficient worker in Mississippi.”

--Kiese Laymon, *Da Art of Storytelling* (A Prequel)

In Part II of the course, we’ll ground our discussion of food and eating by focusing on particular places within the US, while not losing sight of the global food system. Our goal is to think critically about how agricultural landscapes are organized and why? How have dispossession and displacement shaped the global production of food? What is our relationship to more-than-human nature, particularly through the uneven consumption of meat and the growing “meatification” of diets? And, finally, we’ll connect food and labor by considering food work and 21.5 million workers who plant, harvest, process, pack, transport, prepare, serve, and sell the food we eat. Here, we’ll think critically about how race, gender, immigration, and geography shape who works in the chicken houses, the catfish hatcheries, the canning plants, and the fast food franchises. We’ll also learn about how workers have and continue to organize themselves in light of these conditions.



John Ficarra, *The American Black Farmers Project*

Week 6: **date** | Land, Farming, and Industrial Agriculture

Tuesday [In-class excerpts from Soul Fire Farm Virtual Keynote.](#)

- **Romero**, A. 2016. Commercializing chemical warfare: citrus, cyanide, and an endless war. *Agriculture and Human Values*, 33: 3-26. [C]

Thursday [In-class film excerpts High on the Hog \(2021\)](#)

- **Newkirk II**, Vann R. 2019. “The Great Land Robbery: The shameful story of how 1 million black families have been ripped from their farms.” *The Atlantic*. [O]
- **Nestle**, M. 2016. “The Farm Bill Drove Me Insane.” *Politico*. [O]

Further Reading:

- **Daniel**, P. 2013. *Dispossession: Discrimination against African American Farmers in the Age of Civil Rights*. Chapel Hill, NC: The University of North Carolina Press.
- **Guthman**, J. 2004. *Agrarian Dreams: The Paradox of Organic Farming in California*. Berkeley, CA: University of California Press.
- **Rickford**, R. 2017. “‘We Can’t Grow Food on All This Concrete’: The Land Question, Agrarianism, and Black Nationalist Thought in the Late 1960s and 1970s.” *The Journal of American History*. 22 (March): 9–27.
- **White**, M. 2018. *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. Chapel Hill, NC: UNC Press.
- **Williams**, B. 2018. “‘That We May Live’: Pesticides, Plantations, and Environmental Racism in the United States South.” *Environment and Planning E: Nature and Space* 1 (1–2): 243–67. [C]

- **Woods, C.** 1998. *Development Arrested: The Blues and Plantation Power in the Mississippi Delta*. New York: Verso.
- Film: *Under Contract: Farmers and the Fine Print*. 2017. RAFL. [75 mins]

Week 7: **date** | Eating Animals and the Rise of Industrial Meat

Tuesday

Keep Weis' "meatification" from week 3 in mind.

- **Blanchette, A.** 2015. "HERDING SPECIES: Biosecurity, Posthuman Labor, and the American Industrial Pig. *Cultural Anthropology*. 30(4): 640-669. [C]

Thursday **Brainstorm zine in the last 30 minutes of class. In-class film Easter Snap (2019)**

- **Schneider, M.** 2017. "Wasting the rural: Meat, manure, and the politics of agro-industrialization in contemporary China." *Geoforum*, 78, 89-97. [C]
- **Lee, I.** (Host). May 22 2020. Ben Wurgaft: Meat Planet." [Audio podcast episode] In *Chewing the Fat Podcast*. [O]
<https://yalepodcasts.blubrry.net/2020/05/22/what-makes-cultured-meat-imaginable/>

Further Reading:

