

University of Toronto Sociology
**SOC 498 H1S: The Hands That Feed Us:
Labour and Social Movements Across the Food Chain**
Winter (Jan-April 2019) | Wednesdays, 14:00-16:00
FE 41 (725 Spadina Ave., Basement)

Instructor: Anelyse Weiler

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Office Hours: Thursdays, 14:00-15:00 or by appointment

Office Location: Room 335, Department of Sociology, 725 Spadina Ave.

OVERVIEW

This course will investigate labour arrangements that bring food from seas, fields, factories and kitchens to our plates. Our analytical lens will range from a broad political economy approach to understanding individual workers' lived experiences. How have race, gender, immigration and colonial dynamics shaped the division of labour across the food chain? What are the implications of emerging forms of resistance and solidarity on food and agrarian livelihoods? How do scholars account for the food-related labour of non-human animals and the rest of the natural world? We will examine how patterns of inequality have manifested in spheres such as domestic unpaid food work, farms and food processing, retail, and hospitality. Along the way, we will consider opportunities to realize a food system that upholds equity and dignity for workers while caring for all other forms of life.

Learning Objectives

In this course, we will:

1. Analyze the division of labour across the food chain using an intersectional lens on race, class, gender, immigration status, disability and other social locations.
2. Identify historical, political, ecological, social and economic dynamics that shape the contemporary food employment context.
3. Apply scholarly concepts and theories to make sense of contemporary social problems for workers in multiple food sectors.
4. Investigate social movements and policy opportunities to reverse inequalities for food and farm workers.
5. Reflect on how our own lives are implicated in labour across the food chain.

Learning Outcomes

Once you have successfully completed this course, you should be able to:

1. Synthesize and critically analyze course material through in-class discussions.
2. Facilitate a vibrant group discussion and respectfully navigate contentious issues.
3. Gather high-quality, relevant and reliable data through peer-reviewed journals and other research sources.
4. Write a project proposal and publication-quality feature article.
5. Deliver an effective and engaging oral presentation.

Prerequisite

Enrollment in this class requires completion of 1.0 FCE at the 300+ level SOC course. Students without this prerequisite will be dropped. Limited to 4th-year Sociology majors and specialists.

Course Format

Instead of a traditional class centred on lectures by the instructor, this seminar is driven by student discussion and organized around individual final projects. Each student will have a chance to lead the class individually or in pairs. Leaders will begin with a short summary of assigned readings and then facilitate a class-wide discussion and critical analysis. My role as instructor will be to provide clarity, additional examples and support with group facilitation as needed. By actively contributing distinct points of view on debates, we will aim to develop knowledge collaboratively and come to new understandings together.

In addition to student-facilitated discussions, classes may include short presentations and in-class activities led by me, skill-building workshops, guest lectures and field trips.

Course Materials

All course materials will be posted on our Quercus site, including updates and assignment submission links. There is no course textbook. You are responsible for regularly checking for course announcements via your utoronto.ca address and/or Quercus.

ASSESSMENT AND DEADLINES

Assignments and Grading

Item	Grade weight	Where	Due Date
<i>Participation & Discussion Questions</i>	15%	Post discussion questions on Quercus; Participate in class	Discussion questions due by 11am before class; participation mark is ongoing
<i>Leading Class Discussion</i>	15%	In class	TBD
<i>Feature article</i>			
<i>Proposal + Meeting</i>	15%	Submit proposal on Quercus; Meeting in class.	11am 30 January; Meetings on 6 February
<i>Progress Report</i>	10%	Quercus	11am 4 March
<i>Draft</i>	0-15%	Quercus	11am 20 March
<i>Presentation</i>	10%	In class	11am 3 April
<i>Feature article</i>	20-35%	Quercus	11am 10 April

Notes:

- Assignment details will be provided on Quercus
- For important dates, see the Faculty of Arts & Science calendar at: <https://fas.calendar.utoronto.ca/sessional-dates>
 - e.g. 17 March = deadline to drop S-section courses from academic record/GPA

1. Participation

Part of your overall course grade is based on your discussion questions (described below) along with the quality and quantity of your active in-class engagement. This includes activities such as raising thoughtful comments/questions during discussions, actively engaging with guest speakers, and participating in in-class exercises. It also includes factors like arriving on time, being prepared with the readings done, taking notes, and being attentive and respectful toward members of the class. Please give others the space to express their perspectives, particularly if you disagree with them.

