

system” and of “food justice” as its organizing principles, and will look at different policies, programs, political struggles, and the social and economic and cultural forces that influence and shape the food system and that generate food justice activism. In this community based learning project, students will support UEPI, in partnership with the City of Los Angeles and UC Cooperative Extension, to identify school gardens and other green spaces on school campuses throughout the Northeast Los Angeles area. This assessment will document successful garden projects and educational programming as well as gaps and community needs. Students will work in teams and use a combination of direct outreach and online research to gather data on identified school sites. This assessment will serve as a pilot for district-wide data collection on green space and school gardens.

Through the course, students will:

- Gain knowledge of today's food system, including how food is produced, distributed, consumed, and disposed of and the nature of food system problems and their possible solutions.
- 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

Online Learning Environment & Responsibilities

Professors and students share the responsibility of creating the space and stimulating enthusiasm for learning, including engagement in an online learning environment. Students are responsible for attending and participating in class, completing assignments in a timely manner, and being prepared to discuss readings and material in class and attending. Students are also responsible for engaging in respectful, open, and thoughtful discussion with each other, the professors and community partners. In order to ensure open, honest, thoughtful, and respectful learning, teaching, class and community discussions please:

- ” Inform the professors when you may have to arrive late or leave early with advanced notice when possible. As this class is community based, all guest lectures are mandatory. If you are absent for these classes, an alternative assignment must be discussed ahead of time.
- ” Engage in active and courteous listening to other students and community partners and contribute respectfully to class and community discussions.
- ” When you’re not speaking, mute yourself to avoid background noise for others.
- ” When possible, keep your camera on. We realize that circumstances may arise where this is not always possible, but encourage students to engage visually to contribute to an engaged and discussion-based atmosphere.
- ” If issues come up around engaging in remote learning, such as connectivity, timing, or ability to engage, please let us know so that we can work together to find a solution.
- ” As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable 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-visual

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

The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact icc@oxy.edu, or reach out directly to Chris Arguedas, at carguedas@oxy.edu.

Emmons/ Student Health

Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we learn and live through a global pandemic. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu>

All Occidental faculty are mandatory reporters. In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as designated Responsible Employees, professors must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- ” Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- ” Emmons Counseling (For appointments, call: 323-259-2657)
- ” Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

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) hours a week to class activities (including in-class time). Letter grades for the course are assigned according to the following table.

Grades for the course will be determined according to the criteria described below.

1. PARTICIPATION – 30%

As a community based learning course, class participation is a primary focus of the class. The participation grade is based on the following categories.

Class Engagement & Attendance– (13%)

Students are responsible for attending and participating in class, being prepared to discuss readings and materials with the group, and having questions prepared for guest speakers. Students are also responsible for engaging in respectful, open, and thoughtful discussion with each other, the professors, and community partners.

We understand that circumstances this semester may present challenges beyond a student's control in terms of class attendance. Please let us know as soon as possible if you will need to miss a class. We may be able to provide a makeup assignment. Throughout the semester, we also offer several opportunities for extra credit assignments.

This Week in Food– (5%)

On Tuesdays, class will generally begin with a review of "This Week in Food." Students will upload a food-related article to Moodle from a news source such as the LA Times, New York Times, or other reputable source. The article should relate to the topic indicated in the assignment, which will be covered in class that week.

Assignment Post the title and link to your article on Moodle the night before class and come prepared with a brief summary and personal reflection to discuss with the group.

Journal Reflections – (12%)

2. FOOD JUSTICE ORGANIZATION ANALYSIS ASSIGNMENT – 30%

such as farm to school, school gardens, and food waste recovery. Rightfully, the current COVID-19 pandemic and organizing against police violence has propelled student health and wellness to the forefront of campus and district agendas.

The Urban & Environmental Policy Institute at Occidental College (UEPI) understands the tremendous role that schools play in community resilience as well as food security. With over 20 years of experience on school food initiatives from leading the LAUSD soda ban, piloting the first Farm to School salad bar, to parent organizing in the Healthy School Food Coalition, to incubating the National Farm to School Network, UEPI continues to work directly with East and North East LA parents, teachers, administrators and students to lead innovative school wellness programs through the EscWELLa initiative. The EscWELLa initiative was formed to better meet the health and wellness needs of North East Los Angeles schools (las escuelas). EscWELLa engages schools as community hubs, providing resources and education to all levels of the school community including students, parents, teachers, and administrators. Our past initiatives include farm to school, school garden education and expansion, school food waste recovery, teacher training, and bilingual nutrition workshops for caregivers.