- **Gouveia, L.** and **A. Juska.** 2002. "Taming Nature, Taming Workers: Constructing the Separation Between Meat Consumption and Meat Production in the US." *Sociologia Ruralis*. 42(4): 370-390.
- **Chatterjee, S.** and **B. Subramaniam** (editors). 2021. *Meat! A Transnational Analysis*. MIT Press.
- **Neubert, C.** 2020. The Anthropocene stinks! Odor, affect, and the entangled politics of livestock waste in a rural Iowa watershed. *Environment and Planning. D, Society & Space*, 38(4), 736–752.
- **Adams, C.** 2010 [1990]. [*The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*](#). New York: Continuum International Publishing Group.
- **Weis, T.** 2013. *The Ecological Hoofprint: The Global Burden of Industrial Livestock*. London: ZED Books.
- **Winders, W.** and **Ransom, E.** (eds.) *Global Meat: Social and Environmental Consequences of the Expanding Meat Industry*. Cambridge, MA: MIT Press.
- **Wurgaft, B. A.** 2019. "Meat" and "Future" in *Meat Planet: Artificial Flesh and the Future of Food*, 20-43, 75-94. Berkeley, CA: University of California Press. [C]
- Film: *Eating Animals*. 2018. IFC Films. [94 mins]
- Film: [*The Trouble with Chicken*](#). 2015. PBS/Frontline. [55 mins]
- Film: [*The Fish on My Plate*](#). 2017. Frontline. [85 mins]

Week 8: **date** | Labor along the Food Chain I

Tuesday **This week's reading includes several chapters of Pachirat's ethnography- a quick and captivating read!**

- **Pachirat, T.** 2011. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. New Haven, CT: Yale University Press. Chapters 1. [\[ebook\]](#)

Thursday **Bring a draft of your zine to class, you will exchange it with a partner for peer review. In-class film excerpts *The Hand that Feeds* (2014)**

- **Pachirat, T.** 2011. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. New Haven, CT: Yale University Press. Chapter 2. [\[ebook\]](#)
- **Laymon, K.** 2015. [*DA ART OF STORYTELLIN' \(A PREQUEL\)*](#). *Oxford American*. [O]

Week 9: **date** | Labor along the Food Chain II

Tuesday

- **Pachirat, T.** 2011. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. New Haven, CT: Yale University Press. Chapter 4. [[ebook](#)]

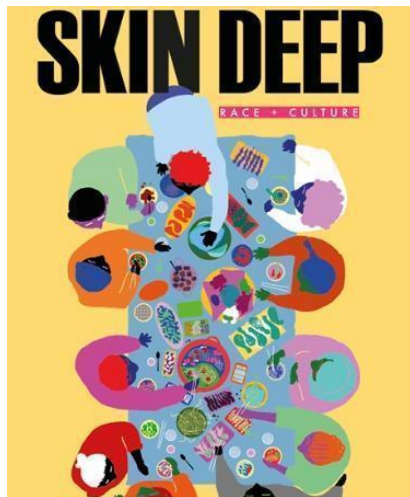
Thursday

- [Laymon, K. 2015. DA ART OF STORYTELLIN' \(A PREQUEL\). Oxford American.](#) [O]

Further Reading:

- **Holmes, S.** 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, CA: University of California Press.
- **Liu, Y.Y. and D. Apollon.** 2011. [The Color of Food](#). Applied Research Center.
- **Minkoff-Zern, L.** 2017. "Farmworker-Led Food Movements Then and Now: United Farm Workers, the Coalition of Immokalee Workers, and the Potential for Farm Labor Justice," in *The New Food Activism: Opposition, Cooperation, and Collective Action*, Alison Alkon and Julie Guthman, eds. Berkeley: University of California Press.
- **Ribas, V.** 2016. *On the Line: Slaughterhouse Lives and the Making of the New South*. Oakland: University of California Press, pp. 122-138.
- **Schulze-Oechtering, M.** 2016. "The Alaska Cannery Workers Association and the Ebbs and Flows of Struggle: Manong Knowledge, Blues Epistemology, and Racial Cross-Fertilization." *Amerasia Journal*. 42(2): 23-48. [C]
- **Striffler, S.** 2002. "Inside a Poultry Processing Plant: An Ethnographic Portrait." *Labor History*, 43(3): 305-313.
- **Wells, Miriam J.** 1996. *Strawberry Fields: Politics, Class, and Work in California Agriculture*. Ithaca, NY: Cornell University Press.
- **Mitchell, D.** 2012. *They Saved the Crops: Labor, Landscape, and the Struggle over Industrial Farming in Bracero-Era California*. Athens, GA: University of Georgia Press.
- Film: *After I Pick the Fruit*
- Film: [Rape in the Fields](#). 2013. Frontline. [54 mins]

PART III: Race, Taste, and Eating



"When I was a kid and money was tight, my mother mixed a can of tuna with pasta and vegetables... Gone are the days of subsisting cheap fish patties at the end of the month. The status of the food rose but not the people. They just had less to eat."

