

**RELST/ENVSC 372**  
**JUDAISM, JUSTICE, AND FOOD**  
**SPRING 2024**

**Course Description**  
An exploration of the relationship between food, justice, and Jewish identities. Students learn about Jewish ethnic, cultural, and religious history as they explore the complex justice issues related to food. Students investigate all aspects of food production including growing, processing, cooking, and eating as they relate to issues of race, gender, religion, class, and sexuality. Students examine Jewish biblical dietary laws, rabbinic regulations, and modern kosher cookbooks to understand the formation and flexibility of Jewish food systems.  
**Distribution Requirements: HE and PD**

**Environmental Science and Sustainability Major Learning Outcomes**  
Students who successfully complete a major in Environmental Science and Sustainability are expected to be able to:

1. Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
2. Demonstrate a general understanding of the qualitative and quantitative research methods to gain empirical evidence bearing on evaluation of environmentally sustainable alternatives
3. Demonstrate depth of critical analysis and writing of environmental problems that span popular, 'gray' and primary publications.
4. Demonstrate the ability to locate, interpret and apply published research and lessons from successful projects to a focused environmental solution with potential regional stakeholders
5. Design, conduct and present (orally and in writing) independent research that is consistent with the highest standards and practices of research in environmental science
6. Be well-prepared for meaningful careers and post-graduate education in fields related to environmental science and beyond

**Religion in American Life Minor Outcomes**  
Students who successfully complete a minor in Religion in American Life should be able to:

1. Engage in the academic study of religion and be able to describe and use religious studies terms and ideas.
2. Examine a variety of primary textual, media, and material sources and employ them to craft increasingly complex arguments about religion.
3. Recognize the diversity between and within religious traditions and identify the ways that power, privilege and difference shape religious worlds.
4. Explain the ways that religion functions in culture and history and how it shapes communities, cultures, and societies.

**Meeting Times:**  
Mon./Weds. 11:00 AM -12:15 PM  
**Meeting Location:** Carr 239  
**Instructor:** Dr. Adrienne Krone  
**Email:** [akrone@allegheny.edu](mailto:akrone@allegheny.edu)  
**Office:** Carr 202  
**Office Hours:**  
Mondays 2:00pm – 4:00pm  
Tuesdays 10:00am – 12:00pm  
Wednesdays 2:00pm - 4:00pm  
**Note:** Email is the best way to reach me outside of office hours.

**Course Learning Outcomes:**  
Students who successfully complete this course should be able to:

1. Interpret human experiences as conveyed in texts of and about Judaism and be able to identify Jewish concepts related to food and explain key aspects of Jewish foodways.
2. Demonstrate an understanding of the role of power, privilege, and difference in food systems and be able to analyze justice issues in the modern food system and discuss them in relation to Jewish foodways using critical tools.
3. Apply a cultural lens, in this case Jewish texts and traditions, to a modern problem and use that lens to propose culturally appropriate solutions.



**Required Texts**  
There are no required books, all readings will be posted on Canvas.



## Course Expectations

This course does not assume a background in the academic study of Judaism. However, in this course you will learn how to study Judaism and Jewish texts and the food system using academic tools.

Our classroom will be an environment where the free exchange of ideas and opinions will foster learning because we can learn from those around us. Please remember that we represent a variety of religious, ethnic, and social backgrounds as well as abilities, genders, and sexualities. Please enter into all conversations with respect for your classmates and for different opinions.

Some important virtues for the study of a religious/moral/cultural/political tradition like Judaism include:

- Being careful in your reading, observing, and listening
- Being open-minded and honest about your own prejudices
- Being tolerant of difference while also being critically-minded.

## Religious Observance

If you need to miss class or reschedule a final examination due to a religious observance, please speak to the professor well in advance to make arrangements.

Please see

<https://sites.allegheeny.edu/religiouslife/religious-holy-days/> for more details.

## Accommodations

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Student Accessibility and Support Services (SASS) at (814) 332-2898. Student Accessibility and Support Services is located in Pelletier Library. Please do this as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please see <https://sites.allegheeny.edu/studentaccessibility/> for more details.



## Allegheny College Statement of Community

Allegheny students and employees are committed to creating an inclusive, respectful and safe residential learning community that will actively confront and challenge racism, sexism, heterosexism, religious bigotry, and other forms of harassment and discrimination. We encourage individual growth by promoting a free exchange of ideas in a setting that values diversity, trust and equality. So that the right of all to participate in a shared learning experience is upheld, Allegheny affirms its commitment to the principles of freedom of speech and inquiry, while at the same time fostering responsibility and accountability in the exercise of these freedoms.

