

COURSE TITLE: ENVS 411: Farmworkers and Food Justice

INSTRUCTOR: Kassandra Hishida, khishida@uoregon.edu Office Hours: TBA

PREFERRED TERM: Syllabus designed for Winter 2017

CLASS MEETING TIMES: Two hours twice a week

COURSE DESCRIPTION:

Environmental justice refers to the unequal distribution of environmental benefits, environmental risks, and environmental burdens. Food justice also addresses inequality, but is instead in reference to unequal access to food for consumption as well as the benefits of food production. At the intersection of these two fields, we find the racial, economic, and social inequalities seen in issues of farmworker justice. By exploring numerous issues facing farmworkers through an Environmental Justice framework, you will become familiar with some major themes of Food Justice. Such themes include the exploitation and permeability of farmworkers' bodies, institutional marginalization of farmworkers, and the inability of current alternative food movements to address these issues. Just as Environmental Justice has diverged from traditional Environmentalism in light of the movement's failure to address structural discrimination against low-income, communities of color, the Food Justice movement has grown in response to the mainstream Alternative Food Movement. This divergence has occurred in order to promote equity and justice for similarly marginalized communities that are exploited throughout the food production process. Together we will explore why these communities struggle to access healthy, affordable, and culturally appropriate food in a system for which they are the very foundation of.

COURSE GOALS:

The aim of this course is to increase awareness of the issues outlined above as well as call into question the ways in which food organizations are either attempting to, or failing to, address these issues. The readings, in-class activities, and learning assessments incorporated in this course are all meant to facilitate meaningful discussions and critical reflection in an interdisciplinary context.

STUDENT LEARNING OUTCOMES:

By the end of this class you will...

- 1) List and describe at least three ways that EJ and FJ themes intersect in relation to issues of farmworker justice
- 2) Craft three different types of questions (content, process, premise) that demonstrate critical reading abilities and serve as a tool for the facilitation of engaging discussions and critical writings as related to Food Justice, Farmworker Justice, and Environmental Justice issues
- 3) Produce and present a project that contributes to a more diverse, social justice oriented alternative food narrative while demonstrating connections between course themes and food justice organizations

COURSE TEXTS:

There are no required texts that you will need to purchase for this course. The following three texts will be available in the form of e-books accessible through the University of Oregon Library Website:

Alkon, Alison Hope, and Agyeman, Julian. *Cultivating Food Justice : Race, Class, and Sustainability*. Cambridge, MA, USA: MIT Press, 2011. ProQuest ebrary. Web.

Holmes, Seth. *California Series in Public Anthropology, Volume 27: Fresh Fruit, Broken Bodies : Migrant Farmworkers in the United States*. Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

Gray, Margaret. *Labor and the Locavore: The Making of a Comprehensive Food Ethic*. Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

I will walk the entire class through the process of accessing these texts online. All other course materials will be available in the form of PDF files or external links posted as weekly reading modules on Canvas. In the course schedule, I have listed the readings to be completed prior to class, as well as some optional and in-class readings. If you have trouble accessing these readings, please email me or come talk to me during my office hours.

COURSE REQUIREMENTS:

Assignment	Frequency	% Grade
Attendance and In-class Participation	Daily	10%
Discussion Leadership and Three Discussion Questions	Once per week	15%
Book or Documentary for Critical Connections Paper	1	25%
Campus or Community Food Justice Event (Participation and Presentation)	1	15%
Urban Food Stories Project	1	35% 20% graded as a team (presentation and final product) 15% graded individually (individual paper)

MY TEACHING PHILOSOPHY:

My role as an educator is to provide you with professional and educational experiences that will prepare you for success in your future endeavors. I have designed meaningful tasks that will allow you and your

peers to demonstrate your competency and feel as though you have contributed to the class, your field, and your community. In doing so, I hope to empower you and improve your perception of yourself as an interdisciplinary student, aspiring professional, and an active environmental citizen.

ASSIGNMENT DETAILS:

Attendance and In-class Participation

Attendance will be taken each day and will be included as part of your overall in-class participation grade. You must come prepared to ask questions, engage the reading materials, and actively participate in class discussions to receive full credit for in-class participation. During most class sessions, all students will participate in small group discussions and/or activities in order to engage the reading material in an analytical and substantive way.

