



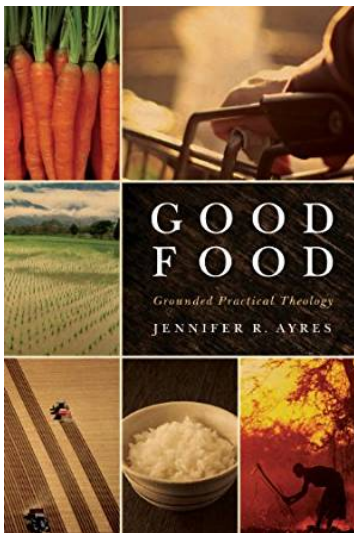
McMaster Divinity College

Course Syllabus Just Food?: Hunger and Food in Scripture and Ministry (MS/OT 3XH3)

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McMaster Divinity College (MDC)

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Spring 2018, June 5–21, 2018, Tues/Thurs nights, 6:30 – 9:30 PM
Room at MDC: To be announced. Join us in the downstairs lounge for dinner together before every class if you can (5:00 – 6:15 PM)!



I (Alex) am a PhD candidate at MDC. My research and publications address Old Testament ethics and ecology, especially in Amos. I am co-chair of a yearly conference session entitled “Ecological Ethics and Biblical Studies.” As a volunteer leader I enjoy investing in adult and children’s education in my church (Hughson St. Baptist). I’m neither a dietician nor a “foodie,” but I’m convinced the Bible can speak to the significance of our daily bread for every vocational path.

I’m glad to meet for “office hours” at MDC by appointment made ahead of time in person or by email (stewarac@mcmaster.ca).

I. Course Description

An exploration of topics related to food and hunger in the Bible and the Christian life. Food connects us to social justice concerns, global poverty, personal and environmental health, animal ethics, hospitality, our spirituality, and more. This course will discuss the dynamics of food production, distribution, and consumption in biblical and contemporary contexts, and will allow for sharing meals together and addressing a cause of interest. Students will interact with diverse perspectives and write about food-related blessings and challenges for their own ministry contexts as they cultivate a theology of food. The course will encourage us all to eat “just” food in both senses of the term.

Program Specializations (MDiv/MTS/Auditors): Biblical Studies (BS), Pastoral Studies (PS), Christian Worldview (CW), Church and Culture (CC). Occasional, L.O.P., Non-Degree Students, and Auditors are most welcome.



II. Learning Outcomes



A. Knowing

1. To learn about several themes related to food and beverages in the Bible (Scripture)
2. To become more familiar with the agrarian world behind the biblical texts
3. To see the connections food has to theology, ecology, ethics, politics, economics, etc.
4. To understand the role of food in different worldviews, both Western and non-Western
5. To understand today's food concerns as informed by Scripture and Christian traditions
6. To learn some of the diverse options for addressing these contemporary issues

B. Being

1. To grow in gratitude for our Creator's provision for us and all creatures
2. To appreciate the relevance of Scripture for today's eating practices
3. To become more aware of personal dietary choices and the impacts of such choices
4. To grow in empathy for those who are malnourished, whether stuffed or starved
5. To appreciate the globalized character of Christian life and ministry in North America
6. To become more committed to being part of the solutions, whatever that may look like
7. To grow in hopefulness that our Redeemer will end our disordered eating at his return

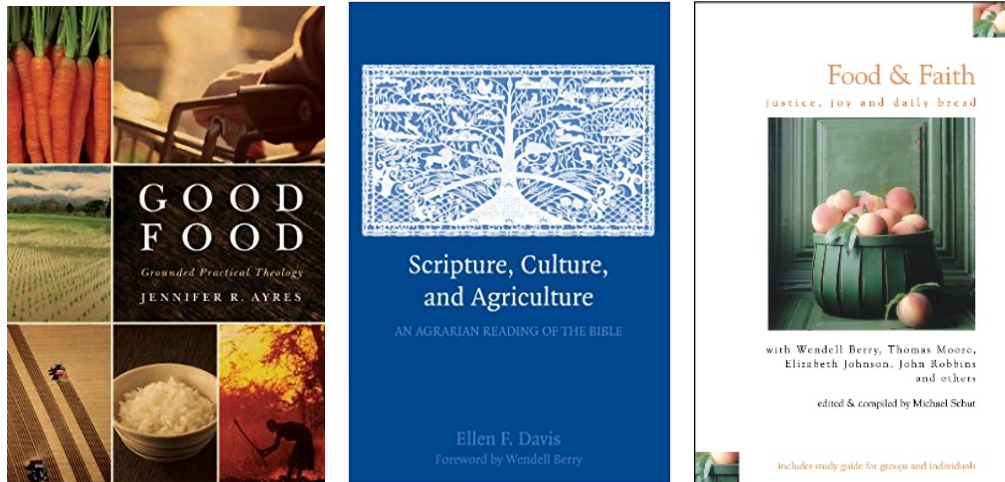
C. Doing

1. To reflect in writing on how food relates to your Christian identity and ministry
2. To interact critically and charitably with the readings, videos, and issues
3. To cultivate your own theology of food, addressing both personal and global practices
4. To interface with multi-cultural contexts, using food as common ground
5. To produce lessons, sermons, or written research on issues you find compelling
6. To visit a farm, farmers market, or community garden, etc., and/or research where and how some of your staple food items were grown or raised
7. To prepare contributions that will help your faith community engage with food and hunger issues at some level
8. To choose new patterns so you can eat "just" food more of the time!



III. Course Requirements

A. Required Textbooks



Ayres, Jennifer R. *Good Food: Grounded Practical Theology*. Waco, TX: Baylor University Press, 2013.

Davis, Ellen F. *Scripture, Culture, and Agriculture: An Agrarian Reading of the Bible*. New York: Cambridge University Press, 2009. Purchase a print copy or freely access the e-book through the McMaster University library [here](#).

Schut, Michael, ed. *Food and Faith: Justice, Joy, and Daily Bread*. Harrisburg, PA: Morehouse, 2009.

Note: All required textbooks for this course will be available from MDC’s book service, “R.E.A.D. On” Bookstore, for sale in Room 145 of McMaster Divinity College. You may also contact R.E.A.D. On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9B 6E2. Phone 416-622-0655 ext. 308; fax 416-622-2308; email: books@readon.ca; or www.readon.ca. Textbooks may be ordered in advance through “R.E.A.D. On” or another online seller, or they can be purchased on the first day of class at Room 145 of MDC.

Intensive courses like this one require you to obtain the textbooks well in advance of the first day. Keep in mind that “Kindle” books do not often show page numbers, which may make it harder for you to follow the assigned page ranges to read for each class period.

B. Summary of Required Assignments and Grading

Assignment	Due	Value
Appetizer Course: Reflection Paper	June 5	5%
Soup Course: Biblical Texts Reading Report	June 28	10%
Fish Course: Textbooks Reading Report	June 28	10%
Salad Course: Response Project	July 5	35%
Main Course: Major Research Project	July 26	40%



C. Required Assignments

- 1. Appetizer Course: Write a preparatory reflection paper in advance, and be willing to summarize some of it on the first day of class as we introduce ourselves. (Due: Tuesday, June 5, by 5:00 PM. Worth 5% of your grade)**

For this low-pressure reflection paper (3–5 pages, double-spaced) you should answer the following questions in three sections (numbered below) before our first class and before reading the textbook assignments: (1a) What is a great food-related experience in your life that you remember and treasure? What was the place, date or holiday, time of day or night when you ate? With whom did you enjoy the meal? Was there a special occasion? What tastes, smells, sights, and sounds do you remember? (1b) Why is this a special memory for you? How did it work to draw you closer to the Lord and/or to the others around you? What did the meal signify to you? Your answer does not have to be super-spiritual. (2) Why do you think developing a Christian view of food might be important? What role does food play (or *should* food play) in Christian life and ministry? What are some texts of Scripture that come to mind for this broad topic? What issues and topics do you believe food is connected to? (3) Why did you sign up for this course? What are your worries about it? What do you hope to get out of the course for your life and vocation?