## Observe The Honor Code

Please familiarize yourself with the Honor Code, which you can find at

<https://sites.allegheeny.edu/studentuccess/academic-honor-program/>. Pay careful attention to the sections on plagiarism in advance of turning in written assignments.





# RESOURCES

## Mental Health and Wellness

As a college student, there may be times when personal stressors, struggles, and/or traumas interfere with your academic performance and/or negatively impact your daily life. Allegheny College recognizes that mental health is an important piece of the holistic human experience, and that this experience influences your academic success. We encourage students to prioritize their mental well-being by seeking services and support as needed.

Keep in mind, course deadlines, absences, and accommodations for mental health are subject to the course policies and expectations that are set within this syllabus. Students are encouraged to communicate with their professors as soon as possible regarding their needs and seek support if their mental health impacts their academic performance or daily life. When you find yourself struggling emotionally, remember that there are supports available, and you are not alone.

Students who are in need of mental health support can access multiple resources to receive support. The 98.6 CampusCare app provides physical and behavioral health consultation and supports free of charge 24/7 via telehealth for any actively enrolled student who downloads and signs up with their smartphone. Allegheny College has also partnered with ECPS (Edinboro Counseling and Psychological Services) to provide in-person therapy on campus. The ECPS partnership with Allegheny College delivers holistic mental health services to the Allegheny College student community through brief individual counseling, and crisis support. Students may request services from ECPS by calling (814) 332-4368 or by emailing the Wellness Case Manager at [wellness@allegheny.edu](mailto:wellness@allegheny.edu).

If you or someone you know is experiencing a mental health emergency, please call the 988 Suicide and Crisis Lifeline, Public Safety (814-332-3357), or 911. All of these urgent resources are available 24/7/365. *When in doubt, reach out.*



## Justice Starts Here

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, some toiletries and food are available in the Mutual Aid Closet in the IDEAS Center.

## Gator Success Grants

The Gator Success Grant program is designed to provide students with additional financial assistance to offset the total cost of college attendance and to encourage successful on-time degree completion. Currently enrolled students who have an unanticipated need are invited to apply. Grants are usually from a few hundred to a few thousand dollars, depending on the request and the student's need. Please direct questions to [studentsuccess@allegheny.edu](mailto:studentsuccess@allegheny.edu).

## Class Deans

The Office of Class Deans in Pelletier Library serves as a place for students to begin seeking assistance and answers to their questions related to college life. If you have a question and don't know who to ask – ask a class dean. If you want advice – talk to a class dean. Niki Fjeldal is the First Year Class Dean, Amy Stearns is the Second Year Class Dean / Director of Transfer Advising, and Jonathon May is the Third/Fourth Year Class Dean. Please contact them individually or through [studentsuccess@allegheny.edu](mailto:studentsuccess@allegheny.edu).



# Opt-In Grading

## Why though?

There's a lot of evidence that suggests that grading isn't 100% objective and that often grades reflect unconscious instructor biases. We don't want that, do we? The goal here is to learn something about justice issues in the modern food system and something about Jewish foodways. The assignments are set up so that you can explore aspects of the food system and Jewish foodways that interest you. My hope is that this flexibility will allow you to experiment, explore, and feel less stressed.

## Ok, so how does it work?

Opt-in grading means you get to decide how much energy you can devote to this course and you can plan your workload accordingly.

	A Range Grade	B Range Grade	C Range Grade	D Range Grade	F Range Grade
<b>Attendance and Participation</b>	Attend and participate at least 90% of the time	Attend and participate at least 80% of the time	Attend and participate at least 70% of the time	Attend and participate at least 60% of the time	Attend and participate less than 60% of the time
<b>Discussion Board Posts</b>	Post 13 out of 14 weeks	Post 12 out of 14 weeks	Post 10 out of 14 weeks	Post 8 out of 14 weeks	Post 7 or fewer weeks
<b>Discussion Leading</b>	Lead discussion and turn in a reflection	Lead discussion and turn in a reflection	Lead discussion and turn in a reflection	Lead discussion but don't turn in a reflection	
<b>Creative Kosher Project</b>	Complete the Creative Kosher Project and turn in a reflection	Complete the Creative Kosher Project and turn in a reflection	Complete the Creative Kosher Project and turn in a reflection		
<b>Just Kosher Project</b>	Just Kosher Project Option A	Just Kosher Project Option A or B	Just Kosher Project Option A, B, or C		
<b>Jewish Food Response Paper</b>	Complete the Jewish Food Response Paper	Complete the Jewish Food Response Paper			

## \*Discussion Board Posts

Posts are due weekly on Fridays by 11:59 PM. Discussion boards will close at the end of each unit and posts will not be accepted after a discussion board closes.