Questions and Discussion Leadership– Due evening prior to class @5PM on Canvas **Lead discussion and submit a set of 3 questions once per week from 01/17 – 03/02**

As of the second week of class, you will prepare three discussion questions each week. These questions will be in response to either Monday or Wednesday's readings. You will be assigned your day of the week during the first week of class. You will craft three different types of questions: content, process, and premise. By producing these different questions, you will have the opportunity to practice your critical reading skills while shaping the scope and focus of our in-class discussions. I will provide examples and an in-depth explanation of these different types of reflections in class. A brief explanation is provided below:

Content reflection asks, "What is happening?" or "What is the problem?"

Process reflection asks, "How did this come to be?"

Premise reflection asks, "Why is this important?" "Why do I care?" or "Why is this a problem?"

On your assigned days, you will use the questions to facilitate conversation as you lead small-group discussions of the readings. As a class, we will explore the questions provided by you and your peers by sharing the major takeaways from your small group discussion with the rest of the class. Further details on this assignment will be posted on Canvas.

Book or Documentary Critical Connections Paper – Due Fri 02/03 @5PM on Canvas

You will select a food justice related documentary film to view or book to read from the list I have provided in class. This is your opportunity to engage in an aspect of Food Justice in more depth. You will write a critical reaction paper 3-5 pages in length (double-spaced, 12 pt font). Your paper will need to integrate the major takeaways from the film or book, connections between your selection and previous materials we have engaged in class, the significance of this work within the broader context of the food justice movement, and critiques of the film or book as related to the themes discussed throughout this course. Please confirm your selected film or text with me by the end of the third week of class. Further details will be provided in class and on Canvas.

Resource:

You can use this Critical Reading Guide from the UO TEP program to help you with your reading responses

http://tep.uoregon.edu/resources/exchange/studyskills/docs/Critical_Reading_Guide.pdf

Campus or Community Food Justice Event – Due (at the latest) 03/02

Participation - You will attend at least one event on campus or in the greater community. To receive full credit you must email me to confirm that this is an appropriate event at least 48 hours prior to attending, you must provide me with some means of documenting your attendance of the event (notes and pictures when appropriate), and you must stay for the entire event. If you are attending a talk it is highly encouraged that you ask questions, chat with the speaker afterwards, or debrief the talk with peers afterwards.

I will announce campus-based events throughout the term. To get plugged in to campus events, I recommend following the UO Food Studies Facebook Page (<https://www.facebook.com/UOFoodStudies/>) and getting your UO email on the Food Studies listserv (email foodstudies@uoregon.edu to be added). You may also seek out events and opportunities off campus on your own. Please clear your event of choice with me prior to attending to ensure that it is aligned with the scope of this course. If you know of any events relevant to this assignment please let me know and I will schedule time for you to share event information with the class.

Presentation - After attending the event, you will present a brief overview of the event to the class including three main takeaways from the event, one connection to this course, and one question for the class to discuss. These presentations will serve as an opportunity for student leadership in the classroom as well as to provide an overview of Food Justice events going on throughout our local community.

This assignment is flexible and there will be a variety of opportunities to attend events throughout the quarter. However, you **MUST** schedule your presentation time with me at least a week in advance so that everyone can share with the class by **Wed 03/02**.

Urban Food Story

“Urban Food Stories is a community storytelling project that highlights the unique and important food traditions of the individuals around us. Through interviews, photographs, and recipes, these stories intend to broaden the narratives of the 'alternative food movement', thus making it more inclusive” (www.urbanfoodstories.com).

You and your team will work with a food-related organization and/or community members from either the local Eugene community or your hometown in order to produce an Urban Food Story project. In completing this project, you will share the stories to provide a more complete picture of 'alternative food' in Lane County and in your own communities. I will be providing a list of local community partners who have expressed interest in working with our class, but I am also open to exploring other options should you have any ideas. Your team must make an appointment with me to discuss your project before seeking out your Food Story community-partner.

See general instructions for the Urban Food Story below:

http://media.wix.com/ugd/0635a5_87f6b5a9e0964da1a83a745a0592a7a8.pdf

I will be adapting these instructions to better fit the scope of this course, but this will give you an idea of what you will be doing for your final project. Teams will be selected in class according to shared interests. Students will determine how they would like to share their projects with the public. The class will have the option to share and compile their projects in the form of a UO course blog or as a story to be shared through the official Urban Food Stories website and online database.

Group Presentation - Each team will have 20 -30 minutes to share their final project with the rest of the class. The presentation format is flexible and should be conducted in a way that is best suited for the type of work being shared. This portion of the assignment will be graded as a team. Teams will present on 03/14 or 03/16. Schedule will be posted on Canvas.