Use our MDC Style with a title page, but no citations or bibliography will be needed. Email your paper to me as a PDF to submit it (stewarac@mcmaster.ca).

- 2. Soup and Fish Courses: Read the assigned biblical texts (“soup”) and the other assigned readings from the textbooks and handouts (“fish”).** By the date below, submit a reading report indicating the material you completed on time. Solid participation can help your marks for these two areas of reading. **(Due: Thursday, June 28, by 11:30 PM. Bible = 10% of grade. Textbooks = 10%)**

The assigned biblical texts, textbook selections, and handout articles must be read by the due dates, often by certain days of our class meetings, in order to count as completed “on time.” It may be advisable to start on the readings a few weeks before the course begins, but be sure to write your Appetizer Course Reflection Paper first before working through the textbooks or biblical readings. Any assigned handouts will be available by email, in a shared Dropbox folder, or on the course website (Avenue2Learn). I will provide you with a reading report template document so that you can fill it in and submit it to me as a PDF by the due date.

For the assigned biblical texts you may either read or listen without distractions, perhaps on www.biblegateway.com. You may read the Bible in any language and any translation that you prefer. In your written work, however, you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive Bible version such as one of these: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992 update), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB, 2011). The Common English Bible is particularly good, and it had MDC faculty on the translation



committee, but all of these versions are free online. See the Gender Inclusive Language part of the “General Guidelines for Submission of Written Work” below.

During the class meetings we will discuss selected readings and watch some video clips related to food and beverage concerns. You should complete the readings ahead of time (i.e., before each class meeting starts), take notes on your readings, and be actively involved in the discussions. Your questions in class should demonstrate critical thinking and may include any exegetical, thematic, literary, historical, theological, ethical, pastoral, and personal reflections and engagement you think is helpful. There are no “dumb” questions if asked earnestly. Comments and responses should be thoughtful, respectful, detailed, well-supported, and should refer to the required readings and to relevant texts from Scripture. Your written assignments should also refer to the assigned readings from the textbooks and from the Bible, among other sources.

You will be evaluated on the amount and quality of your participation in these class meetings as a factor in your reading report grades. Lack of significant participation during the class meetings will lower your reading report grades, and positive participation will help boost your grades. There will be plenty of opportunities to participate in class, either by taking turns facilitating some discussions or by sharing your ideas during the discussions. You will not be graded on or given extra credit for preparing or sharing food at the dinners before our class meetings, though. Participation in these meals is optional but encouraged, and joining in is all for the fellowship and joy of it! Please come about an hour and a half before class if you would like to join us for dinner!

- 3. Salad Course: Write a response project tailored to your program specialization, and include reflections on an experiential learning activity of your choice. (Due: Thursday, July 5, by 11:30 PM. 35% of final grade.)**

Experiential learning activity:

Some examples of what you could choose for this part include visiting a [local farm](#), an [ecologically-oriented farm](#), the nearest farmers market (Locke St., Ottawa St., etc.), a sustainable/local-food restaurant, or volunteering at a [community garden](#) for a few hours (such as A Rocha’s [Earth to Table](#) program or the many locations of the [Hamilton Victory Gardens](#)). You could also volunteer at non-profit restaurant (like [541 Eatery & Exchange](#)) or a local food bank for a few hours (e.g., [Hamilton Food Share](#), [Good Shepherd](#), [Mission Services](#), [Neighbour-to-Neighbour](#), [Welcome Inn](#), [St. Matthew’s House](#), [Salvation Army](#), [Living Rock](#)). You should arrange in advance to talk with some staff, vendors, coordinators, or managers about the way the food is raised or grown in these places (or sourced for the market/restaurant/food bank). Go there with some pre-written questions that our class has raised for you.

You may want to fast from food—not water—for one day, or you could try a vegetarian/vegan diet for three days. Journal about the experience of fasting or changing your eating. You could give up coffee or pop for one week and donate the savings to an



organization known for fair-trade coffee, preventing diabetes, or hunger relief. You could keep a log of your food waste and all wrapper/container waste for five days in a row. Last of all, you could choose to research where and how three of your staple food items from the grocery store were grown or raised, and reflect on what you discovered. I recommend talking with the butcher/manager of the store and also calling the manufacturer to ask where in the world, in what conditions (treatment of plants/animals, including pesticides and antibiotics), and at what cost of water (irrigation) and oil (transportation) the food was produced, if they will tell you. Just because it was processed in Ontario doesn't mean it came from Ontario. Be persistent and polite, and find out as much as you can about each item.

These are just some possible options, and you may have health concerns that would prohibit you from trying some of them. You are welcome to complete a different experiential learning activity with my permission. Just email me, and we can talk about alternatives (stewarac@mcmaster.ca). Choose something that you have never experienced before or have not experienced for a few years, at least. Incorporate your reflections into the response project of your choice below.

Complete **just one** of the following assignments which relate to issues of food (or beverages) in our Western culture and in relevant biblical texts. This project will be evaluated for both creativity and content. Your work should show a detailed interaction with biblical texts and contemporary worldviews, and the project should also include a reflection on the experiential learning activity you completed just before or in the weeks after the final class meeting—either way is fine. The idea is to respond to what you have learned inside and outside the classroom with a paper, sermon, or lesson that you could share with your church or circle of friends. You will no longer be a passive spectator but an active leader in engaging with food and faith in your specific context.

Finally: For this response project, references to sources (books, articles, music, videos, websites, etc.) should be given in the paper/lesson as appropriate for all options, and they must be fully documented in our MDC Style. Be sure to evaluate the quality of your sources carefully and avoid using sources that are not academic or well-reasoned in character. Email your completed assignment in PDF format to me by the deadline. See “General Guidelines for Submission of Written Work” below for more on MDC Style, the Late Policy, and Gender Inclusive Language, among other school policies.

a. Film Analysis (BS/Christian Worldview/Church and Culture specializations)

Select one of the movies below (or an alternate with permission), watch it twice, and then respond in a paper of 8–10 pages (doubled-spaced). Choose a movie you have not seen before. Compare and contrast the worldview reflected in the movie with the worldview of several biblical texts that seem to address the same issues. Focus on what the film explicitly or implicitly “says” about important issues of food, ethics, justice, economics, ecology, health, human nature, God, spirituality, and other topics. Incorporate reflections on your experiential learning activity in this analysis as well,



since that experience can aid you in your growing theology of food as a Christian.

Remember, the following movies may contain graphic and disturbing material (e.g., animal slaughter or cruelty, hospital scenes, and other violence), and I am not necessarily recommending their health claims or ethical claims. These are just possibilities, not endorsements. Possible movie choices:

Key: * = available from the [Hamilton Public Library](#)
** = available on Netflix, if not also at the public library

1. For movies on food's role in unifying a community: *Places in the Heart* (1984/2009)* on the power of the Eucharist after tragedy; *Babette's Feast* (1987/2001)* or *Soul Food* (1997/2000)* on how cooking unifies a town or family; *The Power of Community* (2006)* on a Cuban farming crisis.
2. For movies on industrialized agriculture, factory farms, and unjust working conditions: *Food, Inc.* (2008)** for factory farming; *Food Chains* (2014)* about working conditions of farm laborers; *The Harvest* (2011)* on migrant child workers in the States; *Harvest of Dignity* (2011) on North Carolina farmers; *We Feed the World* (2005)* and *Dirt! The Movie* (2009)* on global policies that raise profits over people and places; *After I Pick the Fruit* (2011) on Mexican immigrant fieldworkers; *A Place at the Table* (2012)* on child hunger in America; *The Global Banquet: Politics of Food* (2001) on the harms of corporate globalization; *King Corn* (2007)* for tracing where a typical corn crop actually goes; *At the Fork* (2016) for a more empathetic look at industrial farming.
3. For movies on hopeful alternatives in agriculture: *Fresh* (2009)* and *Grow!* (2011) for healthier farming practices and choices; *Ingredients* (2011)* or *Food Fight* (2008) or *Overalls and Aprons* (2016) for local food movements; *Growing Cities* (2014)* or *Edible City* (2014)* or *Urban Roots* (2011) or *The Garden* (2008) for urban farming and community gardens; *Sustainable* (2016)** on sustainable food movements; *The Real Dirt on Farmer John* (2005/2007)* for a farmer reinventing himself with community supported agriculture (CSA); *Look and See: A Portrait of Wendell Berry* (2016); *All Saints* (2017)* for a dying church that started a community garden, partnering with refugees.
4. For movies on the dietary issues of plants vs. meats, "fast food," GMOs, and misleading advertising: *Cowspiracy* (2014)** on the global impacts of raising cattle; *In Defense of Food* (2015)** for Michael Pollan's documentar; *The Future of Food* (2004)* concerning agribusinesses and GMOs; *Super Size Me* (2004)**; *Fast Food Nation* (2006); *Food Choices* (2016)** on misleading advertising; *Consumed* (2015)** or *Harvest of Fear* (2001) on genetically modified foods.
5. For movies on the crazy amount of food we waste: *Just Eat It* (2014)*; *Human Footprint* (2008)* which follows the average American from cradle to grave; *Taste the Waste* (2011), a good option if you come from Europe.