--Chris Offut, *Trash Food*

"What happens when the Chinese food that people can feel pride in isn't affordable by working class immigrant populations? What happens when Chinese food is valued only when it caters to a more elite class of Asian Americans and other clientele who can afford the uptick in price?"

--[Rachel Kuo](#) on the racial politics of 'Ugly Delicious'

In this section, we'll explore inequalities expressed in our food system across multiple sites and scales, concerning everyday experiences of food politics, culture, and taste. However, as Ashanté Reese's work reminds us, our goal here is not only to "see" such racialized, gendered, and classed inequalities expressed in concepts like "food deserts," "hunger," and "obesity," but also to understand how people navigate a racist food system, how grassroots movements use food to fight gentrification, and finally how people construct alternative, resistant, and liberatory food geographies.

Week 10: **date** | Black Food Geographies

Tuesday Our second book of the course. Reese writes beautifully. You are also welcome to skim!

- **Reese, A.** 2019. *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington*, D.C. Durham, NC: University of North Carolina Press. Chs. 1, 2. [[ebook](#)]

Thursday In-class film excerpts [From Gangs to Gardens \(2017\)](#).

- **Reese, A.** 2019. *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington*, D.C. Chapel Hill, NC: University of North Carolina Press. Chs. 4 OR 5. [[ebook](#)]

Further Reading:

- **Gilmore R.W.** 2002. "Fatal Couplings of Power and Difference: Notes on Racism and Geography." *The Professional Geographer* 54(1): 15–24.
- **Guthman, J.** 2008. "If They Only Knew": Color Blindness and Universalism in California Alternative Food Institutions. *The Professional Geographer*, 60(3): 387-397.
- **Hall, J.** 2018 "[Hunting While Black](#)." *Explore Parts Unknown*.
- **Laymon, K.** 2018. *Heavy: An American Memoir*. New York: Scribner.
- **McCutcheon, P.** 2019. Fannie Lou Hamer's Freedom Farms and Black Radical Geographies. *Antipode*.
- **Ramírez, M. M.** 2015. The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces. *Antipode*, 47(3): 748-769.
- **Twitty, M.** 2017. *The Cooking Gene: A Journey Through African American Culinary History in the Old South*. Amisted.
- Film: *Soul Food Junkies*. 2012. God Bless the Child Productions. [60 mins]

Week 11: **date** | Taste and Gentrification

Tuesday Family recipe zine due in-class.

- [Dillard, J.](#) 2018 [2015]. "SNAP trap." *Scalawag*. [O]
- [Offut, C.](#) 2015. "Trash Food." *The Oxford American*. Issue 88, Spring 2015. [O]

Thursday

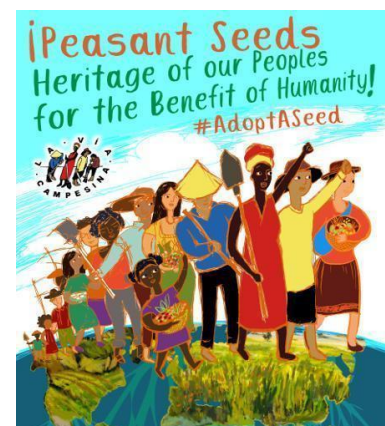
- **Glennie, C.** 2020. "Gardens in the Growth Machine: Seattle's P-Patch Program and the Pursuit of Permanent Community Gardens," in Alkon, A.H., Y. Kato, & J. Sbicca (eds). *A Recipe for Gentrification: Food, Power, and Resistance in the City*. New York: NYU Press. [i]
- **Martin, R. L.** 2015. "[How Hot Chicken Really Happened](#)." *The Bitter Southerner*.

Further Reading:

- **Wong, D.** 2019. "Shop Talk and Everyday Sites of Resistance to Gentrification in Manhattan's Chinatown." *Women's Studies Quarterly* 47 (1): 132–48. [C]
- Alkon, A.H., Y. Kato, & J. Sbicca (eds). *A Recipe for Gentrification: Food, Power, and Resistance in the City*. New York: NYU Press. [i]

PART IV: Food Movements

"Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems. It puts the aspirations and needs of those who produce, distribute and



consume food at the heart of food systems and policies rather than the demands of markets and corporations.”

