

**SOCIOLOGY 330**  
**SOCIOLOGY OF FOOD INEQUALITIES**  
**Fall Term 2020**

Online Course

Teaching Assistant: Kaitlin Yeomans  
Email: [kry@pdx.edu](mailto:kry@pdx.edu)  
Virtual Office Hours: 4-5pm Tues. & Weds.,  
or by appointment.  
Link: <https://pdx.zoom.us/j/93151359594>

Dr. Daniel Jaffee  
Associate Professor of Sociology  
Email: [jaffee@pdx.edu](mailto:jaffee@pdx.edu)  
Virtual Office Hours: 3:45-5:15 Tues.,  
or by appointment. Sign up at:  
[www.wejoinin.com/sheets/ogixl](http://www.wejoinin.com/sheets/ogixl)

This course examines the social relations behind the food we eat, including its production, distribution, preparation, and consumption. We will look at the environmental, health, and social effects of our increasingly global and industrial agriculture and food system, and how they relate to social inequality. The course also explores the broad range of alternatives and social movements that have emerged, both globally and domestically, in response to these changes. By the end of the course, I hope that you will have gained a stronger understanding of the food system, your role in it, and various approaches to changing it. This class is also intended to strengthen your ability to read critically, to engage actively in discussion and debate, to explore new subject matter creatively, and to communicate ideas clearly effectively.

**Course Objectives:**

By the end of this course, you should be familiar with:

- The dynamics of our current globalized, industrial food system, and the major transformations that food production, trade, and consumption have undergone in the past century.
- Conceptual frameworks for analyzing the food system and its social effects, in the context of economic globalization and neoliberalism.
- A range of critiques of the dominant industrial or conventional food and agriculture system, including issues of social justice/inequality, and environmental impact and sustainability.
- The roots of hunger, famine, and food insecurity both domestically and internationally, as well as multiple positions in debates over their causes and solutions.
- Various positions in several current public debates and trends regarding food, including the increasing interest in organic and locally-grown food, and controversies over food safety, food deserts, obesity, pesticides, and biotechnology, among other issues.
- A range of alternatives and responses to the dominant conventional food system, both in the U.S. and in the global South (or Third World), including food justice, food sovereignty, organics and fair trade.

**COURSE REQUIREMENTS:**

**1) Class Participation:** This is an upper-level online course, with a substantial online discussion component in D2L. Your active participation in discussions is critical to making the class worthwhile, both for yourself and your classmates, and it counts for 10 percent of the final course grade. Note: In this online class, **participation requires that you reply to other students' postings in D2L**, both their weekly reading responses (see #3-A, below) and their documentary film responses (see #3-D, below).

2) **Readings:** Everyone should begin the week (starting each Monday) having completed all of the readings for that week, listed on the syllabus. Incomplete preparation deprives everyone of the benefit of your insights and analysis.

### 3) ASSIGNMENTS:

#### A) **READING RESPONSE POSTINGS:**

On six (6) weeks during the quarter (beginning in Week 2), you should write a short response/reaction that incorporates all of the starred (\*) readings for that week. (Note: posting a response in Week 2 is required.)

These postings should be very short papers, between 500-800 words (see specifications below). Response postings should be well organized and clearly written, with correct grammar and spelling. Note: The 500-word minimum is a firm minimum.

**IMPORTANT:** In these responses, you may: criticize or praise the readings, find points of similarity or divergence, question the key ideas or concepts, point out weaknesses, relate the readings to your own personal experiences, examine their underlying values/assumptions, compare them to other readings, etc. *The key point is this: You should critically and thoughtfully engage with and respond/react to the ideas in the required readings; the posting should not be merely a summary or restatement of the author's points.*

→ Quotes from the readings, and/or references to specific sections or passages (with page numbers) will be necessary evidence of your engagement.

→ At the end of your posting, **please include one or more questions about the readings** (in bold type) that will help frame our online discussion and help other students analyze the reading material.