Everyone is expected to actively engage in the class conversation. If you find it difficult to contribute to discussions or encounter any other struggles in the course (e.g. keeping up with deadlines), ***please let me know as early as possible how I can support you.***

Discussion Questions

Write two discussion questions that help spur deeper reflection on and critical analysis of the assigned readings for the week. Please come to class prepared to read your questions and contribute to the discussion. In total, you must **submit five sets of questions** by replying to the designated weekly Discussion thread on Quercus. You can select whichever five classes you prefer (excluding Classes 1, 5 and 12). Questions are marked pass/fail based on whether they demonstrate your active engagement with that week's assigned readings. No marks for late questions.

2. Leading Class

Once during the semester, each student will take responsibility for leading a ~60-min class. You are NOT expected to do additional readings or prepare a formal slide show. Depending on class size, you will either do this solo or with a partner. This involves:

1. **'Toast-and-tell'** (similar to show-and-tell): Bring a food item, kitchen/gardening tool, recipe, picture or story that is culturally meaningful to you. Spend 3-5 minutes discussing its significance and relationship to labour. Although you are expected to spend time preparing your story, please do not feel pressured to spend money or prepare food for everyone! This is meant to be a fun cultural exchange.
2. **Summarize:** Briefly (~5 min) summarize key points in that week's readings and select 2-5 specialized terms from the readings to define with the class.
3. **Facilitate discussion:** Help colleagues relate course readings to broader sociological concepts, raise critiques, draw linkages across course materials, and connect course readings to current events (e.g. students' final projects, news media, social media, students' own lives, etc.). I encourage you to draw on the Discussion Questions posted on Quercus. You are welcome to use creative pedagogical techniques to keep the discussion dynamic and focused!

See Quercus for guidelines on leading class discussion.

3. Feature article

Throughout the semester, you will work toward a final project involving an original, in-depth feature article on a food and labour topic you care about.

3a. Proposal and Meeting

Your proposal will explain your final paper idea, the data you will be using, and how it connects to course themes. If you decide to collect original data through participant observation or interviews as part of your final paper (optional), you **MUST** include all recruitment, research and consent materials as an appendix to your proposal before beginning your data collection. You will meet with me during a pre-arranged time in class on February 6 to talk through your proposal, useful resources, and any potential issues. Assignment details on Quercus. 750 words max. (not including references or appendix)

3b. Progress Report

Your progress report will provide an update on what you have accomplished so far in your final paper, what still needs to be done, and any challenges you have encountered. Assignment details on Quercus. 500 words max.

3c. Draft (Optional)

To gain feedback, you may send me a draft version of your final paper. It should provide enough detail to give me a clear sense of your argument and contribution; you can use sub-headings and clear bullet points for any components of the paper that are still in progress. While I strongly encourage you to submit a draft, this is optional. It will count toward 0%-15% of your grade (whichever is most advantageous to you). 1500 words min.

- If you submit the draft and receive a higher mark on your final paper, I will replace your draft mark with your final paper mark, reflecting 35% of your course grade
- If your mark for the draft is higher than the final paper, I will retain the draft mark as 15% of your total course grade
- If you do not submit the draft, the final paper is worth 35% of your final grade

3d. Presentation

On the last day of class, you will give a 10-minute presentation on your final paper. Assignment details on Quercus.

3e. Feature Article

The purpose of this assignment is to create a long-form, in-depth article for a broad public audience. You have the option of collecting original data through participant observation (in a public place or semi-public place in which approval is not needed) or interviews. This requires considerable preparation and involves following ethical procedures in accordance with Research Ethics approval for this course (e.g. informed consent process, secure data storage, etc.). You are **NOT** obligated to collect original data.

While drawing on course concepts/theories, your paper should be written in a way that is 'translational' (i.e. understandable to non-sociologists). Your feature article could be:

- A news story or policy debate on food and labour

- A profile of overlooked food innovators or emerging labour struggles
- An under-explored conflict or tension in the food system
- A profile of a food sector, institution or corporation
- Another format of your choice (with instructor approval)

Your paper should include images obtained with appropriate copyright permissions (bonus points if you create original multimedia that complements your article). Assignment details on Quercus. 3500 words max. (excluding references).