Individual Critical Connections Paper- In addition to the group presentation, you will be asked to turn in an individual paper reflecting on your Urban Food Stories experience and drawing connections between your project and the themes we have explored in this class. This portion of the assignment will be graded individually. This paper is due at the end of the designated final period (Date/Time TBA).

COURSE POLICIES:

Communication: Please note that there are several assignments that require you to check in with me prior to completing the task. Additionally, I am happy to help you navigate any questions, concerns or comments about the class. Please email me at khishida@uoregon.edu or plan to come by and talk to me during my office hours. In the subject of all emails, please include your name and the course title. I will do my best to answer your email within 24 hours. In return, I ask that you check your UO email and Canvas notifications regularly to ensure that you receive any information I send out to the class.

Assignments: Assignments must be submitted electronically to Canvas or turned in during class prior to the designated due date and time. Assignments will be docked one letter grade for each day that it is late.

Attendance and Participation: Please arrive on time and be prepared to participate fully in the class. Please let me know in advance (by email) if you will be arriving late or need to leave early. Attendance is a critical part of your participation in the course given the emphasis placed on class participation and small group interactions.

UNIVERSITY POLICIES:

Encouraging Inclusive Learning Environments/ Accessibility: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346- 1155 or uoaec@uoregon.edu, as you may need to provide documentation from the AEC for any accessibility issues.

UO Affirmation of Community Standards: “The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to

preserve such freedom. We affirm our respect for the rights and well-being of all members. We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.”

Academic Integrity: The University of Oregon provides specific codes of conduct and how academic misconduct will be addressed. Please be aware of the following policies and adhere to them accordingly:

- [University of Oregon Student Conduct Code](#)
- [Academic Misconduct](#)
- [Plagiarism](#)

Title IX Policy and Reporting Responsibilities: The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Consequently, all UO employees are required to report to appropriate authorities (supervisor or Office of Affirmative Action and Equal Opportunity) when they have reasonable cause to believe that discrimination, harassment or abuse of any kind has taken, or is taking, place. Students seeking to discuss a situation without talking to a mandatory reporter may call 541-346-SAFE. This 24/7 hotline is staffed by confidential, trained counselors. For confidential help, students may also contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sass-lane.org/>).

Resources: In the interest of your success in the classroom and overall well-being, I will share a more comprehensive list of campus resources available to all UO students on Canvas.

COURSE SCHEDULE (SUBJECT TO REVISION)

-----WEEK ONE-----

Tuesday 01/10 Course Introduction and Community Building

Class Overview:

- Syllabus Overview (walk through expectations and assignments)
- Student Introductions
- Food Justice Themed Power Shuffle Activity (Adapted from Food Fight Curriculum in Appendix A)

Thursday 01/12 Environmental Justice: Key Definitions and Overview

Class Overview:

- EJ History/Overview Lecture
- EJ/FJ Timeline Activity
- Model Student-led Discussion (Assign students Discussion Question/Leadership Dates)
- Walk students through accessing e-books

Read before class:

- Bullard, RD, P Mohai, R Saha, and B Wright. "Toxic Wastes and Race at Twenty: Why Race Still Matters After All of These Years." *Environmental Law (Portland)*, 38.2 (2008): 371-412.
- Clendenning, Jessica, Wolfram Dressler, and Carol Richards. "Food Justice or Food Sovereignty? Understanding the Rise of Urban Food Movements in the USA." *Agriculture and Human Values*, 33.1 (2016): 165-177.

Optional Resources:

- <http://www.ejnet.org/ej/twart.pdf>
- http://d3n8a8pro7vhmx.cloudfront.net/unitedchurchofchrist/legacy_url/421/almost-everything-you-need-to-know-about-environmental-justice-english-version.pdf?1418423801

-----WEEK TWO-----

Tuesday 01/17 Food Justice: Key Definitions and Overview

Class Overview:

- Lecture
- KWLS Activity using terms/themes from the course (Adapted from Food Fight Curriculum in Appendix A)
- Student-led discussion of readings (sliding groups)

Read Before Class:

- Alkon, A and Agyeman, J (2011). "Introduction - The Food Movement as Polyculture." In A Alkon and J Agyeman (eds) *Cultivating Food Justice: Race, Class and Sustainability* (pp 1–13). Cambridge, MA, USA: MIT Press, 2011. ProQuest ebrary. Web.
- Alkon, Alison. "Paradise or Pavement: The Social Constructions of the Environment in Two Urban Farmers' Markets and Their Implications for Environmental Justice and Sustainability." *Local Environment*, 13.3 (2008): 271-289.
- Gottlieb, R and Joshi, A. "Growing and Producing Food," *Food Justice* (Boston: MIT, 2010), 13-38.