b. Sermon Preparation (Pastoral Studies specialization)

Prepare and record (audio or video) a sermon of 20–25 minutes on a single food-related text that you might deliver at your own church or non-profit ministry. The sermon must be written specifically for this course assignment and must not be recycled or copied material. Your sermon should clearly demonstrate insights that you have gained from this course and from the experiential learning activity that you chose. Include a typed, full-manuscript version of the sermon that includes footnotes of sources, even though you will not read these when you preach. It is perfectly fine to weave into your sermon a phrase such as “In her book Ellen Davis points out” The sermon format is not specific beyond that it should be “expository” for one text. It need not have three points, for example, but it should not attempt to cover tons of food-related texts as a “topical” sermon. The sermon should have a clear and engaging flow of ideas and should engage with interpretive details and also contemporary connections and challenges for the audience. The emphasis for this response project should be more on contemporary issues as supported or challenged by the biblical text and your experiential learning activity, and the project is a chance for you to develop one piece of your own theology of food.

c. Lesson Preparation (BS/PS/CW/CC specializations)

Create a 30- to 40-minute Sunday school lesson for grade-school students or high school students, *or* a 40-minute study and activity for a youth group, *or* a 40- to 60-minute small group study for adults. The lesson should deal with a food-related text in Scripture that is of interest to you, and you should integrate the historical and literary context of the text with issues of contemporary relevance and with the insights from your experiential learning activity that you chose. If you are in Biblical Studies, you can focus slightly more on biblical content and interpretation, proportionally. If you are in Pastoral Studies, you can focus more on application and pastoral care, with group questions that are appropriate to the food concerns or advocacy causes of the local congregation you have in mind. If you are a student with a Christian Worldview or Church and Culture specialization, you can use the lesson to affirm or challenge aspects of contemporary worldviews in our Canadian/Western culture and how it contrasts and compares with a non-Western, biblical context and possibly with a contemporary non-Western context if you are embedded in such a community (e.g., a Korean Canadian group). For all specializations, specify the age-level and nature of your group. Include the purpose of the lesson, the activities you would do, and the lesson materials that you would use (handouts, slideshows, cooking, discussion questions, etc.). You may create and submit a “Powerpoint” for this lesson if you wish. Make it creative!

Only choose **one** of the above “response projects” to write.



4. Main Course: Write a major research project on a food-related topic of your choice. (Due: Thursday, July 26, by 11:30 PM. 40% of final grade.)

Prepare a major research project of approximately 12–15 pages (not counting the title page or bibliography pages). The biblical text(s) and issue(s) of your choice must be substantial and should not be a food-concern that seems to be limited to one text alone. Your project cannot be too similar to the topic or text that you wrote or preached on in the response project. I would encourage you to email me your idea(s) for a topic a few weeks before it is due so that I can point you to some good resources out there. The emphasis for this main course research project should be more on explaining the biblical text(s) you have chosen and developing a “theology of food” for yourself and your ministry, and slightly less emphasis on contemporary issues. If the response project was 60% contemporary and 40% biblical in emphasis, this research project should be 60–70% biblical, and 30–40% contemporary in emphasis, for example. Both biblical and contemporary aspects must be present.

- **Biblical Studies:** Exegetical paper on a specific text related to food
- **Pastoral Studies:** Interpretation-and-application sermon on a text related to food with an emphasis on applying the text in today’s church
- **Christian Worldview/Church and Culture:** Thematic paper on some biblical text(s) with an emphasis on application to contemporary worldviews and issues

At least ten (10) academic sources are required to be cited in the footnotes (and bibliography) for this project. Sources may include the class texts, monographs, commentaries, articles from journals or books, and online articles or documentaries. Sources must *not* include websites of a non-scholarly nature (i.e., a website with no footnotes or citations is often a good guideline), and sources must also *not* include one-volume Bible dictionaries, study Bibles, Bible translations as a source, and dated devotional commentaries (such as Matthew Henry’s). Christian Worldview/Church and Culture or Pastoral Studies students may wish to use relevant websites and films as additional resources that illustrate contemporary worldviews or application issues, but be selective. Recent and academic sources are preferred.

Please avoid lengthy quotations from these sources. Try to paraphrase briefly and cite at the end of your sentences. Do not include a lengthy paraphrase in which you re-word a whole paragraph of someone’s material and then place a single footnote at the end of the paragraph. Do not include lengthy biblical quotations or large images or diagrams as space-fillers. Note: Often references to other texts of the Old or New Testament besides the biblical text(s) in question are very appropriate, but you must demonstrate their relevance and connections to your main text(s), not assume the connections.

See “General Guidelines for Submission of Written Work” below for more on MDC Style, the Late Policy, and Gender Inclusive Language, among other school policies.

Your written work will be evaluated according to these four criteria:



- I. Knowledge and Understanding: Knowledge is the mastery of subject specific content; understanding is the comprehension of the content's meaning and significance. It may be demonstrated by coverage of all relevant issues, adequate background information, deep engagement with the texts and with sources, explaining the significance of biblical texts, etc.
 - II. Thinking and Analysis: The use of critical and creative thinking skills and processes such as planning, organizing, classification, research, critical analysis, interpretation, and evaluation. It may be demonstrated by logical organization, a clear thesis, logical flow of ideas, compelling evidence, effective use of sources, effective conclusions, etc.
 - III. Application: The use of knowledge and skills to make connections within existing contexts and with new contexts. It may be demonstrated by the use of knowledge and skills to solve problems and resolve conflicts, the relating of the themes of one book to another, the relating of OT ideas to the NT, the relating of biblical concepts to issues and problems in current society, etc.
 - IV. Communication: The conveying of meaning in appropriate ways to an audience. It may be demonstrated by the use of correct spelling, punctuation, and grammar, by clear organization of ideas, by the use of clear academic language, by full and correct documentation of sources, by tone and style in sermon manuscripts, etc.
- a. **Exegetical Paper (Biblical Studies only):**
Students will select one biblical text (at least seven verses long) and complete an exegetical research paper (12–15 pages long). The paper should include:
- i. A clear statement of the thesis-argument in the introduction
 - ii. The historical and cultural context of the text, if possible
 - iii. The genre and literary structure of the major stanzas or parts
 - iv. A detailed interpretation of the entire text (showing how parts relate to the whole, showing the meaning of certain phrases or terms)
 - v. Explanation of how your text fits in the canon as a whole
 - vi. Theological reflections on the text (integrate with your exegesis section), especially as these reflections relate to a few major aspects of the “theology of food” that you are cultivating
 - vii. Thematic connections to the rest of the entire Bible (Be selective)
 - viii. A clear conclusion
- b. **Interpretation/Application Sermon Study (Pastoral Studies):**
For students taking the Pastoral Studies specialization, your research sermon should consist of an 8–10 page expositional sermon written in full sentences followed by a 4–6 page research appendix. The research appendix should include your in-depth interaction with commentaries and other scholarly sources as they pertain to grammatical, cultural, and theological insights on the biblical text you choose to do the sermon on. The sermon must be written in a way that it draws a contemporary audience into a particular text in its original context but also bridges the gap to contemporary Christian life. Secondary and primary sources (i.e., biblical texts) should be used and cited.