– Declaration of Nyéléni, the first global forum on food sovereignty, Mali, 2007

“There is one thing you have got to learn about our movement. Three people are better than no people.”

– Fannie Lou Hamer, founder Freedom Farm Cooperative

We'll wrap up the quarter with some hope for the future drawing on food movements of the past and present. We'll start by thinking through the global food sovereignty movement, initially led by *La Via Campesina*. LVC is a global peasant movement that challenges us to re-think normative values of progress, modernity, and ultimately industrialized food. We'll also think with Indigenous studies scholars and activists to reconsider our relationship with food and more-than-human nature. In doing so, we'll question how our food and eating are structured by settler-colonialism, and how we might join others in decolonizing our food system. Finally, we'll end the course with US based food justice movements that move us beyond urban gardens to center an anti-oppression praxis useful in understanding and possibly transforming our own relationship to food and eating.

Week 12: date | Indigenous Food Sovereignty

Tuesday in-class film excerpts Gather (2020)

- **Coté, C.** 2022. *A Drum in One Hand, a Sockeye in the Other: Stories of Indigenous Food Sovereignty from the Northwest Coast*. Seattle: University of Washington Press. Intro & Ch. 2. [\[ebook\]](#) *This, like many books we've read this quarter, reads in a narrative form. This is an intentional methodological decision by Dr. Coté, and I hope you learn as much as I have from this book and thinking with her writing and storytelling!*

Thursday

- **Coté, C.** 2022. *A Drum in One Hand, a Sockeye in the Other: Stories of Indigenous Food Sovereignty from the Northwest Coast*. Seattle: University of Washington Press. Ch 3. [\[ebook\]](#)

Further Reading:

- **Daigle, M.** 2019. "Tracing the Terrain of Indigenous Food Sovereignities." *Journal of Peasant Studies*, 46(2): 297-315. [C]
- **Edelman, M., T. Weis, A. Baviskar, S.M. Borras Jr, E. Holt-Giménez, D. Kandiyoti and W. Wolford** 2014. "Introduction: Critical perspectives on food sovereignty." *Journal of Peasant Studies*, 41(6): 911–931.
- **Jarosz, L.** 2014. "Comparing food security and food sovereignty discourses." *Dialogues in Human Geography*, 4(2), 168-181.
- **LaDuke, W.** 2007. Ricekeepers. *Orion Magazine*, July/August. [\[O\]](#)
- **Martínez-Torres, María Elena and Peter M. Rosset.** 2010. "La Via Campesina: the birth and evolution of a transnational social movement." *Journal of Peasant Studies*, 37(1), 149–76. [C]
- **Norgard, K. M.** 2019. "Research as Resistance: Food, Relationships, and the Links between Environmental and Human Health," in *Salmon and Acorns Feed Our People*. Camden, NJ: Rutgers University Press, 129-164.
- **Ngofeen, M.** 2019. "[My Food History Wasn't Lost. It was Stolen.](#)" *The Sporkful with Dan Pashman*. Nov 04.
- **Todd, Z.** 2018. "Refracting the State Through Human-Fish Relations." *Decolonization: Indigeneity, Education & Society*, 7(1): 60–75.
- **Vowel, C.** 2012. "[Undermined at every turn: the lie of the failed native farm on the prairies.](#)" *âpihtawikosisân*, 23 May.
- **Wittman, H.** 2011. "Food sovereignty a new rights framework for food and nature?" *Environment and Society* 2 (1): 87–105.

- Film: [Soil, Struggle, and Justice: Agroecology in the Brazilian Landless Movement](#). 2014. [73 mins]

Week 13: **date** | Regenerative Agriculture

Tuesday

- **Carlisle**, L. (2022). *Healing grounds : climate, justice, and the deep roots of regenerative farming*. Island Press. Chapter 2: Black Land Matters. [available as an [e-book](#) through the GSU library]

Thursday

- **Carlisle**, L. (2022). *Healing grounds : climate, justice, and the deep roots of regenerative farming*. Island Press. Chapter 3: Hidden Hotspots of Biodiversity. [available as an [e-book](#) through the GSU library]

Week 14: **date** | No Class, School Holiday

Week 15: **date** | Food Justice

Tuesday In-class final exam prep.

