

## Activity: Reading Discussion



**TIME ESTIMATE**  
45 minutes



**OPTIONAL MATERIALS**  
Whiteboard, whiteboard markers, markers, paper

### PURPOSE

To encourages participants to comprehend the reading material, engage in peer discussions and build oral communication and critical thinking skills.

### DESCRIPTION

In groups of 3-6 depending on class size, participants will debrief the reading and background material.

### FACILITATOR NOTE

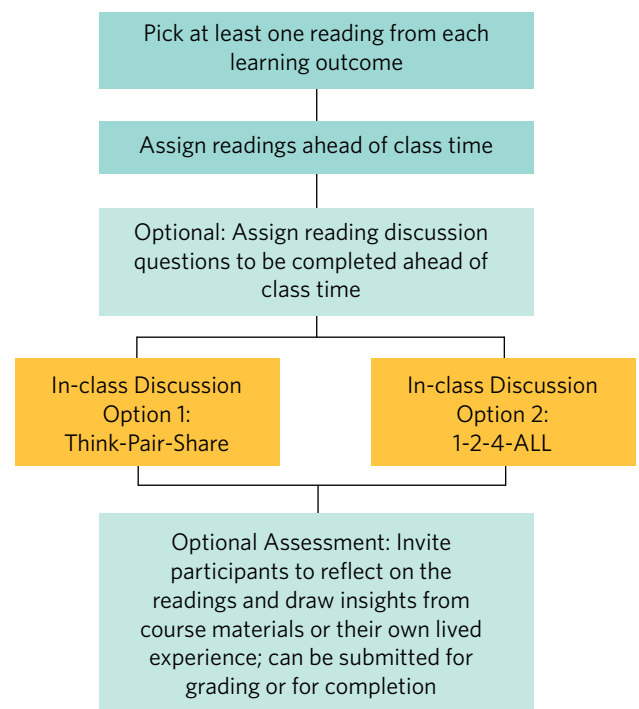
Readings are linked to the module's Learning Outcomes (LOs) with a minimum three readings listed per learning outcome. Pick and choose readings based on what LOs work best in your classroom and which readings are most relevant to your discipline. Feel free to modify the questions to suit your own contexts. These questions can be distributed beforehand or during the activity.

## HOW-TO GUIDE FOR FACILITATORS/ EDUCATORS

Each learning module has three learning outcomes. Each learning outcome is accompanied with a set of readings and discussion questions for each reading. The readings are meant to complement the Background material. This guide provides instructions on how these discussion questions can be incorporated into the classroom. These serve as sample guidelines, so feel free to adapt this activity to your classroom and teaching style! Facilitators are encouraged to review the Facilitator Guide before class time.

## STEPS

- 1 From the reading list, pick at least one reading from each learning outcome that would fit best with your learning goals. Some areas of consideration include discussion questions you hope to engage in, length of reading and author(s).
- 2 Assign readings ahead of class time so learners come prepared to engage in discussion.
- 3 Break the class up into groups, group size depends on which option is selected below. Groups can be broken up by the reading (ie have one group discuss the reading connected to Learning Outcome #1) and then each group would share their discussion so that the entire group would hear about each reading even if they only discuss one reading.
- 4 Present discussion questions during class either on a whiteboard, presentation or printed on a piece of paper.



## MODULE 3: DIASPORIC FOODWAYS

- 4 Provide participants with the following options to conduct the discussions:

## Option 1: Think-Pair-Share

1. Break the participants into smaller groups of ideally 5-6 people depending on how many learners are in your class. Assign each group to discuss a reading by reviewing the discussion questions together.
2. Participants will individually reflect on the discussion questions and share their responses within the small groups.
3. Once participants have finished their discussion in the small group (~20-25 mins), have them report back the key points of their discussion to the larger group.