→ **Post your response to our course D2L website** (under the “Discussions” tab, click on the folder for the appropriate date, and then “Compose” to start a new posting), so that everyone in the class can read each other's comment—and respond—before we meet. *NOTE: Please DO NOT click “add a file” attach your Word file to the posting; instead, compose your response in a word processing program, then select the text of your response, copy it, and paste it into the window for the thread.* **Warning: Don't write your posting online in D2L; you are likely to lose your work! You are responsible for saving a backup copy of all your written work.**

→ **POSTING DEADLINE: 11:00pm Sundays** (at the end of the week the readings are assigned)

**\*\*Late posting policy:** If your posting is late (between 11:01 pm Sunday and 11:59am Monday), you will receive 60% of what your grade would have been. No credit will be given for postings after 11:59am Monday.

→ **Reply briefly to at least one other student's posting, by 11:00pm on Monday.** This is a required element of the reading response assignment. (Click on the student's posting, then click “reply,” and enter your reply in the text window.)

I (or the TA) will evaluate your response paper postings in the following way:

- A strong response—keep it coming! = **4.5 to 5.0 points**
- Good response; meaningful engagement, but some room for improvement = **4.0 to 4.4 points**
- Adequate response; some good engagement, but needs to be strengthened = **3.5 to 3.9 points**
- Inadequate response; low engagement, needs much improvement = **3.0 to 3.4 points**
- Unsatisfactory; you didn't engage substantially with the readings. = **0 to 2.9 points**

*NOTE: Regardless of whether you write a response posting on a given week, you are expected to complete all of the readings.*

**B) “PERSONAL FOOD POLICY” PAPER (15 points):** This is a short required essay assignment (approximately 3 to 5 double-spaced pages). It will be due at the end of Week 1, on **Sunday, October 4 by 11:00pm**, in the relevant D2L Assignment folder. (There will be no reading response due that week.) Guidelines for this paper are posted in the Week 1 folder.

**C) TWO FOOD EXERCISES (15 points each) OR COMMODITY CHAIN ANALYSIS (30 points)**  
You may choose to do either two of the food exercise options, OR the longer commodity analysis project, **both of which are described in detail on a separate document.** All of the options involve writing up your findings/reflections in an essay format (5-7 double-spaced pages for exercises; 10-14 pages for the commodity analysis), or you may choose to create a video report (to be shared with the class) for one of the two exercises. These papers should be submitted to the appropriate Assignment link in D2L. All guidelines and specifications for these assignments are posted in the relevant folder on D2L.

**Deadlines** for these assignments are as follows:

- **Exercise #1:** **Due by Friday, October 30 at 5:00pm**
- **Exercise #2 OR Commodity Analysis:** **Due by Sunday, December 6 at 10:00pm**

*Policy on late papers:* Late papers turned in within 3 days (72 hours) after the deadline will receive 60% of what the grade would have been. No credit will be given for papers more than 3 days late.

**D) DOCUMENTARY FILM RESPONSES:** On six weeks during the term, there are required documentary films assigned (see calendar schedule below). Please watch all of these films. **For five (5) of those six weeks, you should write a short response to the film (at least 250 words),** on the separate discussion forums on D2L. Also, please be sure to reply to at least one other student’s film response, which counts toward the participation portion of your grade. You will receive up to 3 points for each posting, depending on your level of engagement with the film content and the course themes. **The deadline for posting film responses is 10:00am on the Friday of the week the film is assigned.**

### **EVALUATION/GRADING:**

The final course grade will weigh the assignments and requirements in the following way:

➤ Class Participation	10 points
➤ Reading Response Postings (6 total):	30 points (5 points per posting)
➤ Documentary Film Responses (5 total):	15 points (3 points per posting)
➤ “Personal Food Policy” Paper	15 points
➤ 2 Food Exercises (15 pts. each) <u>OR</u> Commodity Analysis	30 points total
➤ Extra credit (add’l reading/film responses, 2 pts each)	4 points possible
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TOTAL:	104 possible points

Final grades will be calculated based on the following table:

A	93.0-103.0	B-	80.0-82.9	D+	67.0-69.9
A-	90.0-93.9	C+	77.0-79.9	D	63.0-66.9
B+	87.0-89.9	C	73.0-76.9	D-	60.0-62.9
B	83.0-86.9	C-	70.0-72.9	F	59.9 or less

**CLASS READINGS**

**1) There are two required books for this class:**

Jason Konefal and Maki Hatanaka (editors). 2018. *Twenty Lessons in the Sociology of Food and Agriculture*. Oxford University Press.