Select a relevant text from the Old Testament or New Testament (at least seven verses long), interpret it, and suggest contemporary applications for the church by preparing a sermon research paper which theoretically could be preached as a robust sermon at a later time. The paper should include:

- i. A clear statement of the thesis-argument in the introduction
- ii. A deep engagement with the text in its cultural context, even if the precise historical context of the text is uncertain
- iii. Exegesis of any significant or controversial verses
- iv. Contemporary theological reflections as the text relates to the “theology of food” you are cultivating
- v. Quotations from scholars and popular culture sources (illustrations)
- vi. Relevant connections to other parts of the OT and NT
- vii. Suggestions for practical/pastoral applications for church members today wrestling with food-related concerns
- viii. A clear conclusion

c. **Thematic Paper (CW/CC):**

Students will trace the development of a food- or beverage-related theme throughout a major section of the Old Testament or New Testament (or both). The paper (12–15 pages long) should include:

- i. A clear statement of the thesis-argument in the introduction
- ii. A clear explication of the theme and its importance
- iii. Analysis of several relevant texts that relate to the theme
- iv. Interpretive insights on any significant or controversial verses
- v. Quotations from scholars and influential voices in today’s culture
- vi. Relevant connections to other parts of the OT and NT
- vii. Theological reflections on the theme, including a coherent “theology of food” as you have been cultivating one that relates to this theme
- viii. Implications of the theme for a contemporary Christian worldview and in comparison to at least one other worldview around today
- ix. A clear conclusion



IV. Course Schedule

<p>Date: Class 1 (June 5) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. Our food stories 2. Connections to other areas of life 3. Food as gift and blessing from God, our Creator and Redeemer 4. Food, our vocation 5. Food and wisdom
<p>Biblical Texts: <i>Food as a blessing:</i> Gen 1–2; 8:15–9:17; Lev 26:1–13; Deut 8; 10:12–12:32; 14:22–29; 16:1–17; 26:1–11; 28:1–14; 30:15–20; Job 38–39; Ps 65; 104; 107:1–9, 33–43; Ps 145–147; Matt 6:25–34; Luke 20:9–19; John 2:1–11; Acts 14:8–18; <i>Food and wisdom:</i> Prov 6:6–8; 9:1–6; 12:9–11; 20:13; 25:27; 30:7–9, 24–28; 31:1–9, 10–31; Eccl 11:1–6; Isa 28:23–29; Gen 3</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. “Appetizer” Course Reflection Paper (email to the teacher) 2. Read the biblical texts 3. Read Davis, <i>Scripture, Culture, and Agriculture</i>, “Reading the Bible through Agrarian Eyes” (pp. 21–41) 4. Read Schut, ed., <i>Food and Faith</i>, “Overview” (pp. 9–10), “Food as Sacramental” (pp. 11–19), “Celebration of Food” and “A Thing Shared” (pp. 20–23), “Poor Food” (pp. 23–25), “Coming Home to Eat” (pp. 28–35), “The Work at Hand” (pp. 70–73), “Grace” (pp. 73–75), “Enjoyment of God and Creation” (pp. 75–77), “God’s Beloved Creation” (pp. 78–84), and “Biblical Views of Nature” (pp. 84–87) 	
<p>Date: Class 2 (June 7) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. Trust vs. anxiety and greed 2. Government greed and international policies 3. Industrial agriculture and corporations 4. Ecological costs, prophetic protests 5. Feeling alienation from the land
<p>Biblical Texts: <i>Trust and generosity vs. anxiety and greed:</i> Exod 16; 20:1–17; Deut 5:1–22; Num 11; Ps 105; Luke 12:13–34; 1 Cor 10:1–13; 2 Cor 8:1–15; 9:5–15; <i>Empires:</i> Gen 47:13–26; 1 Sam 8; 1 Kgs 4:21–28; 1 Kgs 17–18; Rev 18; <i>Protest of sages, prophets:</i> Prov 13:23; 20:17; 28:3; Eccl 5:8–12; 10:16–19; Isa 5; 24; 56:9–12; Jer 2:4–13; 3:1–5; 4:19–31; 12:1–4; Jer 14; 23:9–11; Hos 4:1–3; Amos 1:1–2; Amos 4; 5:1–17; 6:1–8; 7:1–3; 8:4–8; Mic 2:11; 3:1–8; 6:9–16</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. Read the biblical texts 2. Read Brueggemann, “The Truth of Abundance” (handout) 3. Read Davis, <i>Scripture, Culture, and Agriculture</i>, “Leaving Egypt Behind” (pp. 66–79), “Rupture and Remembering” (pp. 8–20), and “Running on Poetry” (pp. 120–38) 4. Read <i>Food and Faith</i>, “Where Have All the Farmers Gone?” (pp. 88–103), “Economics as if Creation Mattered” (pp. 110–11), “Gross Domestic Product, Well-Being, and Waistlines” (pp. 112–19), “Introduction to Where Have All the Farmers Gone?” (pp. 119–22), and “Idea of a Local Economy” (pp. 125–36) 5. Read Ayres, <i>Good Food</i>, “Preface” (pp. ix–xii only, and the endnotes on pp. 165–67) and “Primer on the Global Food System” (chs. 1–2: pp. 1–35, 46–49 only) 	



<p>Date: Class 3 (June 12) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. Fasting, famines, feasts, and moderation 2. Eating disorders (control, shame, and “images”) 3. Hospitality, table fellowship, inclusion of outsiders 4. Eucharist/Communion and Jesus as God’s love and mercy 5. Spiritual symbolism and nourishment
<p>Biblical Texts: <i>Fasting, famines, feasts, and disordered eating:</i> Lev 23; 2 Kgs 6:24—7:20; Esther; Eccl 5:18–20; Ps 102; 109:21–31; Lam 4:1–10; Joel 1; Matt 6:16–18; 9:14–17; Luke 2:36–38; <i>Moderation:</i> Prov 23:1–3, 19–21, 29–35; 25:16; 27:7; Judg 13; Luke 1:13–17; Phil 4:11–13; 1 Tim 4:1–5; 6:6–10; <i>Hospitality, fellowship, and inclusion:</i> Gen 18:1–15; Heb 13:1–3; Prov 23:6–8; 25:21–22; Isa 56:1–8; Luke 5:27–32; 10:38–42; 14:7–24; Acts 2:42–47; 1 Cor 5:9–11; 6:9–11; <i>Divine provision:</i> 2 Kgs 4:1–7, 38–44; Prov 30:7–9; Matt 4; 6:1–15; 7:9–11; 14:13–21; 15:32–39; <i>Passover/Lord’s Supper:</i> Exod 12:1–13:10; Luke 22:7–30; John 13; 1 Cor 5:6–8; 11:17–34; <i>Spiritual symbolism and nourishment:</i> Ps 23; 34:8–10; 42:1–2; Isa 55; Ezek 34; Hos 10:12–13; 14:4–9; Amos 8:11–14; John 4:1–42; 6:48–51; 10:1–18; John 15; 1 Cor 3:1–9</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. Read the biblical texts 2. Read <i>Good Food</i>, “Making Room at the Table” (pp. 53–73) and “Transformative Travel” (only pp. 130–36) 3. Read Wirzba, “Thinking Theologically about Food” and “Feasting and Fasting” (handouts) 4. Read Webster, “That One Might Not Fall” (handout) 5. Read Seidenberg, “Straight Talk about Nutrition . . .” (handout) and “Anorexia” or similar title (handout) 	
<p>Date: Class 4 (June 14) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. Food as offering back to God (animal sacrifice) 2. Food as identity-marker 3. Treatment of workers (especially immigrants) 4. Treatment of animals (vegetarian debate) 5. Treatment of consumers (false advertising) 6. GMOs and biotech: copyrighting life 7. Sabbath principles, justice, and purity
<p>Biblical Texts: <i>Food as offerings:</i> Lev 6–7; Ps 50; 51:14–19; Isa 1:1–20; Amos 5:21–27; Mic 6:6–8; Mal 1; 3:6–12; John 1:29; Heb 10:1–18; <i>Food as identity-marker:</i> Lev 11; Dan 1; Mark 7:1–23; Acts 10; 15:19–29; Rom 14; 1 Cor 8; 10:14–33; Col 2:16–23; Heb 13:9–10; <i>Treatment of workers, animals, land:</i> Lev 19; Deut 15; 22:4, 6–7; 25:4; Job 31; Prov 12:10; Isa 5; Amos 8:4–10; Jonah 4; Matt 12:1–14; Luke 13:10–17; 14:1–6; James 2:14–18; 5:1–6; 1 Tim 5:17–18; 2 Tim 2:6</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. Read the biblical texts 2. Read <i>Good Food</i>, “Part II: Church-Supported Farming” (pp. 75–97) 3. Read <i>Food and Faith</i>, “Food Politics” (pp. 36–44), “Worker Rights, Animal Rights” (only pp. 148–49), “The Most Dangerous Job” (pp. 157–63), “Farm Factories” (pp. 163–68), “Animals and People” (pp. 168–71), “Genetically Modified Organisms” (pp. 180–83), “Experimenting with Life” (pp. 183–85), “Worldview of Abundance” (pp. 185–92), “Against the Grain” (pp. 192–99), “On the True Cause of World Hunger” (pp. 206–16) 4. Read Davis, <i>Scripture, Culture, and Agriculture</i>, “A Wholesome Materiality” (pp. 80–100) 5. Read Wirzba, “Food for Theologians” and “A Priestly Approach to Environmental Theology,” and then either Horrell, “Biblical Vegetarianism” or another article on meat-eating TBD (all handouts) 	