### Ok, but pluses and minuses exist...

Yes they do! And I'll use them to account for exemplary or unsatisfactory work and timeliness within the options.

### Can I exchange assignments between columns?

Sorry, no. Assignments were selected for each option with the course learning objectives on mind.

### So can I turn in just anything and get credit?

No. For an assignment to count as complete, you will have to follow all directions (posted separately on Canvas) and complete all portions of the assignment.

## How on earth did you come up with this?

The general framework, some language, and several jokes were borrowed with gratitude from Dr. Megan Goodwin. This note was borrowed from Dr. Rebecca Epstein-Levi. And this citation demonstrates how to avoid plagiarism in informal writing!



# COURSE SCHEDULE

Date	Topic	Reading	Assignment
Weds. 1/17	Intro and Welcome	Course Syllabus Safran Foer, "Storytelling" from <i>Eating Animals</i>	
<b>Unit 1: What is Jewish Food?</b>			
Mon. 1/22	Kosher 101	Safran Foer, "All or Nothing or Something Else" from <i>Eating Animals</i> Dosick, "Kashrut"	
Weds. 1/24	Kosher 102	Abusch-Magder, "Kashrut: The Possibility and Limits of Women's Domestic Power"	
Mon. 1/29	Biblical Foodways	Goodfriend, "Food in the Biblical Era"	
Weds. 1/31	Rabbinic Foodways	Rosenblum, "Realia"	
Mon. 2/5	Jewish Foodways 1	Roden, "A Celebration of Roots"	
Weds. 2/7	Jewish Foodways 2	Merwin, Introduction to <i>Pastrami on Rye</i>	
<b>Unit 2: Food, Power, and Bodies</b>			
Mon. 2/12	Food and Power 1	Raviv, "Still Life"	
Weds. 2/14	Food and Power 2	Avieli, "The Hummus Wars"	
Mon. 2/19	Food Sovereignty	Schanbacher, "Food Sovereignty as an Alternative"	
Weds. 2/21	Creative Kosher Project Workday		
Mon. 2/26	Food and Bodies	Guthman, "Whose Problem is Obesity?" Maintenance Phase Podcast: Is Being Fat Bad for You?	
Weds. 2/28	Food and Bodies	Berlant, "Risky Bigness"	Creative Kosher Project Due
Mon. 3/4 and Weds. 3/6	<b>NO CLASS - SPRING BREAK</b>		



# COURSE SCHEDULE

Date	Topic	Reading	Assignment
<b>Unit 3: Food Injustices</b>			
Mon. 3/11	Big Kosher	Fishkoff, "It's a Kosher, Kosher World"	
Weds. 3/13	Advances in Kosher Food	R. Gross, "Jews, Schmaltz, and Crisco in the Age of Industrial Food" Nice Try! Podcast: The Crock-Pot	
Mon. 3/18	Kosher Meat	Safran Foer, "Words/Meaning" A. Gross, "The Event and Response"	
Weds. 3/20	Meat and Gender	Adams, excerpts from <i>The Sexual Politics of Meat</i> Rosenberg and Dutkiewicz, "The Meat Industry's Bestiality Problem"	
Mon. 3/25	Food and Race 1	Twitty, excerpts from <i>The Cooking Gene</i> and <i>Kosher Soul</i>	
Weds. 3/27	Food and Race 2	Penniman, "Black Land Matters"	
Mon. 4/1	Food and Labor 1	Holmes, "Introduction" from <i>Fresh Fruit, Broken Bodies</i>	
Weds. 4/3	Food and Labor 2	Pachirat, "Hidden in Plain Sight"	
<b>Unit 4: Moving towards Food Justice</b>			
Mon. 4/8	Food Justice	Guthman, "If They Only Knew" Rosenberg and Dutkiewicz, "Abolish the Department of Agriculture"	
Weds. 4/10	Jewish Food Justice	Krone, "Ecological Ethics in the Jewish Community Farming Movement"	Jewish Food Response Paper Due
Mon. 4/15	Food Security and Climate Change	IPCC Fact sheet on Food and Water Civil Eats article on the 2023 IPCC Report	
Weds. 4/17	Food, Beliefs, and Climate Change	Safran Foer, "Unbelievable" from <i>We are the Weather</i>	
Mon. 4/22	Food Waste	Gunders, "Wasted"	
Weds. 4/24	Judaism and Food Waste	Yoreh, Conclusion from <i>Waste Not</i>	
Mon. 4/29	Closing Conversation		
<b>Tues. 5/7</b>	<b>Just Kosher Project due at 12:00 pm on Canvas (the end of our scheduled exam period)</b>		