[Available as a 180-day E-Book rental for approximately \$20:

<https://www.redshelf.com/book/979973/twenty-lessons-in-the-sociology-of-food-and-agriculture-979973-9780190662141-jason-konefal-maki-hatanaka> There are also hard copies for sale online.]

Seth Holmes. 2014. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press.

[Available as a free E-Book via the PSU Library site:

[https://search.library.pdx.edu/permalink/f/eqsjiv/TN\\_cdi\\_askewsholts\\_vlebooks\\_9780520954793](https://search.library.pdx.edu/permalink/f/eqsjiv/TN_cdi_askewsholts_vlebooks_9780520954793) ]

**2) Readings on D2L:** All of the remaining required readings for the course are posted on the class D2L website, under the “Course Content” link, and then in the folders for the relevant dates. *Please see me with any questions you have about using the site.*



**COURSE “MENU” AND READINGS**

(Please note that this is a *tentative* calendar. Some readings may be shifted, added or dropped during the quarter. I will let you know about these changes in advance.)

**\*Starred readings *must* be included in your reading response postings;** other readings may be included.

DATE	TOPICS	READINGS
	<b>FIRST “COURSE”:</b>	<b>INDUSTRIAL FOOD AND AGRICULTURE</b>
<b>WEEK 1</b> <b>Sept. 28- Oct 4</b>	Intro to the Sociology of Food & Agriculture  The Global Industrial Food System  <b>“Personal Food Policy” Paper Due Sunday Oct. 4, 11:00 pm, on D2L.</b>  <i>(No reading response posting due this week)</i>	*Jason Konefal and Maki Hatanaka. 2018. Introduction to <i>Twenty Lessons in the Sociology of Food and Agriculture</i> . ( <a href="#">E-book link</a> )  *J. Dara Bloom. 2018. “Globalization of Food: The World as a Supermarket.” Chap. 8 in <i>Twenty Lessons (E-book)</i> .  *Fred Magdoff and Brian Tokar. 2010. “Agriculture and Food in Crisis: An Overview.” 9-30 in <i>Agriculture and Food in Crisis</i> .  George Steinmetz. 2016. Super Size: The Dizzying Grandeur of 21 <sup>st</sup> -Century Agriculture.” (Photos and video.) <i>New York Times</i> , October 5.  <b>(Optional):</b> Phil Howard. 2018. “Increasing Corporate Control: From Supermarkets to Seeds.” Chap. 7 in <i>Twenty Lessons (E-book)</i> .
	<b>Required Film for Week 2:</b> <i>(post response by Friday Oct. 9, 10:00am)</i>	<b>“Food, Inc.”</b> (Available at <a href="https://vimeo.com/31813990">https://vimeo.com/31813990</a> )