<p>Date: Class 5 (June 19) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. Optional field trip experience(s) 2. More on Sabbath and Jubilee principles 3. More on social justice and global hunger 4. Feeding our hungry sisters and brothers 5. Alternative farming and economics 6. Advocacy steps
<p>Biblical Texts: <i>Sabbath and Jubilee principles (alternative economics, radical community):</i> Lev 25:1–38; Jer 17:19–27; Deut 24:19–22; 26:12–15; Ruth; 1 Kgs 21; Mic 2:1–5; Isa 61:1–2; Luke 4:14–30; 6:20–26; Acts 2:42–47; <i>Hope in a time of despair:</i> 1 Kgs 19; Isa 32; Hab 3:16–19; Jer 29:1–9; <i>Feeding the hungry, seeing Jesus in the face of the poor:</i> 2 Kgs 6:9–23; Prov 22:7–9; Isa 58:1–14; Matt 25:31–46; Luke 10:25–37; 16:16–31; Acts 4:32–37; 6:1–7; 11:25–30</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. Read the biblical texts 2. Read <i>Good Food</i>, “Growing Food” (pp. 99–116) and “Vocational Sustainability” (only pp. 137–43) 3. Read <i>Food and Faith</i>, “Politics of Food Choice” (pp. 51–61), “There’s Farming and Then There’s Farming” (pp. 103–5), and “Family Farms” (pp. 106–9) 3. Read Brueggemann, “The Land and Our Urban Appetites” (handout) 4. Read Davis, <i>Scripture, Culture, and Agriculture</i>, “Covenantal Economics” (pp. 101–19) 	
<p>Date: Class 6 (June 21) Dinner (5:00 to 6:15 PM) Class (6:30 to 9:30 PM)</p>	<p>Discussion Topics:</p> <ol style="list-style-type: none"> 1. God’s promised peace and plenty on the new planet! 2. Starting over after our failures! 3. Patient advocacy, investing in the millennium with hope! 4. The wedding supper of the Lamb! 5. Next steps, many options!
<p>Biblical Texts: <i>Hope for creation from our Creator and Redeemer:</i> Ps 96; 98; Isa 11:1–9; Isa 35; 43:14–21; 44:1–5; 65:8–25; Jer 31–32; Ezek 34:25–31; 36:1–15, 22–38; 47:1–12; Hos 2:14–23; 14:4–9; Joel 2:18–32; 3:16–21; Amos 9:11–15; Zech 8:12–17; Rom 8:18–25; Col 1:15–23; Rev 7:9–17 <i>Starting over after failures:</i> Luke 15; John 21; <i>Living with patience, alertness, and love (not despair):</i> Matt 24:36–44; Luke 21:34–36; Rom 12:1–21; 1 Cor 15:29–34; James 5:7–12; 1 Pet 4:7–11; <i>The Wedding Supper and the Urban Garden:</i> Rev 19:5–9; Rev 21–22</p>	
<p>Assignments Due by Class:</p> <ol style="list-style-type: none"> 1. Read the biblical texts 2. Read <i>Food and Faith</i>, “Great Hunter-Gatherer Continuum” (pp. 136–41), “The Pleasures of Eating” (pp. 142–47), “Taking Action” (pp. 220–23), “Hungry for Change” (pp. 223–26), “Houses of Worship” (pp. 227–29), “Heart Benefits of Shade Grown Coffee” (pp. 229–31), and “What Is Community Supported Agriculture?” (pp. 232–33) 3. Read Wirzba, “Eating in Heaven?” (handout) 4. Read <i>Good Food</i>, “Unearthing Beauty” (pp. 157–64) 	



IV. General Guidelines for Submission of Written Work

Format and Style:

All written assignments should be submitted in PDF format by email to the teacher. The only exceptions are the audio/video sermon or a “Powerpoint” for the church lesson, should you choose one of those options. Papers should be double-spaced and use Times New Roman font (12-point size) for all modern languages (footnotes: 10-point). Greek and Hebrew fonts (if any) should be [SBL Hebrew](#) and [Gentium Plus](#) font for Greek. Please use footnotes, not endnotes. Most word processors have a built-in PDF option when you select “Save As” after your final draft is complete, or there are websites where you may convert the document into a PDF for free.

All title pages, headings, main sections of papers, footnotes, and bibliographies must conform to the McMaster Divinity College Style Guidelines for Essays and Theses:

<https://mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate style conventions will result in grade reductions. Title page and bibliography are not included in the length required. Material should be written with proper English grammar, spelling, punctuation, and argumentation for graduate-level studies. Secondary and primary sources (biblical texts) should be used, cited, and footnoted appropriately. If you use Zotero or Endnote to help you with citations, you may be interested in the MDC template that has been prepared for each program. Look for [Zotero](#) and [Endnote](#) under “Citation Links” halfway down the online page.

Late Policy:

Late assignments will be reduced by 3% per day unless there is a compelling reason such as significant illness or the death of a close family member, in which case an extension must be requested as soon as the situation arises and before the due date (email the teacher). Sundays will *not* be counted as late days if you turn in an assignment late, giving you at least one day on the weekends to practice life-giving sabbath principles and to be free of academic worries, ideally.

There are no course extensions for these spring/summer courses. In case of a genuine emergency, please contact the Registrar’s Office: thomn@mcmaster.ca

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and in all MDC assignments.



Academic Dishonesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster Divinity College Statement on Academic Honesty: <http://www.mcmasterdivinity.ca/programs/rules-regulations>

Note: You must cite the source of your material very carefully to avoid plagiarism, not only when quoting from a section, but also when drawing from it as resource for its ideas. Direct quotations should be kept to a minimum, as it is more important to summarize and evaluate your sources rather than to string together numerous quotes from them. Whether you quote directly or paraphrase an idea, though, you must footnote your sources.

Grading Scale:

Percent Grade	Letter Grade	Grade Point (12 pts)	Grade Point (4 pts)
90–100	A+	12	4.0
85–89	A	11	4.0
80–84	A-	10	3.7
77–79	B+	9	3.3
73–76	B	8	3.0
70–72	B-	7	2.7
67–69	C+	6	2.3
63–66	C	5	2.0
60–62	C-	4	1.7
57–59	D+	3	1.3
53–56	D	2	1.0
50–52	D-	1	0.7
0–49	F	0	0

General Evaluation Categories for Assignments:

- **Presentation:** Is the spelling correct? Does the grammar and syntax reflect proper English usage? Is the paper laid out properly with MDC style?
- **Argumentation:** Is there a good introduction with a thesis statement and a conclusion? Does the argument flow with detailed support? Is the question answered? Is there proper documentation of academic sources?
- **Content:** Are all the points considered? Is the research relevant to the assignment?