- **Sbicca**, J. 2018. *Food Justice Now! Deepening the Roots of Social Struggle*. Minneapolis, MN: University of Minnesota Press. "Conclusion: Notes on the Future of Food Justice." [\[ebook\]](#)

Thursday In-class final exam prep and course wrap-up.

Further Reading:

- **Ajl**, M. 2021. *A people's green new deal*. Pluto Press.
- **Alkon**, A.H. and J. **Agyeman**. *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge, MA: MIT Press.
- **Gottlieb**, R. and A. Joshi. 2010. *Food Justice*. Cambridge, MA: MIT Press.
- **Guthman**, J. 2014. "Doing Justice to Bodies? Reflections on Food Justice, Race, and Biology." *Antipode* 46 (5): 1153–71.
- **McClintock**, N. 2014. Radical, reformist, and garden-variety neoliberal: coming to terms with urban agriculture's contradictions. *Local Environment*, 19(2): 147–171.
- **Minkoff-Zern**, L.-A. 2014. Knowing "Good Food": Immigrant Knowledge and the Racial Politics of Farmworker Food Insecurity. *Antipode* 46 (5):1190-1204.
- **Newtown Florist Club Writing Collective**. 2013. "Peas and Praxis: Organizing Food Justice through the Direct Action of the Newtown Florist Club." In R. Slocum and A. Saldanha eds. *Geographies of Race and Food: Fields, Bodies, Markets*, 137-153. Burlington, VT: Ashgate Publishing Company. [C]
- **Heynen**, N. 2009. "Bending the bars of empire from every ghetto for survival: The Black Panther Party's radical antihunger politics of social reproduction and scale." *Annals of the Association of American Geographers* 99(2): 406–422. [C]
- **Sbicca**, J. 2012. "Growing food justice by planting an anti-oppression foundation: opportunities and obstacles for a budding social movement." *Agriculture and Human Values*, (29):455-466. [C]
- Film: *Reversing the Mississippi*. 2018. [58 mins]
- Film: *Urban Fruit*. 2015. FilmBuff. [68 mins]

TAKE HOME FINAL EXAM opens date at 11:59pm.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Course Policies/Nitty Gritty

Basic Needs: Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. You may also reach out to me if you feel comfortable doing so. The [Embark Program](#) provides resources for students facing homelessness and [Panther's Pantry](#) provides resources for students facing food insecurity.

Mental Health Services: <https://counselingcenter.gsu.edu/>

The Counseling Center is available to support students. If you have a concern about your mental health or need an urgent consult please call 404-413-1640 to consult with a staff member or make an appointment. After hours the counselor on-call can be reached for crisis consultation by calling 404-413-1640 and following the prompts. For those students who have already come into the Counseling Center for support please check your GSU email for service updates and additional resources regularly.

GSU Writing Studio: <https://writingstudio.gsu.edu/>

The GSU Writing Studio is open to all students, faculty, and staff at GSU. They provide a combination of face-to-face and online appointments from Monday-Thursday and online-only appointments from Friday-Sunday. For questions about technology or access, contact writing@gsu.edu.

Technology: NO cell phones during class as this class requires your undivided attention and participation. You are expected to take notes during class discussions. You may use your computer or tablet, but you actually [take better notes](#) when you write instead of type.

Academic Integrity: All work submitted for this course must be completed in accordance with the Georgia State University's policies on academic honesty and integrity. For a description of GSU's policies, please consult the GSU section on Academic Regulations in the Undergraduate Catalog. Any work you submit must be your own, and should be submitted for this course only. You are not allowed to use generative AI tools like ChatGPT for any work in this course, including both graded and ungraded work. Prohibited AI usage includes idea or text generation, writing or revising your work, development of media assets, or data analysis and presentation. I will use turnitin software to detect for AI and other forms of plagiarism.

If you are uncertain about how to acknowledge a source, you can ask me, consult anyone at the Writing Center, or speak with one of the kind and informative reference librarians at GSU: <https://library.gsu.edu/research/research-help/talk-with-a-librarian/>. If you plagiarize, you will receive an 0 for the first offense. If you plagiarize more than once, you will receive an "F" in the course. When in doubt, it is always better to acknowledge rather than ignore a source. All students are expected to have read and understand Georgia State University's policy on

academic integrity, which can be found here:
<https://deanofstudents.gsu.edu/student-conduct/#academic-honesty>.

