



SYLLABUS

Food, Law, and Social Justice
Instructor: Sara Silvestri
Language of Instruction: English
Contact Hours*: 45

SIENA, ITALY

COURSE DESCRIPTION

What is food sovereignty, and who owns seeds, species, and recipes? Who grows and prepares our food, and how has this changed over the last 100 years? How should we consider human health, animal welfare, and environmental impact when it comes to food production and consumption? In this course we will raise more questions than we answer, as students take a holistic, critical approach to evaluating some of the regulations, processes, and injustices that are connected to producing our foods. With particular attention to relevant European and Italian examples, we will examine the food system and its effects on society.

COURSE OBJECTIVES

Students who successfully complete this course will:

- Acquire basic understanding of social justice issues present in various aspects of the food production and consumption chain.
- Enhance critical thinking skills on the subject of ethics in the food system in consideration of human, animal, and environmental well-being.
- Understand food policies in the context of recent food movements and gain an understanding of related laws through a comparison of European and American systems.

INSTRUCTIONAL METHODOLOGY

Through in-class lectures, lively class discussions, and readings of articles and academic texts, students will explore the impact that humans have on the food system and vice versa from a social justice perspective. In-class debates will compel students to examine diverse perspectives on complex issues. Students are expected to demonstrate understanding and synthesis of the themes introduced by contributing to discussions, completing writing exercises/quizzes, and giving presentations.

METHOD OF EVALUATION (GRADING)

Students will be evaluated according to class participation and attendance (10% of final grade), reading quizzes (10% of final grade), a 2-3 page policy paper (10% of final grade), a personal food journal (15% of final grade), a 4-5 page analytical paper (15% of final grade), a midterm exam and a final exam (each 20% of final grade).

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class, except for emergencies. Students are permitted to use computers during class for note-taking and other class-related work only.

Readings/viewings assigned for each date are to be completed before the beginning of that class.

GRADING SCALE

100 - 93 / A	76 - 73 / C
92 - 90 / A-	72 - 70 / C-
89 - 87 / B+	69 - 68 / D+
86 - 83 / B	67 - 66 / D
82 - 80 / B-	65 - 64 / D-
79 - 77 / C+	63 - 0 / F

COURSE OUTLINE

Individual class topics may address:

- Who “owns” certain foods, from seeds to traditional recipes? Who profits most from food production in different systems? Who owns the land and the seas? We will compare examples of small-scale and industrial food production around the world, and how it affects farmers, fishers, and foragers. We will examine the concept of public domain when it comes to traditional knowledge and recipes, including the roles race and gender play in this argument. *Chapters 1 and 2 of Environment and Food. Students will maintain a personal food journal for five days, noting what they have eaten, where it has been grown/prepared and by whom, how it has been consumed, etc., in order to visualize the production chain involved in their personal meals.*
- What rights do agricultural workers have today, and how are these rights defended or disregarded? How has this changed over time? We will compare food production in the US and Italy, including examples of the historical mezzadria system and the modern-day caporalato situation. (*Slaves in Italy? video presentation and additional readings from Holt-Giménez/FoodFirst tbd*)
- What is food activism: who are the people involved in these movements and what are they fighting for? How can food movements be more inclusive? *Students will select a local elected official or policymaker and draft a 2-3 page letter addressed to this figure appealing for a food policy change they would like to see enacted. (Chapter 6 of Environment and Food. Additional readings from Holt-Giménez/FoodFirst tbd)*
- How do human welfare, animal welfare, and environmental welfare interact? How do we interpret and apply morality to food systems? Chapter 7 of Environment and Food. We will explore animal welfare laws, consumer attitudes and choice, and dietary lifestyles in Europe and the US. *Students will select an element of the food system that addresses the intersection of these three topics to explore in a 4-5 page essay. (Animal welfare studies/articles tbd)*
- How do laws protect consumers and the food system? How does corruption or partisanship violate those protections? We will examine the role of organized crime in Italy in agriculture and food production, as well as the shortcomings of food welfare systems in the US.

COURSE READINGS

Environment and Food by Colin Sage (Chapters 1-2 and 6-7)

Students will be provided with additional materials that will draw from online video presentations, journal articles, online newspapers, etc.

Standard citation needs to include: APA

BIBLIOGRAPHY

Ahn, C., Moore, M., & Parkert, N. (2014). Migrant Farmworkers: America's New Plantation Workers. *Backgrounder*, 10(2), 1–3.

Contrast to the exploitation of labor in agriculture: the Italian legislation. (2019, May 30). Retrieved from <https://www.fondazionemetes.it/italian-laws-against-work-exploitation-agriculture>

FAWC - Farm Animal Welfare Council. (2009, April 16). Retrieved from <https://webarchive.nationalarchives.gov.uk/20121010012427/http://www.fawc.org.uk/freedoms.htm>

Giménez, E. H., & Shattuck, A. (2011). Food crises, food regimes and food movements: rumblings of reform or tides of transformation? *Journal of Peasant Studies*, 38(1), 109–144. doi: 10.1080/03066150.2010.538578

Roberts, H. (2018, November 8). How the mafia got to our food. Retrieved from <https://www.ft.com/content/73de228c-e098-11e8-8e70-5e22a430c1ad>

Sage, C. (2012). *Environment and Food*. London: Routledge.

Slaves in Italy? (2019). Retrieved from https://www.youtube.com/watch?v=ckSrlCmX_Cg

Voinea, A. (2018, June 1). How Italian co-ops are fighting the mafia through sustainable agriculture. Retrieved February 14, 2020, from <https://www.thenews.coop/128948/sector/agriculture/italian-co-ops-fighting-mafia-sustainable-agriculture/>

Accessible Education - (see <https://aec.uoregon.edu/best-practices-faculty> for more information)

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Academic Misconduct - (See <https://dos.uoregon.edu/academic-misconduct> for more information)

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If

there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

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