V. Classroom Expectations

- Students are expected to be on time for class. If you arrive late, please enter as quietly as possible and give an explanation to the teacher after class.
- Students are expected to stay for the entire class session.
- Computers, phones, and tablets should only be used for class-related purposes, not for social media, answering email, or browsing the internet. Please set your cell phones to silent/vibrate during class unless you have received an exception in advance.
- All thoughtful student participation is welcome. There are no “dumb questions” or “stupid answers” if presented earnestly. Students will respect the contributions of other students and respond to them without ridicule, scorn, or inappropriate remarks.
- Students are expected to engage charitably and humbly with their colleagues, particularly when they disagree with someone’s perspective. This course is a dialogue among friends, not a true/false exam with only one right answer.
- Students are quite welcome to eat or drink in class as long as they clean up afterward!

VI. Further Bibliography

Note: The following materials may contain disturbing and controversial content, considering the violent and contentious dynamics of our food systems. By listing these print and electronic resources, I am not recommending or endorsing their dietary, theological, or ethical positions. These are simply some of many resources that may be of interest for your research and for next steps after the course is over.

Please email me any additional suggestions for resources that could help future students next time (stewarac@mcmaster.ca).

Biblical Studies and Biblical Theologies of Food:

- Abernethy, Andrew T. *Eating in Isaiah: Approaching the Role of Food and Drink in Isaiah’s Structure and Message*. Biblical Interpretation Series 131. Boston: Brill, 2014.
- Alexander, David. “Feeding the Hungry and Protecting the Planet.” In *All Creation Is Groaning: An Interdisciplinary Vision for Life in a Sacred Universe*, edited by Carol J. Dempsey and Russell A. Butkus, 77–98. Collegeville, MN: Liturgical Press, 1999.
- Bahnsen, Fred, and Norman Wirzba. *Making Peace with the Land: God’s Call to Reconcile with Creation*. Resources for Reconciliation. Downers Grove, IL: IVP, 2012.
- Ben Zvi, Ehud, and Christoph Levin, eds. *Thinking of Water in the Early Second Temple Period*. BZAW 461. Boston: de Gruyter, 2014.
- Brueggemann, Walter. “The Land and Our Urban Appetites.” In *Interpretation and Obedience: From Faithful Reading to Faithful Living*, 261–89. Minneapolis: Fortress, 1991.
- . “The Liturgy of Abundance and the Myth of Scarcity.” In *Deep Memory, Exuberant Hope: Contested Truth in a Post-Christian World*, ed. Patrick D. Miller, 69–75. Minneapolis: Fortress, 2000.



- . “The Truth of Abundance: Relearning *Dayenu*.” In *The Covenanted Self: Explorations in Law and Covenant*, edited by Patrick D. Miller, 108–22. Minneapolis: Fortress, 1999. BS 1192.5.B77.
- Cheung, Alex T. *Idol Food in Corinth: Jewish Background and Pauline Legacy*. LNTS 176. New York: Sheffield Academic, 1999.
- Davis, Ellen F. “And the Land I Will Remember” (Lev. 26:42): Reading the Bible through Agrarian Eyes.” In *Wendell Berry and Religion: Heaven’s Earthly Life*, ed. Joel James Shuman and L. Roger Owens, 115–30. Lexington, KY: University Press of Kentucky, 2009.
- . “God the Good Farmer,” *Sojourners* 41 (2012) 18–21.
- . “Just Food: A Biblical Perspective on Culture and Agriculture.” In *Creation in Crisis: Christian Perspectives on Sustainability*, edited by Robert White, 122–36. London: SPCK, 2009.
- . “Land as Kin: Renewing Our Imagination.” In *Rooted and Grounded: Essays on Land and Christian Discipleship*, ed. Ryan D. Harker and Janeen Bertsche Johnson. Studies in Peace and Scripture: Institute of Mennonite Studies, 3–12. Eugene, OR: Pickwick, 2016.
- . “Learning Our Place: The Agrarian Perspective of the Bible,” *Word and World* 29 (2009) 109–20.
- . “A Living Creature: A Biblical Perspective on Land Care and Use,” *The Bible in Transmission* (2010) 5–7.
- . “Reading the Bible as Agrarian Literature.” In *Celebrate Her for the Fruit of Her Hands: Essays in Honor of Carol L. Meyers*, ed. Susan Ackerman, Charles E. Carter, and Beth Alpert Nakhai, 167–85. Winona Lake, IN: Eisenbrauns, 2015.
- . *Scripture, Culture, and Agriculture: An Agrarian Reading of the Bible*. New York: Cambridge University Press, 2009. Purchase a print copy or freely access the e-book through the McMaster University library [here](#).
- . “Slaves or Sabbath-Keeper? A Biblical Perspective on Human Work.” *Anglican Theological Review* 83 (2001) 25–40.
- Hobgood-Oster, Laura. *The Friends We Keep: Unleashing Christianity’s Compassion for Animals*. Waco, TX: Baylor University Press, 2010.
- Houston, Walter. *Purity and Monotheism: Clean and Unclean Animals in Biblical Law*. JSOTSup 140. Sheffield: JSOT Press, 1993.
- Juengst, Sara Covin. *Breaking Bread: The Spiritual Significance of Food*. Louisville: Westminster John Knox, 1992.
- Jung, L. Shannon. *Food for Life: The Spirituality and Ethics of Eating*. Minneapolis: Augsburg Fortress, 2004.
- . *Hunger and Happiness: Feeding the Hungry, Nourishing Our Souls*. Minneapolis: Augsburg Fortress, 2009.
- . *Sharing Food: Christian Practices for Enjoyment*. Minneapolis: Fortress, 2006.
- Keesmaat, Sylvia C. “Land, Idolatry and Justice in Romans.” In *Conception, Reception and the Spirit: Essays in Honour of Andrew T. Lincoln*. ed. J. Gordon McConville and Lloyd J. Pietersen, 90–103. Eugene, OR: Cascade, 2015.
- Kreglinger, Gisela H. *The Spirituality of Wine*. Grand Rapids: Eerdmans, 2016.
- Kruschwitz, Robert B., ed. *Caring for Creation*. Waco, TX: Center for Christian Ethics at Baylor University, 2012.



- MacDonald, Nathan. *Not Bread Alone: The Uses of Food in the Old Testament*. Oxford: Oxford University Press, 2008. BS 680 .F6 M34.
- . *What Did the Ancient Israelites Eat?: Diet in Biblical Times*. Grand Rapids: Eerdmans, 2008. BS 680 .F6 M33. [He has briefer discussions here than above.]
- MacDonald, Nathan, et al., eds. *Decisive Meals: Table Politics in Biblical Literature*. LNTS 449. New York: T. & T. Clark, 2012. BS 680 .D57 D42. [Has chapters on Psalms 145–147; Ruth; Esther; Mark 6; John 6; other Gospel texts; Acts 10–11; 1 Cor 8–11; Revelation]
- McGinn, Sheila E., et al., eds. *By Bread Alone: The Bible Through the Eyes of the Hungry*. Minneapolis: Fortress, 2014. BS680.F6 B92. [Has chapters on Gen 11; Isa 58; Jer 14; Lamentations; Mark 6; Luke 11; 1 Cor 11:17–34; 2 Thess 3]
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- . “Ethics and Ritual: The Foundations of the Biblical Dietary Laws.” In *Religion and Law: Biblical-Judaic and Islamic Perspectives*, edited by Edwin B. Firmage et al., 160–91. Winona Lake, IN: Eisenbrauns, 1990.
- Morgan, Jonathan David. “Sacrifice in Leviticus: Eco-Friendly Ritual or Unholy Waste?” In *Ecological Hermeneutics: Biblical, Historical, and Theological Perspectives*, edited by David G. Horrell et al., 32–45. London: T. & T. Clark, 2010.
- Pantoja, Jennifer Metten. *The Metaphor of the Divine as Planter of the People: Stinking Grapes or Pleasant Planting?*. *BibInt* 155. Boston: Brill, 2017.
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- Yee, Gale A. “‘He Will Take the Best of Your Fields’: Royal Feasts and Rural Extraction.” *Journal of Biblical Literature* 136 (2017) 821–38.