Thursday 01/19 Drawing Connections between EJ and FJ throughout the Food Chain

MEMO: BRING LAPTOP/TABLET TODAY (contact me in advance if this will be an issue)

Class Overview:

- Student-led discussion of readings and *Color of Food* graphics (sliding groups)
- Food Chain Avengers Comic Book in-class reading and discussion (See Appendix A)

Read before class:

- Alkon, AH, and KM Norgaard. "Breaking the Food Chains: An Investigation of Food Justice Activism." *Sociological Inquiry*, 79.3 (2009): 289-305.
- Gottlieb, R, and Fisher, A. "Community Food Security and Environmental Justice: Converging Paths Towards Social Justice and Sustainable Communities." *Race, Poverty & the Environment*, 7.2 (2000): 18-20.

Reading in class:

- Food Chain Avengers Comic (English) <http://foodchainworkers.org/wp-content/uploads/2014/12/Food-Chain-Avengers-in-full-color-English.pdf>
- Food Chain Avengers Comic (Spanish) <http://foodchainworkers.org/wp-content/uploads/2014/12/Food-Chain-Avengers-in-full-color-en-espa%C3%B1ol.pdf>

Optional Resources:

- Color of Food Report http://foodchainworkers.org/wp-content/uploads/2011/05/Color-of-Food_021611_F.pdf
- Voices of the Food Chain Video <https://vimeo.com/145924655>
- Civil Eats article <http://civileats.com/2015/11/18/eric-schlosser-on-the-people-behind-your-food-workers-farmworkers-labor/>

-----WEEK THREE-----

Tuesday 01/23 Pesticides, Farmworkers, and Environmental Justice

Class Overview:

- Lecture
- Student-led discussion of readings (sliding groups)

- In class discussion of reading scientific articles (gauge student comfort level, discuss as needed)
 - Resource: <https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper>
- Discuss Critical Connections Paper assignment

Read before class:

- Saxton, Dvera I. "Strawberry Fields as Extreme Environments: The Ecobiopolitics of Farmworker Health." *Medical Anthropology*, 34.2 (2015): 166-183.
- Pena, Devon, and Laura Pulido. "Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm Workers' Organizing Committee, 1965-1971." *Race, Gender & Class*, 6.1 (1998): 33.

Optional Resources:

- NCAP <http://www.pesticide.org/>

Thursday 01/25 Pesticide Exposure and Permeability of Bodies

MEMO: Email selection for critical connections paper by Fri 01/26 @5PM

Class Overview:

- Poetry Reading and Discussion
- Lecture
- Student-led discussion of readings (sliding groups)
- Discuss Critical Reflection Paper assignment

Read before class:

- Schwartz, NA, CA von Glascoe, V Torres, L Ramos, and C Soria-Delgado. "'Where They (Live, Work And) Spray': Pesticide Exposure, Childhood Asthma and Environmental Justice Among Mexican-American Farmworkers." *Health & Place*, 32 (2015): 83-92.
- Mills, PK, and RC Yang. "Agricultural Exposures and Gastric Cancer Risk in Hispanic Farm Workers in California." *Environmental Research*, 104.2 (2007): 282-289.
- Burns, Carol J, William M Mahlburg, and J.P. "Jack" Dutra. "Pesticide Exposure Among Farm Workers." *Environmental Research*, 105.2 (2007): 285-286.

Reading in class:

- Espada, Martin. "Federico's Ghost". *New Labor Forum* 16.3/4 (2007): 194-195. Web.

Optional Resources:

- <https://www.farmworkerjustice.org/sites/default/files/aExposed%20and%20Ignored%20by%20Farmworker%20Justice%20singles%20compressed.pdf>
- <http://www.npr.org/sections/thesalt/2015/09/28/444220963/epa-announces-new-rules-to-protect-farmworkers-from-pesticides>

-----WEEK FOUR-----

Tuesday 01/31 Pesticide Exposure and Permeability of Bodies

MEMO: BRING LAPTOP/TABLET TODAY (contact me in advance if this will be an issue)

Class Overview:

- Lecture
- Student-led discussion of readings (sliding groups)
- Introduce Urban Food Story Project
- Class engagement with Urban Food Story Website

Read before class:

- Arcury, Thomas A, Sara A Quandt, and Gregory B Russell. "Pesticide Safety among Farmworkers: Perceived Risk and Perceived Control as Factors Reflecting Environmental Justice." *Environmental Health Perspectives* 110.Suppl 2 (2002): 233–240.
- Harrison, Jill. "Lessons Learned from Pesticide Drift: A Call to Bring Production Agriculture, Farm Labor, and Social Justice Back into Agrifood Research and Activism." *Agriculture and Human Values*, 25.2 (2008): 163-167.