<p><b>WEEK 2</b> <b>Oct. 5-11</b></p>	<p>Food Access, Diets, Health/Illness, and Safety</p> <p><b><u>*Post response to Week 2 readings on D2L by Sunday, Oct. 11, 11:00pm (This deadline is not shown on the syllabus for future weeks)</u></b></p>	<p>*Winne, Mark. 2008. "Growing Obese and Diabetic; Going Local and Organic." 110-136 in <i>Closing the Food Gap</i>.</p> <p>*Anthony Winston and Jin Young Choi. 2018. "Food, Diets, and Industrialization." Chapter 3 in <i>Twenty Lessons (E-book)</i>.</p> <p>*Andrew Jacobs and Matt Richtel. 2017. "How Big Business Got Brazil Hooked on Junk Food." <i>New York Times</i>, Sept. 16, 2017.</p> <p>*Michael Pollan. 2016. "Big Food Strikes Back: Why Did the Obamas Fail to Take on Corporate Agriculture?" <i>NY Times</i>, Oct. 5.</p> <p>*Julie Guthman. 2007. "Can't Stomach It: How Michael Pollan et al. Make Me Want to Eat Cheetos." <i>Gastronomica</i> 7(2): 75-79.</p> <p>Michael Moss. 2009. "The Burger That Shattered Her Life." <i>The New York Times</i>, October 3.</p> <p><b>Plus:</b> Center for Food Safety website: <a href="http://www.endindustrialmeat.org">www.endindustrialmeat.org</a></p>
	<p><b>Required Film for Week 3:</b> (Post response by Fri. Oct. 16, 10:00am)</p>	<p><b>"A Place at the Table" (watch online via PSU Library here: <a href="https://video-alexanderstreet-com.proxy.lib.pdx.edu/watch/a-place-at-the-table?context=channel:film-platform">https://video-alexanderstreet-com.proxy.lib.pdx.edu/watch/a-place-at-the-table?context=channel:film-platform</a> )</b></p>
<p><b>WEEK 3</b> <b>Oct. 12-18</b></p>	<p>The Roots of Hunger; Food Aid to the South; "Big Hunger" in the North</p>	<p>*Justin Sean Myers. 2018. "Food and Hunger." Chap. 13 in <i>Twenty Lessons (E-book)</i>.</p> <p>*Andrew Fisher. 2017. <i>Big Hunger: The Unholy Alliance Between Corporate America and Anti-Hunger Groups</i>. 1-10, Introduction.</p> <p>*Frances Moore Lappé and Joseph Collins. 2015. <i>World Hunger: Ten Myths</i>. Grove Press. 13-33, "Too Little Food, Too Many People."</p> <p>*Frances Moore Lappé and Joseph Collins. 2015. "World Hunger: Ten Myths." <i>Food First Backgrounder</i> 21(2) (Summer).</p> <p>Megan Tady. 2007. "Who Does U.S. Food Aid Benefit?" <i>In These Times</i>, September 12.</p>
<p><b>WEEK 4</b> <b>Oct. 19-25</b></p>	<p>The Environmental and Climate Impacts of the Industrial Food System</p>	<p>*Sean Gillon. 2018. "Food and the Environment." Chap. 12 in <i>Twenty Lessons (E-book)</i>.</p> <p>*GRAIN. 2011. "Food and Climate Change: The Forgotten Link."</p> <p>*Eric Holt-Gimenez. 2019. <i>Can We Feed the World Without Destroying It?</i> 1-10, "Politics, Power, &amp; Potential of Food."</p> <p>*Damian Carrington. 2014 "Giving Up Beef Will Reduce Carbon Footprint More than Cars, Says Expert." <i>The Guardian</i>, July 21.</p> <p>*Fiona Harvey. 2017. "Switching to Organic Farming Could Cut Greenhouse Gas Emissions." <i>The Guardian</i>, Nov. 14.</p>

	SECOND "COURSE":	LABOR, INEQUALITY, AND JUSTICE
	<b>Required Film for Week 5:</b> (post response by Fri. Oct. 30, 10:00am)	<b>"The Harvest/La Cosecha"</b> (watch online via PSU Library here: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71273894920001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71273894920001451</a> )
<b>WEEK 5</b> <b>Oct. 26- Nov. 1</b>	Food and Labor (I):  Farmworkers and Migration  <b>Exercise #1 DUE</b> <b>Friday Oct. 30, 5:00 pm</b> <b>(OR if doing commodity chain analysis, email a progress update to Prof. Jaffee and TA)</b>	*Seth Holmes. 2013. <i>Fresh Fruit, Broken Bodies</i> . Pp. 1-87. University of California Press. ( <b>E-Book via PSU Library</b> )  * Margaret Gray. 2018. "Food and Labor." Chap. 11 in <i>Twenty Lessons</i> (E-book).  *Christine Ahn, Melissa Moore and Nick Parker. 2004. "Backgrounder: Migrant Farmworkers: America's New Plantation Workers." Oakland, CA: Food First.  <b>(Optional):</b> Deborah Barndt. 2004. "Fruits of Injustice: Women in the Post-NAFTA Food System."
	<b>Required Film for Week 6:</b> (Post response by Fri. Nov. 6)	<b>"Food Chains"</b> (watch online via PSU Library at this link: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71225686870001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71225686870001451</a> )
<b>WEEK 6</b> <b>Nov. 2-8</b>  <b>(Nov. 3 is Election Day—Vote!)</b>	Food and Labor (II):  Food, Globalization, Migration, and Labor Organizing	*Seth Holmes. 2013. <i>Fresh Fruit, Broken Bodies</i> . Pp. 89-110 and 155-198. (Pp. 111-154 are optional.) ( <b>E-Book via PSU Library</b> )  *Laura Anne Minkoff-Zern. 2017. "Farmworker-Led Food Movements Then and Now." 157-178 in Alkon and Guthman (eds.), <i>The New Food Activism</i> . University of California Press.  *Richard Mertens. 2017. "Tomato Pickers Win Higher Pay. Can Others Use Their Strategy?" <i>Christian Science Monitor</i> , March 9.  *Molly Solomon. 2018. "In Historic Election, Portland Burgerville Employees Vote to Unionize." <i>OPB News</i> , April 24.
<b>WEEK 7</b> <b>Nov. 9-15</b>	COVID-19 Pandemic and the Food System	*Oliver Laughland and Amanda Holpuch. 2020. "'We're Modern Slaves: How Meat Plant Workers Became the New Front Line in Covid War.'" <i>The Guardian</i> , May 2.  *Tess Novotny. 2020. "Covid Shifts How Food is Grown, Processed, and Delivered." <i>OPB News</i> , August 8.  *Jennifer Clapp. 2020. "Spoiled Milk, Rotten Vegetables and a Very Broken Food System." <i>The New York Times</i> , May 8.  *Jan Dutkiewicz et al. 2020. "The Covid-19 Pandemic Shows We Must Transform the Global Food System." <i>The Guardian</i> , April 16.
	THIRD "COURSE":	ALTERNATIVES: FROM GLOBAL TO LOCAL
	<b>Required Film for Week 8:</b> (Post response by Friday Nov. 20, 10:00am)	<b>"Black Gold"</b> (view online via PSU Library here: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71132296860001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71132296860001451</a> )

