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she/her/hers

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Office Hours: by appointment

## MOODLE

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All readings and supplemental media will be available on the course Moodle site:

<https://moodle.oxy.edu/course/view.php?id=35905>

## COURSE OVERVIEW AND OBJECTIVES

This community based learning course explores a range of food systems issues from a food justice lens. The course examines how our food system has been restructured over the last century to benefit large-scale agriculture interests, creating a global food system that emphasizes convenience and fast food solutions for consumers, often to the detriment of low-income people and communities of color. Through in-

- Develop analytic skills to make connections between the food system and economic development, community health, the environment, neighborhood and regional planning, labor, organizing and advocacy, and local, state and federal public policy.
- Identify how and why low-income communities of color are disproportionately affected by market and policy failures to produce and distribute healthy, safe food.
- Gain understanding of the current food landscape and policy debates in Los Angeles by talking with food justice activists, planners and policy.
  - Examine the role of planners/practitioners/policy makers in either hindering or promoting food justice and critically evaluate efforts – including grassroots, policy, and planning attempts– to address food issues.
- Develop new strategies and action plans toward food justice.

## COURSE/CAMPUS POLICIES & SUPPORT SERVICES

course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

- ‡ Online classes may be recorded by your instructor. This means that the audio and chat portions of each class may be recorded and then stored on the College's servers. Recordings will be made available through Moodle (or another secure platform), but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

## Academic Integrity

As stated in the Occidental College Student Handbook, intellectual honesty is "essential to the educational purposes and fairness of the academic enterprise. Occidental College assumes that students and faculty will embrace a high ethical standard for academic work. In all work, students shall behave conscientiously, taking and giving credit where credit is due, and when in doubt, consulting the instructor or other knowledgeable persons as to whether particular conduct, collaboration, and/or acknowledgement of sources as appropriate. Academic misconduct occurs when a student misrepresents others' work as her/his own or otherwise behaves so as to unfairly advantage her/himself or another student academically. Examples of misconduct include cheating and plagiarism. If this or other misconduct occurs to any extent in connection with any academic work, it will be subject to disciplinary action." For further information, please see the [Occidental Student Handbook](#).

As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns they are welcome to [contact the Dean of Students office](#)

## Academic Support Resources

The College has a wide range of [Student Academic Support Resources](#) to support students in learning.

‡ The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peerto-peer consultations with knowledgeable Writing Advisers and

the free, confidential services at Emmons call (323) 252657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

### Special Accommodations/Learning Differences

No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability>

contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

### [Discrimination, Harassment, and Retaliation Policy](#) :

We strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#) we seek to maintain an environment of mutual respect among all members of our community. Please come to us with any concerns.

### Lived Name Policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom and display their lived name and pronouns.

### Land Acknowledgement.

- | Occidental College sits on the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

## ASSESSMENT AND GRADING

UEP 306 is a 4-unit course. It is expected that students in this class on average will devote at least twelve (12)







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| Thu Sep. 1 | <p>Topic: Class/Syllabus Overview</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Journal Entry #1 (due Thu 9/1 before class)</li> <li>‡ Fill out <a href="#">Farmers' Market Price Comparison</a> group project <a href="#">sign-up form</a> (due Fri 9/2 by 5pm)</li> <li>‡ <a href="#">Choose and organization</a> for your <a href="#">Food Justice Org Assignment</a> (due Fri 9/2 by 5pm)</li> </ul> |

## Week 2 — Agriculture in the U.S.

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Tue Sep. 6    Topic: The history of agriculture in Los Angeles County

Guest Speaker:

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|             | <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Readings and media (on Moodle)</li> <li>‡ “This week in food” #2 (due Mon 9/12 before midnight)</li> </ul>  |
| Thu Sep. 15 | <p>Topic: The corporate food system; an examination of consolidation, diet trends, and diet-related illness</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Readings and media (on Moodle)</li> <li>‡ Journal Entry #3 (due Fri 9/16 by 5pm)</li> <li>‡ <u>Schedule A</u> Neighborhood Profile (due Thu. 9/15)</li> <li>‡ <u>Schedule B</u> Confirm your interview and have questions ready (suggested Thu 9/15)</li> </ul> |

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| Tue Sep. 27 | <p>Topic: Food &amp; Climate</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Readings and media (on Moodle)</li> <li>‡ “This week in food” #4 (due Mon 9/26 before midnight)</li> <li>‡ <u>Schedule B</u> Complete your interview and write up notes (suggested Tue. 9/27)</li> </ul> |
| Thu Sep. 29 | <p>Topic: Hunger, Food Assistance, and Policy</p> <p>Guest Speaker: Nourish California</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Readings and media (on Moodle)</li> <li>‡ Journal Entry #5 (due Fri 9/30 by 5pm)</li> </ul>  |

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| Tue Oct. 11 | FALL BREAK— NO CLASS MEETING |
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Thu Oct. 13



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| Tue Nov. 15 | NO CLASS MEETING   |
| Thu Nov. 17 | <p>LONG CLASS (11:45a-2:55pm)</p> <p>Topic: Urban Agriculture &amp; Access to Land</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Readings and media (on Moodle)</li> <li>‡ <u>Schedule A</u> Food Justice Org. Paper (due Thu 11/17)</li> <li>‡ <u>Schedule B</u> Final Summary Report (due Thu 11/17)</li> </ul> |

## Week 13 — Final Project Check-ins

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| Tue Nov. 22 | <p>Topic: Class Feedback &amp; Project Checks</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ Journal Entry #10 (due Tue 11/22)</li> <li>‡ Work on final presentations</li> </ul> |
| Thu Nov 24  | THANKSGIVING HOLIDAY- NO CLASS   |

## Week 14 — Final Presentations

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| Tue Nov. 29 | <p>Topic: Final Presentations</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ <u>Schedule A</u> Food Justice Org. Presentation (due Mon 11/28 before midnight)</li> <li>‡ <u>Schedule B</u> Final Group Presentation (due Mon 11/28 before midnight)</li> </ul> |
| Thu Dec. 1  | <p>Topic: Final Presentations &amp; PARTY!!!</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>‡ <u>Schedule B</u> Final Journal Reflection (due Friday 12/2 before 5pm)</li> </ul>   |