Optional Resource:

- Berggold, Craig. "The Colour of Food: A Historical Photo Essay." *Briarpatch Magazine*, 1 Sept. 2011. Web. <<https://briarpatchmagazine.com/articles/view/the-colour-of-food>>.
- <http://www.urbanfoodstories.com/>

Thursday 02/02 Institutional Marginalization of Food Workers

MEMO: Critical Connections Paper Due on Canvas by Fri 02/03 @ 5PM

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Pick Urban Food Story Teams

Read before class:

- Minkoff-Zern L, Peluso N, Getz C, and Sourwine J (2011) "Race and regulation: Asian immigrants in California agriculture." In A Alkon and J Agyeman (eds) *Cultivating Food Justice: Race, Class and Sustainability* (pp 65–85). Cambridge, MA, USA: MIT Press, 2011. ProQuest ebrary. Web.

-----WEEK FIVE-----

Tuesday 02/07 Institutional Marginalization of Food Workers

MEMO: BRING LAPTOP/TABLET TODAY (contact me in advance if this will be an issue)

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Class engagement with websites of local food organization websites in Lane County

Read before class:

- <http://www.npr.org/sections/thesalt/2013/08/07/209925420/why-picking-your-berries-for-8-000-a-year-hurts-a-lot>
- Holmes, Seth. "How the Poor Suffer," *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (pp 88- 110). Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

Thursday 02/09 Institutional Marginalization of Food Workers

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Class Discussion: Best practices working with community partners
- Urban Food Story Workshop Time

Read before class:

- Holmes, Seth. "Because They're Lower to the Ground," *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (pp 155-181). Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

-----WEEK SIX-----

Tuesday 02/14 Institutional Marginalization of Food Workers

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Read and Discuss Grist article in Class
- Reminder about scheduling campus/community event presentations

Read before class:

- Gray, Margaret. "The Workers: Labor Conditions, Paternalism, and Immigrant Stories," *Labor and the Locavore: The Making of a Comprehensive Food Ethic* (pp 41-67). Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

Read in class:

- <http://grist.org/people/from-farmworker-to-farm-owner-one-mans-story-of-the-american-dream/>
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Thursday 02/16 Institutional Marginalization of Food Workers

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Urban Food Story Workshop Time

Read before class:

- Gray, Margaret. "Sustainable Jobs? Ethnic Succession and the New Latinos," *Labor and the Locavore: The Making of a Comprehensive Food Ethic* (pp 102-127). Berkeley, CA, USA: University of California Press, 2013. ProQuest ebrary. Web.

-----WEEK SEVEN-----

Tuesday 02/21 Institutional Marginalization of Food Workers

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- KWLS Activity revisiting terms/themes from the course (Adapted from Food Fight Curriculum in Appendix A)

Read before class:

- Brown S and Getz C (2011) "Farmworker food insecurity and the production of hunger in California." In A Alkon and J Agyeman (eds) *Cultivating Food Justice: Race, Class and Sustainability* (pp 121–146). Cambridge, MA, USA: MIT Press, 2011. ProQuest ebrary. Web.

Thursday 02/23 Institutional Marginalization of Food Workers

MEMO: Last Day to Present Campus/Community Food Justice Event is Wed 11/16 (must email instructor and schedule presentation at least one week in advance)

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Urban Food Story Workshop Time

Read before class:

- Minkoff-Zern, Laura-Anne. "Knowing "Good Food": Immigrant Knowledge and the Racial Politics of Farmworker Food Insecurity." *Antipode*, 46.5 (2014): 1190-1204.
- Minkoff-Zern, Laura-Anne. "Hunger Amidst Plenty: Farmworker Food Insecurity and Coping Strategies in California." *Local Environment*, 19.2 (2014): 204-219.
- Minkoff-Zern, LA. "Subsidizing Farmworker Hunger: Food Assistance Programs and the Social Reproduction of California Farm Labor." *GEOFORUM*, 57 (2014): 91-98.

-----WEEK EIGHT-----

Tuesday 02/27 Evaluating Food Movement Responses

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Discussion of how this reading relates to our Urban Food Stories

Read before class:

- Guthman, Julie (2011) "'If They Only Knew' The Unbearable Whiteness of Alternative Food." In A Alkon and J Agyeman (eds) *Cultivating Food Justice: Race, Class and Sustainability* (pp 263–281). Cambridge, MA, USA: MIT Press, 2011. ProQuest ebrary. Web.
- Slocum, Rachel. "Anti-racist Practice and the Work of Community Food Organizations." *Antipode*, 38.2 (2006): 327-349.