Option 2 for smaller class sizes of ~12-15 participants or less: : 1-2-4-ALL<sup>1</sup>

1. (1, individually) Learners will reflect on the discussion questions individually in silence for 1 minute.
2. (2, pairs) Learners will pair up with another student and generate ideas for the 2 minutes.
3. (4, small group) Learners will form groups of 4 to share and develop ideas for 4 minutes.
4. (ALL) Learners will return to the larger group to report insights and takeaways for 5 minutes before proceeding onto the next question.
5. During 'ALL', limit the number of shared ideas to 2 to 4, especially in large groups, and maintain the rule of one conversation at a time.
6. You are encouraged to use a visual or auditory cue (e.g. a bell) to announce transitions since this format is time-sensitive.
7. Ensure that every group and individual has an opportunity to share and be heard so that no one individual or a few groups are dominating the group sharing. We suggest reviewing community agreements with the class before the start of the activity.

<sup>1</sup> This method is adapted from [Liberating Structures](#).

- 5 Alternatively, discussion questions can be assigned to be completed ahead of class time.

- Have learners complete a one-page reading reflection to briefly answer the discussion questions ahead of class.
- During class time, learners can go through their answers in small groups and reference their written reflection.
- Depending on instructor capacity, learners can submit their written reflection as an assignment (graded or for completion). This allows instructors to provide constructive feedback and effectively address any misconceptions at the beginning of the next class.

## ASSESSMENT

Educators can choose to incorporate reading reflections as graded or non-graded (for completion) assignments. Educators are encouraged to share guiding questions, suggested word count and an evaluation rubric (if graded) for clarity on what is expected from the student. Educators may also choose to invite learners to draw insights from course materials (lectures, readings, other activities if applicable) or from the learners' own lived experience and academic background based on their comfort levels.

## NOTES:

## MODULE 3: DIASPORIC FOODWAYS

## READINGS AND DISCUSSION QUESTIONS

**Learning Outcome #1:** Examine race as a social construct and the impacts of racism on racialized diasporic communities in the food system.

### 1. Race in the study of food.

Slocum, R. (2011). Race in the study of food. *Progress in Human Geography*, 35(3), 303-327.

- In what ways is race a social construction? How is only thinking about race as a construct a problematic approach?
- What is racial embodiment and the materiality of race?

### 2. Diaspora and Belonging.

Hogarth, K., & Fletcher, W. L. (2018). Diaspora and Belonging. In Hogarth, K., & Fletcher, *A space for race : Decoding racism, multiculturalism, and post-colonialism in the quest for belonging in canada and beyond*, 49-69. New York, NY: Oxford University Press.

- Note the definitions of race, racialized and racialization on pages 1 and 2. How are they defined?
- When was a time you had to negotiate belonging?
- What do the authors say about the entanglement of colonialism and multiculturalism? How does this connect with understandings and experiences of diaspora?

### 3. Critical Race Theory (1970s-present).

Lab, P. W. (n.d.). Critical Race Theory.. *Purdue Writing Lab*.

- Who are the key thinkers and scholars behind the development of this theory and what does it reveal?
- What are some of the critiques of Critical Race Theory?
- How can we apply a critical race lens to understanding race in food systems?
- How can we counter whiteness and white supremacy in the food system?

### 4. Doing Justice to Bodies? Reflections on Food Justice, Race, and Biology.

Guthman, Julie. (2014). Doing Justice to Bodies? Reflections on Food Justice, Race, and Biology. *Antipode*, 46, 1153- 1171, <https://doi.org/10.1111/anti.1017>

- How do our racial identities shape our relationship with food and our bodies?
- In what ways do racial science and the field of biology create racial differences?
- How can we “be mindful of how we use existing racial categories”, as the author suggests? What are other alternatives?

**Learning Outcome #2:** Recognize personal connection to food as a means of (un)belonging based on historical and current inequities in diasporic communities to better understand the concept of epistemic justice.