CLASS SCHEDULE AND READINGS

Class	Date	Topic	Readings
1	9 Jan	Introductions and overview	<ul style="list-style-type: none"> • Course Syllabus
2	16 Jan	Marxist and anti-colonial approaches to labour under capitalism	<ul style="list-style-type: none"> • Wage labor and capital in R. C. Tucker, <i>The Marx-Engels reader</i> (pp. 203-17) • <i>Manifesto of the Communist Party</i> in R. C. Tucker, <i>The Marx-Engels reader</i> (pp. 473-491) • Epstein, A. B. (2015, January 13): The colonialism of the present: An interview with Glen Coulthard. <i>Jacobin</i>: https://www.jacobinmag.com/2015/01/indigenous-left-glen-coulthard-interview/
3	23 Jan	Major trends for food chain workers and racism today	<ul style="list-style-type: none"> • Besky, S., & Brown, S. (2015). Looking for work: Placing labor in food studies. <i>Labor: Studies in working-class history of the Americas</i>, 12(1-2), 19–43 • Food Chain Workers Alliance & Solidarity Research Cooperative (2016). <i>No piece of the pie: U.S. food workers in 2016</i> (pp. 1-21): http://foodchainworkers.org/wp-content/uploads/2011/05/FCWA_NoPieceOfThePie_P.pdf • Holt Giménez, E., & Harper, B. (2016, March 21). Food –systems –racism: From mistreatment to transformation. <i>Food First</i>: https://foodfirst.org/wp-content/uploads/2016/03/DR1Final.pdf
4	30 Jan	(Im)migrant farm workers	<ul style="list-style-type: none"> • Holmes, S. M. (2013). <i>Fresh fruit, broken bodies: Migrant farmworkers in the United States</i>. Berkeley and Los Angeles: University of California Press (pp. 12-13, 40-43) • Lee, M. S. (2016). <i>Migrant Dreams</i> [Film. 1hr28 min] https://tvo.org/video/documentaries/migrant-dreams-feature-version • Gray, M. (2014). The workers: Labor conditions, paternalism, and immigrant stories. In <i>Labor and the locavore: The making of a comprehensive food ethic</i>. Berkeley and Los Angeles: University of California Press (pp. 41-67)
5	6 Feb	Meat, seafood and food processing workers	<ul style="list-style-type: none"> • Bucklaschuk, J. (2016). A temporary program for permanent gains? Considering the workplace experiences of temporary foreign workers in Manitoba's hog-processing industry. In S. A. McDonald & B. Barnetson (Eds.), <i>Farm workers in Western Canada: Injustices and activism</i> (pp. 101–119) • Marschke, M., & Vandergeest, P. (2016). Slavery scandals: Unpacking labour challenges and policy responses within the off-shore fisheries sector. <i>Marine Policy</i>, 68, 39-46 • Mojtehedzadeh, S., & Kennedy, B. (2017, September 8). Undercover in temp nation. <i>Toronto Star</i>: projects.thestar.com/temp-employment-agencies/