UEPI also works with school leaders and farm to school practitioners throughout LA County on innovative programs and policy solutions. As chair of the LA Food Policy Council Farm to School & Garden Working Group, UEPI engages nearly 200 farm to school stakeholders around policy issues and related learning opportunities. The group is currently developing LA School Garden Food Safety Protocols in partnership with UC Cooperative Extension, Los Angeles and the Dept of Public Health.

For this community based learning project, students will support UEPI, in partnership with the City of Los Angeles and UC Cooperative Extension, to identify school gardens and other green spaces on school campuses throughout the Northeast Los Angeles area. This assessment will document successful garden projects and educational programming as well as gaps and community needs. Students will work in teams and use a combination of direct outreach and online research to gather data on identified school sites. This assessment will serve as a pilot for district-wide data collection on green space and school gardens.

Group Presentation (10%)

This will be a 5-10 minute presentation summarizing the team's findings from the site analysis and research investigation. The presentation should have 5-10 slides and include references, when applicable.

Assignment Presentations will be given in class on Thursday November 19th, and must be submitted on Moodle the night before.

Due Dates:

- ” Project Teams - 10/13/20
- ” Final Project Data - 11/12/20
- ” Final Presentation - 11/19/20

CLASS SCHEDULE

Below is the week-by-week schedule for the UEP 306 class. You can also reference [Oxy's 2020-2021 academic calendar](#) for more information on College-wide dates and deadlines.

Week 1 — Overview & Introduction

Week 2 — Agriculture in the U.S.

Week 3

	<ul style="list-style-type: none"> ” Readings and media (on Moodle) ” “This week in food” #2 (due Mon 9/7 before midnight)
Thu Sep. 10	<p>Topic: Indigenous and POC farmers and agriculture</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Readings and media (on Moodle) ” Journal Entry #3 (due Thu 9/10 before midnight)

Week 4 — The Farm Bill & Food Assistance Programs

Tue Sep. 15	<p>Topic: The Farm Bill and its impacts</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Readings and media (on Moodle) ” “This week in food” #3 (due Mon 9/14 before midnight)
Thu Sep. 17	<p>Topic: Hunger, food assistance, and COVID</p> <p>Guest Speaker: Frank Tamborello, Hunger Action Los Angeles (HALA)</p>

Week 5 — Power in the Food System and Food Policy

Week 6

Tue Oct. 13	Topic: Introduce Final Project & Food Chain Worker Discussion Assignments Due: ” Readings and media (on Moodle) ”

Week 9 — Food & Climate

Week 10 — Hunger & Homelessness

	<ul style="list-style-type: none"> ” Readings and media (on Moodle)
Thu Oct 29	<p>Topic: Hunger and Homelessness</p> <p>Guest Speaker: Steve Diaz, LA CAN (*Remsen Bird)</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Readings and media (on Moodle) ” Journal Entry #8 (due Thu 10/29 before midnight)

Week 11 — Election & Farmers' Markets

Week 12 — Community Food Solutions

	<p>Assignments Due:</p> <ul style="list-style-type: none"> ” Readings and media (on Moodle) ” “This week in food” #10 (due Mon 11/9 before midnight)
Thu Nov 12	<p>Topic: Healthy Food Retail Panel</p> <p>Guest Speaker: Mikaela Randolph (SoLA Co-op) and Marie-Alise de Marco (Crenshaw Farmers’ Market)</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Readings and media (on Moodle) ” Journal Entry #10 (due Thu 11/12 before midnight) ” Final Project Data due

Week 13 — Final Group Presentations

Tue Nov. 17	<p>Topic: Class Feedback & Project Check-ins</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Work on final presentations
Thu Nov 19	<p>Topic: Final Presentations</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ” Final Presentations (due Wed. Nov 18 before midnight)

Week 14 — Final Reflections – NO CLASS MEETING

Tue Nov. 24	<p>Assignments Due:</p> <ul style="list-style-type: none"> ” Journal #11 “Final Reflection” (due Tue 11/24 before midnight)
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