Thursday 03/02 Evaluating Food Movement Responses

Class Overview:

- Lecture
- Student-led discussion (sliding groups)
- Schedule final presentation order
- Final Urban Food Story Workshop Time

Read before class:

- Alkon, Alison, and Teresa Mares. "Food Sovereignty in US Food Movements: Radical Visions and Neoliberal Constraints." *Agriculture and Human Values*, 29.3 (2012): 347-359.
- Sbicca, Joshua. "Growing Food Justice by Planting an Anti-oppression Foundation: Opportunities and Obstacles for a Budding Social Movement." *Agriculture and Human Values*, 29.4 (2012): 455-466.
- Werkheiser, Ian, and Samantha Noll. "From Food Justice to a Tool of the Status Quo: Three Sub-movements Within Local Food." *Journal of Agricultural and Environmental Ethics*, 27.2 (2014): 201-210.

-----WEEK NINE-----

Tuesday 03/07 Farmworker Food Justice in Oregon

Class Overview:

Lecture
Guest Speaker from Huerto de la Familia

Read before class:

- Grauel, K, and KJ Chambers. "Food Deserts and Migrant Farmworkers: Assessing Food Access in Oregon's Willamette Valley." *Journal of Ethnobiology*, 34.2 (2014): 228-250.

Thursday 03/10 Farmworker Food Justice in Oregon

Class Overview:

Final Lecture

Guest Speaker from PCUN

Read before class: http://clas.uoregon.edu/wp-content/uploads/2010/06/PCUN_story_WEB.pdf

-----WEEK TEN-----

Tuesday 03/14 Final Project Presentations (20-30 mins each)

Group 1:

Group 2:

Thursday 03/16 Final Project Presentations (20-30 mins each)

Group 3:

Group 4:

-----WEEK ELEVEN-----

Urban Food Story Individual Critical Connections Paper

Due the end of the designated final period - Date/Time will be announced in class

METHODS OF INSTRUCTION

- **Lecture:** For most classes, I will begin with a brief lecture to set up the day's material and will plan to speak after the student-led discussions in the case that any major points from the readings were not sufficiently covered. To ensure that there is sufficient time for the student-led portion of our class periods, my lectures will be flexible and shaped by the points brought up by my students. As time permits, I plan to incorporate the 'optional resources' I've listed throughout the syllabus into my lectures. In the case that there is not enough time to explore these, I will instead direct the students to engage in this 'optional resources' if they want to further explore a particular topic.

- **In-class Activities:** Several of the class periods at the beginning of the course are very carefully scheduled and involve a variety of activities (see details below). However, the majority of the class periods I have left relatively open. I have done this to leave room for the campus/community event presentations that will be scheduled throughout the term and also to provide myself the freedom to add materials and activities that I may come across over the next couple of months.
 - o **Poetry Reading:** The reading and discussion of this poem are meant to add another dimension to our readings of the science articles examining the health impacts of farmworker pesticide exposure.
 - o **Power Shuffle:** This is a variation of the commonly used activity in which a facilitator reads phrases and participants walk across the room if the phrase applies to them. Participating in this activity will serve as a means of community building as well as an opportunity to introduce students to issues we will be exploring throughout the term. This particular iteration of the activity will be adapted from the Food Fight curriculum I've listed the link to in Appendix A. This curriculum is designed to supplement viewing of the 'Food Fight' music video co-created by Earth Amplified and New Message Media. Although I am not sure whether or not I will show this video in my class, I have found their curriculum activities very engaging and relevant for this course.
 - o **KWLS:** This activity will also be adapted from the Food Fight curriculum. KWLS stands for Know, Want to Know, Learned, and Still want to Learn. I will post key terms that students should know by the end of the course and they will write down what they know and want to know at the beginning of that class session. At the end of that class session, they will add what they have learned that day and what they still want to learn. I will facilitate this activity during our second week of class to gauge my students' prior knowledge of course themes and to make sure that I incorporate items from their 'still want to know' list into my curriculum. I plan to run this activity a second time during the seventh week of class for the same reasons.
 - o **EJ/FJ Timeline:** Students will work together to create a timeline that compiles major events that have been discussed in class and throughout our readings. This will serve as a visual representation of the histories of both the EJ and FJ movements. This activity will also help students see the ways in which these two movements overlap as well as how FJ has grown from EJ.