<p><b>WEEK 8</b></p> <p><b>Nov. 16-22</b></p>	<p>Fair Trade</p> <p>Organic Food: Social Movement or Organic, Inc.?</p>	<p>*Daniel Jaffee. 2018. “Fair Trade.” Chap. 16 in <i>Twenty Lessons (E-book)</i>.</p> <p>*Kevin Obach. 2014. <i>Organic Struggle</i>. MIT Press. Chapter 1, Introduction. (Note: Chapter 6 is optional.)</p> <p>*Whenona Hauter. 2012. <i>Foodopoly</i>. The New Press. 98-115, “Organic Food: The Paradox.”</p> <p>*View the graphics showing organic industry consolidation (and remaining independents) on Phil Howard’s website: <a href="https://philhoward.net/2017/05/08/organic-industry/">https://philhoward.net/2017/05/08/organic-industry/</a></p> <p>Daniel Jaffee and Philip H. Howard. 2010. “Corporate Cooptation of Fair Trade and Organic Standards.” <i>Agriculture and Human Values</i> 27(4): 387-399.</p> <p><b>Also:</b> Look at Cornucopia Institute’s Organic Dairy Scorecard: <a href="https://www.cornucopia.org/organic-dairy-report-and-scorecard/">https://www.cornucopia.org/organic-dairy-report-and-scorecard/</a></p> <p><b>(Optional):</b> Civil Eats. 2020. “After 10 Years of Rapid Growth, What Does Organic Mean Today?”</p> <p><b>(Optional):</b> Fair World Project. 2018. <i>For A Better World</i> 16 (Spring/Summer).</p>
	<p><b>Required Film for Week 9:</b> (Post response by Friday Nov. 27, 10:00am)</p>	<p><b>“Greening the Revolution” (Watch Online at: <a href="https://greeningtherevolution.org/watch-now">https://greeningtherevolution.org/watch-now</a> )</b></p>
<p><b>WEEK 9</b></p> <p><b>Nov. 23-29</b></p>	<p>Food Sovereignty, Seed Sovereignty, and International Peasant Movements</p> <p>Local Food, Locavores, and Food Miles</p>	<p>*Carol Hernández, Hugo Perales, and Daniel Jaffee. 2020. “Without Food There Is No Resistance: The Impact of the Zapatista Conflict on Agrobiodiversity and Seed Sovereignty in Chiapas, Mexico.” <i>Geoforum</i> (In Press.)</p> <p>*Vandana Shiva. 2016. “Sowing Seeds of Freedom.” 287-296 in <i>Seed Sovereignty, Food Security: Women in the Vanguard of the Fight Against GMOs and Corporate Agriculture</i>.</p> <p>*Peter Rossett. 2003. “Food Sovereignty: Global Rallying Cry of Farmer Movements.” <i>Food First Backgrounder</i> 9(4).</p> <p><b>Also:</b> Look at La Via Campesina’s website: <a href="http://www.viacampesina.org">www.viacampesina.org</a></p> <p>*Jessica Prentice. 2007. “The Birth of Locavore.” Oxford University Press Blog. <a href="https://blog.oup.com/2007/11/prentice/">https://blog.oup.com/2007/11/prentice/</a></p> <p>*Robin McKie. 2008. “How the Myth of Food Miles Hurts the Planet.” <i>The Guardian</i>, March 23.</p> <p>Ronald Bailey. 2002. “I Don’t Care Where My Food Comes From, and Neither Should You.” <i>Reason Magazine</i> (Sept. 25).</p>