6	13 Feb	Feminist approaches to unwaged work	<ul style="list-style-type: none"> • Beagan, B., Chapman, G. E., D'Sylva, A., & Bassett, B. R. (2008). "It's just easier for me to do it": Rationalizing the family division of foodwork. <i>Sociology</i>, 42(4), 653-671 • Meah, A. (2013). Reconceptualizing power and gendered subjectivities in domestic cooking spaces. <i>Progress in Human Geography</i>, 38(5), 671-690 • Weeks, K. (2014). The problems with work. <i>New Labor Forum</i>, 23(2), 10-12
20 Feb		READING WEEK – NO CLASS	
7	27 Feb	Food service and emotional labour	<ul style="list-style-type: none"> • Wharton, A. S. (2009). The sociology of emotional labor. <i>Annual Review of Sociology</i>, 35, 147-165 • Leidner, R. (2004). Fast-food work in the United States. In T. Royle & B. Towers (Eds.), <i>Labour relations in the global fast-food industry</i> (pp. 7-25) • Sanders, R. (2017, February 8). Slaps, gropes and comments 'non-stop.' <i>The Tyee</i>: https://thetyee.ca/News/2017/02/08/Servers-In-BC/
8	6 March	Political ecology and non-human animal labour	<ul style="list-style-type: none"> • Alkon, A. H. (2013). The socio-nature of local organic food. <i>Antipode</i>, 45(3), 663-680 • Coplen, A. K. (2018). The labor between farm and table: Cultivating an urban political ecology of agrifood for the 21st century. <i>Geography Compass</i>, 8(3), 1-12 • Wadiwel, D. (2018). On the labour of animals. <i>Progress in Political Economy</i>. http://ppesydney.net/on-the-labour-of-animals/
9	13 March	Models of food worker organizing	<ul style="list-style-type: none"> • Jayaraman, S., & Ness, I. (2005). Models of worker organizing. <i>The new urban immigrant workforce: Innovative models for labor organizing</i>. Abingon, Oxon and New York: Routledge (pp. 71-84) • Minkoff-Zern, L. A. (2017). Farmworker-led movements then and now. In A. Alkon & J. Guthman, <i>The new food activism: Opposition, cooperation, and collective action</i>. Berkeley and Los Angeles: University of California Press (pp. 157-178) • Rozworski, M. (2015, April 10). Having the hard conversations: An interview with Jane McAlevey. <i>Jacobin</i>: https://bit.ly/2RHNNPN OR podcast recording: https://bit.ly/2zEIXVG
10	20 March	Market-based approaches to worker justice	<ul style="list-style-type: none"> • Lo, J., & Koenig, B. (2017). Food workers and consumers organizing together for food justice. In A. Alkon & J. Guthman, <i>The new food activism: Opposition, cooperation, and collective action</i>. Berkeley and Los Angeles: University of California Press (pp. 133-156) • Jayaraman, S. (2014). Feeding America: Immigrants in the restaurant industry and throughout the food system take action for change. <i>Social Research: An International Quarterly</i>, 81(2), 347-358 • Besky, S. (2008). Can a plantation be fair? Paradoxes and possibilities in fair trade Darjeeling tea certification. <i>Anthropology of Work Review</i>, 29(1), 1-9
11	27 March	The means of production	<ul style="list-style-type: none"> • Minkoff-Zern, L. A. (2018). Race, immigration and the agrarian question: Farmworkers becoming farmers in the United States. <i>The Journal of Peasant Studies</i>, 45(2), 389-408 • Hale, J., & Carolan, M. (2018). Cooperative or uncooperative cooperatives? Digging into the process of cooperation in food and agriculture cooperatives. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 8(1), 113-132

			<ul style="list-style-type: none"> Houck, B. (2018, May 25). Want better working conditions in restaurants? Build a co-op. <i>Civil Eats</i>: https://civileats.com/2018/05/25/want-better-working-conditions-in-restaurants-build-a-co-op/
12	3 April	Final Presentations	

COURSE EXPECTATIONS

Academic Integrity and Plagiarism

Plagiarism is quoting or paraphrasing another author's work, including the work of fellow students, without proper use of citations and/or quotations marks. You should not be submitting any academic work for which you have previously obtained or are currently seeking credit without first discussing this with me. Paraphrasing too close to the source, making up sources or facts, and obtaining/receiving unauthorized assistance on an assignment can also be considered offences. Some useful resources:

- Academic integrity: <http://academicintegrity.utoronto.ca>
- How not to plagiarize: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Cheating and plagiarism are serious offenses at UofT. All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour, research and citation methods, please chat with me or seek out other institutional resources. To remind you of these expectations and help you avoid accidental offences, I will ask you to include a signed [Academic Integrity Checklist](#) with your written assignments. If you do not include the statement, your work will not be graded.

Assignment Submissions and Late Penalties

Please submit assignments electronically by **11:00am** to Quercus on the due date (Go to *Course Materials* > *Assignments*). I will only accept hard copies in exceptional circumstances, provided you have cleared this with me in advance. Late assignments will be penalized 5% per day (including weekends). Assignments will not be accepted more than six days after the due date. Late discussion questions will not be accepted.

Attendance Policy

- Please show respect to me and to your fellow classmates by arriving on time.
- If you cannot come to class, please email me a day or so in advance.
- Missing three classes without documentation drops your grade one letter. Missing five classes without documentation is an automatic fail.

Contacting the Instructor

- If you have a question requiring more than a brief email response, please see me in person during office hours.

- Please include the course code (SOC 498) in the email subject line.
- Please treat emails like any other professional communication.
- I will try to respond to messages within two working days.
 - Please allow adequate time for me to respond (e.g. avoid sending last-minute emails before an assignment is due).
 - I may not check or respond to emails on weekends or outside of regular working hours (9am-5pm).
- Before emailing me, please ensure your question is not answered in the syllabus or on the course website. If it is, I may not respond.