- **Food Avengers Comic Books:** Although farmworkers are the focus of this course, I wanted to spend at least some class time discussing the food workers that make up the rest of our modern, industrial food chain. We will achieve this by spending some time reading and discussing this comic book that demonstrates how EJ and FJ issues intersect in the food industry.
- **Discussion Questions and Student-led Discussion (Sliding Groups):** These discussions will allow students an opportunity to lead class, practice communicating effectively with their peers, and keep our class aligned with the aspects of the reading that are best aligned with my class's interests. The 'sliding groups' component of these discussions refers to the fact that they will vary in size depending on the student leader's preference, the conversation content, and whether or not an entire-class discussion would be the most meaningful for that particular question. The emphasis on the crafting of 'three different types of questions' is meant to improve students' critical reading skills and ensure that they are actively engaging the texts assigned in this class.
- **Campus/Community Event Presentation:** These presentations will also allow students to practice their communication skills while contributing to awareness of events going on throughout the term. Since not everyone can attend all of these events, my hope is that these presentations will keep us informed and serve as a meaningful contribution to the content of this course. This activity will also encourage students to get plugged into the local organizations and groups putting on these events.
- **Critical Reflection Paper:** These papers will allow students to apply the critical reading skills they have developed through their 'discussion questions' assignments to a book or film not otherwise assigned in this class. This will also allow students to further pursue aspects of Food Justice that are not the central focus of this course, while drawing connections to the major themes we have discussed.
- **Guest Speakers:** I have selected two organizations that will help provide a local perspective on alternative food in Lane County, as related to the major themes discussed in this class. I have not yet approached these organizations to speak in my class. I will reach out to them immediately if this course proposal is approved.
- **Urban Food Story:** This project will be a major component of this course for several reasons. Firstly, this assignment will empower my students to be creative, take initiative, and design a project that highlights their skills while contributing to their understanding of the issues discussed throughout this course. Secondly, this will provide an opportunity for students to explore the grassroots work being done in our local community as well as in their hometowns. Thirdly, this will be a meaningful way for students and community partners to work together to contribute to the creation of a more inclusive and comprehensive alternative food movement through storytelling. I am particularly excited about the prospect of students sharing their work on the official Urban Food Stories website. I have included the general instructions for the Urban Food Stories project in Appendix B. Most significantly, I plan on identifying and communicating with specific community partners prior to assignment this project and will be changing the instructions accordingly. I have scheduled workshop times on Wednesdays to serve as an opportunity for students to ask any questions they might have about their project. I may provide a more formal

structure for these workshops if several students come to me with the same question. Otherwise, I imagine these will be 30-minute periods for students to work together or meet with me. They will be expected to schedule any additional team meetings outside of our class workshop periods. I am open providing students the option to do a research paper instead, but haven't included this in the syllabus since I have yet to determine if this is necessary.

KASSANDRA'S TEACHING EXPERIENCE

Last fall, I led two discussion sections for Dr. Stephen Wooten's ENVS 225: Introduction to Food Studies course. My experience engaging students in small group discussion and facilitating a variety of in-class activities provided me with valuable teaching experience during my first term as a GTF. In addition to learning how to lead in the classroom setting, I became familiar with basic techniques and best practices for Canvas, learned to grade assignments fairly and in a timely manner, designed opportunities to implement student feedback, helped Dr. Wooten create challenging but creative exam questions, connected students with resources and opportunities, and designed engaging lesson plans. As the GTF for this course, I was able to directly observe the content and scope of this introduction to the field of Food Studies. Throughout the term there were several missed opportunities to provide in-depth engagement of Food Justice issues. Consequently, I have put together a course that addresses topics of importance that we were unable to fully explore in such a broad, introductory course.

After participating in TEP's Basic Teaching Skills workshop as part of our ENVS orientation, I wanted to continue learning how to be a more effective leader in the classroom. Last fall, I had the opportunity to take Jason Schreiner's Engaged Pedagogy for Transformative Learning course. In this class, I participated in in-depth discussions of student-centered learning, learned about best practices in critical pedagogy, participated in an informal micro-teaching session, completed two teaching observations, and attended a TEP workshop. The activities and discussions from this class helped me navigate my first term in the classroom and greatly influenced my process throughout the course of designing of this class. Jason's class has inspired me to pursue a certificate of completion through the Teaching Effectiveness Program's Graduate Teaching Initiative. As part of this program I will continue to regularly attend a

variety of TEP workshops, including a series aimed at cultivating equity and a sense of belonging in the classroom.