		<b>(Optional):</b> Joshua Sbicca. 2018. “Urban Food Production.” Chap. 19 in <i>Twenty Lessons (E-book)</i> .
	<b>Optional Film for Week 10:</b> (If posting for extra credit, due Friday Dec. 4, 10am)	<b>“The Garden”</b> (view online via PSU Library here: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71325453790001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71325453790001451</a> )
<b>WEEK 10</b> <b>Nov. 30- Dec. 6</b>	Food Justice;  Looking Ahead  <b>Exercise #2 OR</b> <b>Commodity Chain Analysis</b> <b>DUE Sunday, Dec. 6, 10:00pm</b>	*Alison Alkon. 2018. “Food and Justice.” Chap. 20 in <i>Twenty Lessons (E-book)</i> .  *Frances Moore Lappé and Anna Lappé. 2016. “Fields of Hope and Power.” 3-41 in Vandana Shiva, <i>Seed Sovereignty, Food Security</i> .  *Frances Moore Lappé. 2009. “The City That Ended Hunger.” <i>Yes Magazine</i> , February 13.  *Alison Hope Alkon and Julie Guthman. 2017. “A New Food Politics.” 316-323 in <i>The New Food Activism</i> . Univ. California Press.  Michael Pollan. 2008. “Why Bother?” <i>NY Times Magazine</i> , April 20.

**ADDITIONAL COURSE GUIDELINES:**

**Syllabus:** This is your principal guide to the class. Before emailing the TA or myself with a question, please *reread the syllabus first* to make sure that it doesn’t answer your question.

**Academic Integrity:** I expect that your writing and your work on all assignments in this course will reflect original thought. Using the work or ideas of others without proper citation and attribution—whether from the internet, publications, or any other source—is plagiarism, and is a violation of the Student Conduct Code. To avoid plagiarizing, please adhere to at least these basic principles:

- 1) If you use another person’s ideas in your work, you must cite the source in the text (author last name(s) and year\*);
- 2) If you use another person’s exact words in your work, you must put those words in quotation marks, as well as cite the source in the text, with a page reference (author last name, year\*, and page number).
- 3) All sources cited in the text must also appear in the reference list/bibliography\*

Academic integrity is the cornerstone of the university, and I take violations of this policy very seriously. Therefore, **any student whom I find to be in violation of these standards will receive either a grade of zero for the assignment in question, or a failing grade for the entire course.** I will also report all violations of this policy to the Dean of Student Life. If you have questions or concerns about these policies, or about proper attribution/citation practice, I strongly encourage you to discuss them with me. Please refer to the Student Code of Conduct for more information: <http://www.pdx.edu/dos/psu-student-code-conduct>

\*In your reading and film response postings, you do not need to list the publication year or add a reference list.

**PSU Sexual Harassment Policy:** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. I also have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not



have this reporting responsibility, you can find a list of those individuals at: <https://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, please complete the required student module “Creating a Safe Campus” in your D2L.

**Access and Inclusion for Students with Disabilities:** PSU values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union: 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>. If you already have DRC accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

**Technology and Access:** All of the course materials, including readings, assignment descriptions, discussion forums, and assignment submission folders, are located on the course D2L site, except for the required e-book, *Twenty Lessons in the Sociology of Food and Agriculture*. You will need a computer, tablet, or similar device with an internet connection to access D2L. Please contact Dr. Jaffee if you have difficulty accessing any of the course materials or assignments.