### 1. Food practices and transnational identities.

Chapman, G. E., & Beagan, B. L. (2013). Food practices and transnational identities: Case studies of two Punjabi-Canadian families. *Food, Culture and Society*, 16(3), 367-386. <https://doi.org/10.2752/175174413X13673466711688>.

- How did families challenge and reinvent cultural norms in food preparation and consumption? Consider the role of gender.
- How is tradition and authenticity conceptualized?

### 2. Qahwa and Kleiche: Drinking Coffee in Oral History Interviews with Iraqi Women in Diaspora

Jones-Gailani, N. (2017). Qahwa and Kleiche: Drinking Coffee in Oral History Interviews with Iraqi Women in Diaspora. *Global Food History*, 3(1), 84-100. <https://doi.org/10.1080/20549547.2017.1278347>

- What is the role of coffee and tea in rituals?
- How is the sharing of coffee a diasporic experience?

## MODULE 3: DIASPORIC FOODWAYS

## 3. Potatoes in the Rice Cooker Family Food Pedagogies, Bodily Memories , Meal-time Senses and Racial Practices.

Flowers, R., & Swan, E. (2015). Potatoes in the Rice Cooker: Family Food Pedagogies, Bodily Memories, Meal-time Senses and Racial Practices. *Food Pedagogies*, 49-74. <https://doi.org/10.4324/9781315582689-3>.

- What are some of the ways in which food practice socializes us in the family unit/in the process of home-building?
- What are examples of how the identity of being mixed-race interwoven into food practices?
- Are potatoes in the rice cooker a compromise, an innovation, a constraint, and/or an adaptation?

4. [Say It With Noodles: A Comic about Food and Language](#)

Khor, S.Y. (n.d.) Say It with Noodles: On Learning to Speak the Language of Food. *Catapult*.

- What is the connection between food and language?
- In what ways is food a translator/translation?

**Learning Outcome #3:** Recognize personal connection to food as a means of (un)belonging based on historical and current inequities in diasporic communities to better understand the concept of epistemic justice.

1. [There's Never Been Anyone Else Like Me Here.](#)

E73: There's Never Been Anyone Else Like Me (w/ Soleil Ho). (n.d.). *The Racist Sandwich Podcast*.

- How is cultural appropriation defined in this podcast?
- Why is there a push-back for Soleil's way of working? (See this article: [Le Colonial is an Orientalist specter](#), as an example of her work.)
- Review this [resource sheet on cultural appropriation](#) created by the Anti-Oppression Resource and Training Alliance (AORTA) in 2015. What other guiding questions would you include?

## 2. Vegans of Color, Racialized Embodiment, and Problematics of the " Exotic"

Alkon, A. H., & Agyeman, J. (Eds.). (2011). Chapter 10: Vegans of Color, Racialized Embodiment, and Problematics of the " Exotic". *Cultivating Food Justice: Race, Class, and Sustainability*. The MIT Press. <https://doi.org/10.7551/mitpress/8922.001.0001>.

- In what ways does Harper problematize the "exotification" of non-white vegan foods? What examples have you seen around you?
- What is the irony that is brought up around "speciesism" and white privilege?

3. [Our Idea of Healthy Eating Excludes Other Cultures, and That's a Problem](#)

R.D.N, T. M. (n.d.). Our Idea of Healthy Eating Excludes Other Cultures, and That's a Problem. *SELF*.

- How does the concept of 'healthy' eating exclude cultures? How have you experienced this in your personal life?
- Extension: Visit [www.diversifydietetics.org](http://www.diversifydietetics.org) for more information on dietetics and its cross section with racial and ethnic diversity.

## ASSESSMENT: READING QUIZ

Administer an online or in class quiz on one or several of the readings before the activities.

- Option 1: Refer to the guiding questions listed with the readings
- Option 2: As a pre-reading assignment, have participants submit a question from the readings. Select and compile the most relevant questions to create a reading quiz.