**Food Justice Book Club:**

The content in Chapter 13 provides an opportunity for a collaborative book club assignment with reading of interdisciplinary titles in social justice and food. Please find a list of suggested titles below.

The texts below are recommended given the potential for their content to inform critical reflective inquiry around topics of equality and social justice in the food system.

There are several ways to accomplish the goal of exposing students to interdisciplinary texts on food justice. Two suggestions are:

* Students in a small group (4-6) all read the same book over the course of approximately 6 weeks. Each week, a section of the text is assigned to finish in advance of class meeting. During class (in person or online), one student from the group leads the discussion on the assigned content for the week. The leader prepares at least 5 discussion questions and is expected to maintain discussion in their group through prompts and follow up questions for a period of time (e.g. 45 minutes)
* Students in a small group (3-5) read the same book while the other groups in the class each read a different book. Each small group collaborates on a summary presentation to highlight key points, take-home messages, and remaining questions.
* Students in a small group (4-6) each read a different book. They provide a synopsis and short presentation about their individual book to other members of the group to provide a synopsis of the book, take-home messages, and remaining questions.
* Optional: encourage students to follow-up on their take-home message from the text to provide evidence-based action items or interventions to support the a key challenge or problem posed in the text.
* In each scenario, it is advisable to require an independent reflection paper or journal entries from each student, even for low stakes grading, to encourage accountability to completion of the reading.

Evaluation:

* When assigning in-class presentations or discussions, be sure to include parameters on length per presentation (even further breaking it down by the parts of the individual presentation e.g. 5-minute synopsis), and the expectations for use of technology (e.g. slide show required or recommended)
* Expectations are also recommended for reflection paper assignments, including content, length, format, and guidelines for references.

Titles:

Franchise: The golden arches in Black America (Chastain, 2021)

Chop Suey: A cultural history of Chinese food in the United States (Coe, 2009)

Diners, Dudes, and Diets: How gender and power collide in food media and culture (Contois, 2020)

The Secret Life of Groceries (Lorr, 2020)

Soul Food: The surprising story of American cuisine, one plate at a time (Miller, 2013)

Stealing Buddha’s Dinner: A memoir (Nguyen, 2008)

Notes from a Young Black Chef: A memoir (Onwuachi, 2020)

Southern Food and Civil Rights: Feeding the revolution (Opie, 2017)

Black Food Geographies: Race, self-reliance, and food access in Washington, D.C. (Reese, 2019)

Trail of Crumbs: Hunger, love, and the search for home (Sunee, 2008)

The Cooking Gene: A journey through African American culinary history in the old south (Twitty, 2018)