Late Policy: Assignments are late if they are not turned in by the due date. Assignments will be docked 7% for each day, for up to five days. Except in cases of personal or family medical emergency, I will not accept assignments more than five days late. I do not give extensions, unless there is a major family or personal emergency.

Grading: Grades are non-negotiable, but if you feel that an error has been made in assessing your grade, prepare a statement stating your case in clear and specific terms, and email it to me within one week of receiving your grade.

Standard Grading System following the [GSU policy](#):

93–100: A	77–79: C+
90–92: A-	73–76: C
87–89: B+	70–72: C-
83–86: B	60–69: D
80–82: B-	0-59: F

A+ will be given to students whose work is truly outstanding.

Withdrawal (W/WF): Prior to the midpoint of a grading period a student may withdraw (or be withdrawn by the instructor) and receive a grade of 'W'. Withdrawal without penalty is not permitted following the midpoint of a grading period. The mid-point for this semester is October 10. Under some circumstances, a student may apply for a hardship withdrawal through the Office of the Dean of Students.

Incompletes: From the Georgia State University Faculty Handbook: "The grade of 'I' (Incomplete) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an 'I', a student must (a) have completed most of the major assignments of the course (generally all but one); and (b) be passing the course (aside from the assignment not completed) in the judgment of the instructor. Some guidelines for implementing the policy:

- A. Student Responsibility to Notify Faculty: If the student does not contact the instructor regarding incomplete work, the student defaults on the assignment or examination. In that case, the instructor should grade the student accordingly, even if this results in a grade of 'F' for the course. If it is later determined that the student qualified for an 'I', the grade of 'F' can be changed to an 'I' in accordance with College and University policy.

- B. 'Limited Assignment' Criterion: If for nonacademic reasons a student has not completed one of the following, the grade of 'I' may be appropriate: final examination, term paper, performance requirement, laboratory assignment. If a significant proportion of the course is incomplete, the grade of 'I' is inappropriate.
- C. 'Two-Week' Criterion: An 'I' generally should be given only when the student fails to complete work at the very end of the term. Hence, if due dates for the assignment not completed were earlier than the last two weeks of class, or if the circumstances that caused the student not to complete the work occurred before the last two weeks of class, the student generally should not be given an 'I'."

Accommodations:

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who wish to request accommodation for a disability may do so via the Access and Accommodations Center (AACE) at <https://access.gsu.edu/>. Students may only be accommodated upon issuance of a signed Accommodation Plan by the AACE Center (see: <https://access.gsu.edu/testing-services/>) and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

If you observe a religious holiday or participate in spiritual practices that prevent you from attending all or part of class, please talk to me in the first two weeks of class so we can make alternative arrangements.

GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External Sites:

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited. This policy was approved by the GSU Faculty Senate on August 21, 2020.

FERPA: In keeping with USG and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by

law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission. More details on FERPA are available here: <https://registrar.gsu.edu/academic-records/records-management/ferpa/>.

Sexual Misconduct: Sexual harassment and misconduct are not tolerated. Please report instances of misconduct <https://deanofstudents.gsu.edu/reporting-sexual-misconduct/>. In instances of sexual misconduct, instructors and teaching assistants are designated as Responsible Employees who are required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information please refer to the Sexual Misconduct Policy which is included in the Georgia State University Student Code of Conduct (<http://codeofconduct.gsu.edu/>).

A Note on Mutual Respect* Adopted from Dr. Shannon Gleeson (Cornell)

Please take your interactions with your classmates and instructor seriously. We come to the classroom from a variety of backgrounds, identities, experiences, and perspectives. Discussions may be charged. We will debate, disagree, and possibly become uncomfortable by the material, views expressed by the authors, and/or each other. **This is the very core of academic exchange.** I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

I do not expect you, nor do I want you, to blindly accept everything you read. Instead, I ask that we adopt an etiquette of mutual respect to create an intellectual space where we may freely engage with the material and each other. Please strive to express your thoughts in a way that is mindful of other points of view, identities, and experiences. Be courteous and thoughtful of others by minimizing distractions such as having side conversations or packing up before the end of class. Please turn off or silence cell phones and stay off them during class time.

****The course syllabus provides a general plan for the course; deviations may be necessary. I will notify you via email of any changes to the syllabus.****