Contributing to a Healthy, Inclusive Learning Environment

I expect everyone to help create a classroom community that is welcoming to all, regardless of race, ethnicity, religion, culture, age, ability, gender, or sexual orientation. This class should challenge you to explore controversial social, ethical and political issues, which may sometimes be uncomfortable. If you disagree with someone's point of view, I encourage you to be open-minded, curious, practice active listening, and respectfully express your own perspective. Respect includes giving full attention to speakers and refraining from interrupting others. There is no tolerance for rudeness, slurs, or personal attacks; violation of this policy may be reflected in the participation grade.

Electronic Devices

Although laptops/iPads are permitted in class, I would prefer if you took handwritten notes. Studies have shown that written notes lead to better understanding of material than typed notes, that students with open laptops during classes tend to score lower overall on tests and exams, and that distractions on laptops negatively affect peers' performance. ***If you use a laptop to take notes, please do not use it in a way that is distracting or for non-class activities*** (e.g. email, Instagram, shopping, etc.). Inappropriate use of electronic devices may be reflected in your participation mark. Please set cell phones to silent and keep them tucked away during class. If you must use a cell phone (e.g. family emergencies), please step into the hallway to text or call.

Grade Appeals

Most grade appeals result in the same mark. While a mark may go up, it may also go down. If you are dissatisfied with your grade on an assignment:

1. Wait at least 24 hours after receiving your mark;
2. Carefully re-read your assignment, all assignment guidelines, marking schemes, and my comments.
3. Send me grade appeal by email within 8 days of receiving the mark.
 - a. In your email, include one paragraph clearly indicating why you believe you should receive a regrade, the original assignment, and all original comments.

Missing Work

You are expected to complete all assignments by the dates indicated in this outline. Exemption or deferral of an assignment or examination is only permitted for a medical or

personal emergency or due to religious observance. Please notify me if you anticipate any problems in meeting the deadlines outlined here. If you miss an assignment deadline, I will expect you to come forward as soon as possible, and usually no later than 5 days after the deadline. I will request documentation in order to accommodate missed term work, e.g.

- U of T Verification of Illness or Injury Form (available [online](#))
- Student Health or Disability Related Certificate
- A College Registrar's Letter
- Accessibility Services Letter
- Doctor's note (MUST indicate start and anticipated end date of illness)

Visual and Audio Recording

You are not permitted to make any video, photo or audio recordings of any aspects of in-class meetings unless there are exceptional circumstances (e.g. accessibility needs). If you would like to take photos or videos during class, please chat with me beforehand.

SUPPORT, ACCOMMODATION AND SERVICES

Accessibility

I am committed to accessibility and welcome diverse learning styles. If you require accommodations for a disability or health consideration, or if you have any accessibility needs in the course, please approach me and/or contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or www.studentlife.utoronto.ca/as

Childcare

Many students have a child to care for in their life. I understand that sometimes childcare plans fall through. If this happens, feel free to bring your child to class. Please simply bring materials to keep them busy and remain mindful of your classmates.

Food and Housing Security

When students encounter barriers to accessing food and/or housing, it can significantly impede their learning. If you are in this situation, I encourage you to contact your college registrar. If you feel comfortable, please feel free to contact me, and I will do my best to connect you with resources. The UofT Students Union operates a free, year-round campus food bank (<https://www.utsu.ca/services/food-bank/>), and Student Life offers housing ideas (<http://www.studentlife.utoronto.ca/hs>).

Library

University of Toronto Libraries provide access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, email, chat, and in-person. For more information on services and resources available: <https://oneseach.library.utoronto.ca/>

Mental Health and Academic Impediments

Please contact me right away if you encounter a situation that compromises your ability to perform to your full potential in this course. If you have mental health concerns, you are not alone! Health and wellness resources at UofT: <http://www.studentlife.utoronto.ca/hwc>

Writing Resources at UofT

- The Writing Centre: www.writing.utoronto.ca
 - Writing Centre Summer 2018 Openings: <http://writing.utoronto.ca/news/writing-centre-summer-openings-2/>
- English language support:
 - <http://writing.utoronto.ca/support/english-language-support/>
 - <http://www.artsci.utoronto.ca/current/advising/ell>
- 60+ advice files on all aspects of writing: <http://advice.writing.utoronto.ca/student-pdfs/>
- *Please use APA formatting for citations and references on assignments. See: <https://owl.english.purdue.edu/owl/resource/560/01/> (other formatting requirements will be specified in the assignment guidelines)