Agrarian, Farming, Agribusinesses, Faith-Based Alternatives, and More General:

- Albala, Ken, ed. *Routledge International Handbook of Food Studies*. New York: Routledge, 2013.
- Ayres, Jennifer R. *Good Food: Grounded Practical Theology*. Waco, TX: Baylor University Press, 2013.
- Bahnsen, Fred. *Soil and Sacrament: A Spiritual Memoir of Food and Faith*. New York: Simon & Schuster, 2013.
- Berry, Wendell. *The Art of the Commonplace: The Agrarian Essays of Wendell Berry*. Berkeley, CA: Counterpoint, 2002.
- . *Bringing It to the Table: On Farming and Food*. Berkeley: Counterpoint, 2009.
- . *The Gift of Good Land: Further Essays, Cultural and Agricultural*. San Francisco: North Point, 1981.
- . *A Timbered Choir: The Sabbath Poems 1979–1997*. Berkeley, CA: Counterpoint, 1998.
- . *The Unsettling of America: Culture & Agriculture*. 1977. Reprint, Berkeley, CA: Counterpoint, 2015.
- Counihan, Carole, and Penny Van Esterik, eds. *Food and Culture: A Reader*. 3rd ed. New York: Routledge, 2013.
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- Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley, CA: Counterpoint, 2009.
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Vegetarianism, Animal Rights, and Theology:

- Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory* (New York: Continuum, 1990. E-book [here](#)).
- . *On God and Dogs: A Christian Theology of Compassion for Animals*. New York: Oxford University Press, 1998. BT 746 .W42.
- Baukhham, Richard. *Living with Other Creatures: Green Exegesis and Theology*. Waco, TX: Baylor University Press, 2011.
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Fasting, Gender, and Eating Disorders:

- Bulik, Cynthia M. *Midlife Eating Disorders: Your Journey to Recovery*. New York: Walker & Company, 2013.
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- Shaw, Teresa M. *The Burden of the Flesh: Fasting and Sexuality in Early Christianity*. Minneapolis: Fortress, 1998.

Changing the Way We Eat (Dietary Books):

- Barber, Dan. *The Third Plate: Field Notes on the Future of Food*. New York: Penguin, 2014.
- Bittman, Mark. *How to Cook Everything Vegetarian: Simple Meatless Recipes for Great Food*. Hoboken, NJ: Houghton Mifflin Harcourt, 2007.
- Gustafson, Ellen. *We the Eaters: If We Change Dinner, We Can Change the World*. New York: Rodale, 2014.
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- Lohan, Tara, ed. *Water Consciousness: How We All Have to Change to Protect Our Most Critical Resource*. San Francisco: AlterNet; Healdsburg, CA: Watershed Media, 2008.
- Lymbery, Philip. *Farmageddon in Pictures: The True Cost of Cheap Meat – in bite-sized pieces*. New York: Bloomsbury, 2017.
- . *Dead Zone: Where the Wild Things Were*. New York: Bloomsbury, 2017.
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- . *In Defense of Food: An Eater's Manifesto*. New York: Penguin, 2008.
- . *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. New York: HarperPerennial, 2005.
- Shanks, Julia, and Brett Grohsgal. *The Farmers Market Cookbook: The Ultimate Guide to Enjoying Fresh, Local, Seasonal Produce*. Gabriola Island, BC: New Society Publishers, 2016.
- Wansink, Brian. *Mindless Eating: Why We Eat More than We Think*. New York: Bantam, 2007.
- Winne, Mark. *Closing the Food Gap: Resetting the Table in the Land of Plenty*. Boston: Beacon, 2008.
- . *Food Rebels, Guerrilla Gardeners, and Smart-Cookin' Mamas: Fighting Back in an Age of Industrial Agriculture*. Boston: Beacon, 2010.

Electronic Resources by Category (more to come):

Local, Organic, or Seasonal Food:

- What's in Season in Hamilton? http://environmenthamilton.org/view/page/eat_local
- Eat Local Hamilton map: <http://environmenthamilton.org/food/view>
- Hamilton "Eat Local" Blog: <http://hamiltoneatlocal.blogspot.ca/>
- Harvest Ontario: <https://www.harvestontario.com/>
- Ecological Farmers Association of Ontario: <https://efao.ca/member-directory/>
- Sustainable Ontario: <https://sustainontario.com/>
- Nourishing Communities (in Ontario): <http://nourishingontario.ca/about/>
- Ontario Local Food Options: <https://sustainontario.com/resources-2/ontario-eats-local>
- Toronto Options: <http://edibletoronto.ediblecommunities.com/shop/local-source-guide-0>
- Guelph-Wellington options: <http://www.tastereal.ca/> <http://www.tastereal.com/local-food-map/> <http://www.guelphwellingtonlocalfood.ca/>
- Find grass-fed cows: <http://www.eatwild.com/products/index.html>
- Find seasonal foods (For Ontario pick New York?): <https://www.seasonalfoodguide.org>
- Local foods map: www.localharvest.org
- The "Slow Food" movement: <http://www.slowfoodusa.org>
- Find Out about Pesticides on Your Foods: <http://www.whatsonmyfood.org/>
<http://www.pesticideinfo.org/>
- Pesticide Data Program: <https://www.ams.usda.gov/datasets/pdp>

Water Resources:

- Calculate your water "footprint": <https://www.watercalculator.org/>
- Calculator and consider donating: <https://www.10days.cc/calculator>
- Curious how much water it takes for _____ ?
<http://waterfootprint.org/en/resources/interactive-tools/product-gallery/>
<http://www.watereducation.org/post/food-facts-how-much-water-does-it-take-produce>
- Facts and figures: <http://waterfootprint.org/en/water-footprint/product-water-footprint/water-footprint-crop-and-animal-products/>



Water for raising cattle: <http://www.meatlessmonday.com/articles/meatless-monday-one-many-ways-celebrate-world-water-day/>

Is 2,500 gal. of water per pound of beef true? <http://www.cowspiracy.com/facts>

Facts and figures on water: <https://www.globalagriculture.org/report-topics/water.html>

Tap Water Guide (USA): <https://www.ewg.org/tapwater/#.Wn83GedG3IU>

Five Reasons to [Skip Bottled Beverages](#)

Story of Bottled Water: <https://storyofstuff.org/movies/story-of-bottled-water/>

Grey Water Action (for reducing household use): <https://greywateraction.org/>

Eating Meat (and Seafood):

Meat Eater's Guide: <https://www.ewg.org/meateatersguide/>

Carbon Footprint of Different Foods at a Glance:

<https://www.ewg.org/meateatersguide/eat-smart/>

Try the Meat Quiz: <https://www.ewg.org/meateatersguide/take-the-quiz/>

Interactive Graphic: <https://www.ewg.org/meateatersguide/interactive-graphic/>

or the brochure: <https://www.ewg.org/meateatersguide/at-a-glance-brochure/>

shopping tips: <https://www.ewg.org/meateatersguide/helpful-tips-for-meat-eaters/>

Full research report (good citations for a research paper):

https://static.ewg.org/reports/2011/meateaters/pdf/report_ewg_meat_eaters_guide_to_health_and_climate_2011.pdf

Meatless Mondays: www.meatlessmonday.com

The Meatrix cartoon clips: <http://www.themeatrix.com/>

Vegan Calculator: <http://thevegancalculator.com/#calculator>

Statistics and Figures on the meat consumption:

<https://www.globalagriculture.org/report-topics/meat-and-animal-feed.html>

Counterargument for raising livestock: <https://civileats.com/2018/01/26/eat-less-meat-ignores-the-role-of-animals-in-the-ecosystem/>