Over the course of the next two quarters, I will continue to develop my teaching skills through my work as the ENVS 425 Environmental Education GTF and as an Environmental Leadership Program Project Manager. This winter, I am enrolled in Kari Norgaard's Environmental Justice course. Although I will be participating in this class as a student and not an instructor, my time in Kari's class will strengthen my understanding of the Environmental Justice framework through which my students and I will be exploring issues of Food Justice. By participating in this class, I will also ensure that there is not too much overlap between my ENVS 411 course and Kari's Environmental Justice course. In my spare time, I plan to continue searching for engaging materials and activities to incorporate into my lectures such as podcasts, videos, and current event articles that relate to course themes. I have also been in conversation with my faculty advisor, Sarah Wald, about best practices in community engagement. I will be learning about this firsthand through my work with ELP. I will also be continuing this conversation with Sarah and looking through several texts she has recommended including "Unheard Voices: Community Organizations and Service Learning" by Randy Stoecker and Elizabeth Tryon, Harold Ward 's "Acting Locally", and Dan Butin's "Service Learning in Theory and Practice."

FACULTY LETTER OF SUPPORT -submitted by Sarah Wald

Appendix A: Potential In-Class Resources and Activities

NOTE: Not all resources listed below have been incorporated into the syllabus

Food Fight Music Video and Curriculum (Power Shuffle/Food Spectrogram & KWLS activity)

<https://www.youtube.com/watch?v=mu8QthZ6hY>

http://static1.squarespace.com/static/50ebab40e4b00335962a2e8f/t/512c5e90e4b0df88da7936f4/1361862288791/foodfight_rev.pdf

Food Chain Avengers Comic Book and Discussion Guide – Food Chain Workers Alliance

<http://foodchainworkers.org/wp-content/uploads/2014/10/Discussion-Guide-for-Adults-11.18.14.pdf>

<http://foodchainworkers.org/wp-content/uploads/2014/12/Food-Chain-Avengers-in-full-color-English.pdf>

Harvest of Dignity Video and Study Guide - Farmworker Advocacy Network and the NC Council of Churches

<https://vimeo.com/41172333>

http://saf-unite.org/sites/default/files/Harvest_of_Dignity_Study_Guide.pdf

Food Chain Workers Alliance and Real Food Media

<http://voicesofthefoodchain.com/>

<https://vimeo.com/145924655>

Real Food Films

<http://realfoodfilms.org/library/?types=Voices+Of+The+Food+Chain>

Justice on the Table - National Presbyterian Hunger Project

“Justice on the Table documents the work and life of Oregon farmworkers, represented by their extremely effective if largely contractless union, PCUN (Pineros y Campesinos Unidos del Noroeste).”

Part 1 <https://www.youtube.com/watch?v=S2onGLnKsUs>

Part 2 <https://www.youtube.com/watch?v=JCE5ZwjsDBM>

Part 3 https://www.youtube.com/watch?v=uMsqc_Ecz6k

Appendix B: Books/Films being considered for the Critical Connections Assignment

Books:

Harrison, Jill Lindsay. *Pesticide Drift and the Pursuit of Environmental Justice*. Cambridge, MA, USA: MIT, 2011. Web..

Slongwhite, Dale Finley, and Economos, Jeannie. *Fed up: The High Costs of Cheap Food*. Gainesville: U of Florida, 2014. Print.

Wright, Angus Lindsay. *The Death of Ramón González : The Modern Agricultural Dilemma*. Austin: University of Texas Press, 2005.

Also reviewing readings listed here: <https://www.saf-unite.org/content/recommended-readings>

Films:

Latino Roots in Oregon: A Documentary Film Project <http://clas.uoregon.edu/research/media/>

Food Chains <http://www.foodchainsfilm.com/>

The Harvest/La Cosecha <http://theharvestfilm.com/>

Harvest of Loneliness <http://harvestofloneliness.com/englishversion/english.html>

Several video series recommended here: http://foodchainworkers.org/?page_id=127

Also reviewing films listed here: <https://www.saf-unite.org/content/recommended-films>

Appendix C: Local FJ Orgs/Efforts that may work for the Urban Food Stories Project

Willamette Farm & Food Coalition

PCUN

Food for Lane County

Huerta de la Familia

Edison School Garden Project

University of Oregon Food Insecurity Task Force

Appendix D: Link to Original Urban Food Story Instructions

http://media.wix.com/ugd/0635a5_87f6b5a9e0964da1a83a745a0592a7a8.pdf