Seafood Watch for sustainable seafood: <http://www.seafoodwatch.org/>

Seafood Watch App (Monterey Bay Aquarium): <http://www.seafoodwatch.org/seafood-recommendations/our-app>

OceanWise (Canada): <http://seafood.ocean.org/>

Seafood Choices Alliance: www.seafoodchoices.com

<https://www.fix.com/blog/become-an-afashionado/>

<https://www.organicocean.com/>

<http://hookedinc.ca/>

Farm Animal Care:

Farm Animal Reform Movement (FARM): www.farmusa.org

Humane Society Legislative Fund: <http://www.hslf.org/>

Humane Society: http://www.humanesociety.org/issues/campaigns/factory_farming/

Factory Farming and Food Safety:

<https://www.foodandwaterwatch.org/problems/factory-farming-food-safety>

Humane Farming Association: www.hfa.org

Mercy for Animals: <http://www.mercyforanimals.org/investigations>



Understanding the Empires (Agribusinesses) and Genetically Modified foods:

Who Controls Your Food? Quiz: <https://www.foodopoly.org/>

[Major Brands own most things](#)

Corporate control of food: <https://www.foodandwaterwatch.org/problems/corporate-control-food>

The Institute for Agriculture and Trade Policy (IATP): www.iatp.org

Map of factory farms in the US: <https://www.factoryfarmmap.org>

Misleading advertising: <https://www.100daysofrealfood.com/misleading-products/>

Hidden Costs of Pop/Soda: <http://www.insurancequotes.org/hidden-cost-soda/>

Basic overview of GMOs: <https://www.foodandwaterwatch.org/problems/gmos>

Facts and Figures on Industrial agriculture and GM foods around the world:

<https://www.globalagriculture.org/report-topics/industrial-agriculture-and-small-scale-farming.html>

<https://www.globalagriculture.org/report-topics/seeds-and-patents-on-life.html>

<https://www.globalagriculture.org/report-topics/genetic-engineering-and-biotechnology.html>

GMOs and pesticides in tandem: <http://www.panna.org/gmos-pesticides-profit/monsanto-cos-dirty-little-secret>

Hunger and Food Waste:

Charts on World Consumption: <http://www.wri.org/blog/2016/04/sustainable-diets-what-you-need-know-12-charts>

Global hunger: <https://www.globalagriculture.org/report-topics/hunger-in-times-of-plenty.html>

[Wasted Food](#) is a blog by author Jonathan Bloom

[ReFed](#) – Latest information on food waste

Primer on wasted food: <http://www.foodsystemprimer.org/wasted-food/>

<https://marketplace.regent-college.edu/ideas-media/environment/half-of-worlds-food-going-to-waste>

[EPA](#) Food Donation: Feed People-Not Landfills

Ideas for Reducing Waste: <https://davidsuzuki.org/queen-of-green/help-end-food-waste/>

<http://ampleharvest.org/food-waste-in-america/>

<http://ampleharvest.org/helpful-links/>

<https://www.doordash.com/>

<http://www.feedingamerica.org/>

Donate Your Food to Local Nonprofits in the USA: <https://mealconnect.org/>

[Feedback Global](#) is an international program fighting wasted food

<http://science.time.com/2011/11/24/how-to-avoid-food-waste-this-holiday-season/>

<http://www.sustainabletable.org/2244/food-waste>

Fair Trade, Worker Advocacy, and Food Co-ops:

Equal Exchange: <https://equalexchange.coop/>

Fair Trade Certified: <https://www.fairtradecertified.org/>

Fair Trade Canada: <http://fairtrade.ca/>

Advocacy for Farmworkers: <https://www.saf-unite.org/>



La Via Campesina movement: www.viacampesina.org
HowGood and GoodGuide apps for finding more ethical choices
<http://chreader.org/fair-trade-food-goods/>
Learn about Food Co-ops: <https://mustardseed.coop/about/about-co-ops/>
Find a Food Co-op: <https://www.grocer.coop/coops/>
Start a Food Co-op: <http://cultivatingfoodcoops.net/resources-and-toolkits/>

Community Gardening and Food Banks:

Hamilton Community Garden Network, with directory and tips: <http://hcgnc.ca/>
Find a faith-based garden: <https://arocha.ca/community-garden-network/garden-profiles/>
Gardening for Your Local Food Pantries: www.AmpleHarvest.org and an interview:
<http://chreader.org/feeding-food-pantries-ampleharvest-org/>
[Grow a Row](http://www.growarow.org) (the Canadian equivalent to AmpleHarvest above)
Find food pantries:
<http://ampleharvest.org/find-pantry/>
<http://ampleharvest.org/emergency-food-assistance/>
<https://www.foodpantries.org/>
Food Rescue Locator: <http://sustainableamerica.org/foodrescue/>
Backyard Harvest, Hamilton: <http://backyardharvest.ca/>
Hamilton Community Food Centre: <https://www.facebook.com/theHamiltonCFC/>
Considering gardening or homesteading (self-sufficiently): <http://iuhoakland.com/>
Composting: <http://compostguide.com/> and howtocompost.org

Blogs and News about Food:

Hamilton Eat Local: <http://hamiltoneatlocal.blogspot.ca/>
Civil Eats: <https://civileats.com/>
Mother Jones: <https://www.motherjones.com/food/>
Environmental Working Group: <https://www.ewg.org/>
Eating Liberally: <http://livingliberally.org/eating>
EcoCentric: <http://www.ecocentricblog.org/>
The Ethicurean: <http://www.ethicurean.com/>
Food Politics: <http://www.foodpolitics.com/tag/meat/>
Politics of the Plate: <http://politicsoftheplate.com/>
Sustainable Pantry (for urbanites): <http://sustainablepantry.com/>
Planting Justice blog: <http://plantingjustice.org/blog/>
Orion Magazine: <https://orionmagazine.org/category/food-agriculture/>
World Watch: <http://worldwatch.org/food-agriculture>
Michael Pollan's articles: <http://michaelpollan.com/articles/>
Slow Food USA: <https://www.slowfoodusa.org/slow-food-usa-blog>
TakePart news: <http://www.takepart.com/food/index.html>



Next Steps:

What's In Season in Ontario? <https://www.harvestontario.com/whatinseason>
Sustainable Table directory: www.sustainabletable.org
Learn more about community supported agriculture (CSA) movements:
www.nal.usda.gov/afsic/csa
Eat Well Guide: www.eatwellguide.org
Consumer Guides (EWG): <https://www.ewg.org/consumer-guides#.Wn80f-dG3IU>
EWG's Healthy Living App: <https://www.ewg.org/apps/>
Food Scores: <https://www.ewg.org/foodscores>
10 Steps to Becoming a Locavore: <http://www.neighbourhoodgroup.com/bobby-d-s-locavores-digest/10-steps-to-becoming-a-locavore>
Finding seeds for gardening: <http://www.nativeseeds.org/> and <https://www.seedsavers.org/>
Offer your yard for Hamilton gardeners: <http://backyardharvest.ca/offering-your-land/>
Throw a "sustainable dinner party": <http://www.sustainabletable.org/spread/kits/>
10 tips for starting a church garden: <http://chreader.org/10-tips-starting-church-garden/>
and an example: <http://chreader.org/work-gods-garden/> and the benefits for mental health: <http://chreader.org/holy-comfort/>
Lord's Supper, Church Meals, Hospitality:
Sacred Meals, Eating Together: <http://chreader.org/sacred-meals/>
<http://www.thebroadcastnetwork.org/theology/theology-food-drink/>
Communion and Food Allergies: <http://chreader.org/in-remembrance-of-me/>
Setting an Inclusive Table at Church: <http://chreader.org/setting-new-table-2/>
Gluten-Free Communion Ideas: <http://chreader.org/offer-gluten-free-communion/>
Homemade communion bread for your congregation:
http://www.luthersem.edu/resources/communion_bread_recipe.asp
Mindful Eating: Changing Congregational Food Practices
<http://chreader.org/mindful-eating/>
Food, Faith & Community journal issue (Church Health Reader Summer 2013):
<http://chreader.org/issues/summer-2013/>
Gluttony and Grace-Filled Alternatives: <http://chreader.org/gluttony/>

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