The grapes that sit upon the supermarket shelves are mute; we cannot see the fingerprints of exploitation upon them or tell immediately what part of the world they are from. We can, by further enquiry, lift the veil on this geographical and social ignorance and make ourselves aware of these issues (as we do when we engage in a consumer boycott of nonunion or South African grapes). But in so doing we find we have to go behind and beyond what the market itself reveals in order to understand how society is working.  
— David Harvey (1990: 423)

The food that overflows our market shelves and fills our tables is harvested by men, women, and children who often cannot satisfy their own hunger.  
— César Chávez (National Farm Worker Ministry n.d., cited in Brown and Getz 2011: 122)

It could plausibly be argued that changes in diet are more important than changes of dynasty or even of religion.  
— George Orwell (1937: 82)

Food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships. ... Food is life, and life can be studied and understood through food.  
— Carole Counihan and Penny Van Esterik (1997: 1)

It is time to organize, educate, savour, reclaim and build anew.  
— Raj Patel (2012: 324)

Logistics

Instructor: Ryan E. Galt (he/él), Professor, Department of Human Ecology  
office hours: T & R 12:45-1:30 p.m., 2429 Hart, or by appointment; office phone: (530) 754-8776  
email: use the Canvas mail tool; if you use regalt@ucdavis.edu please put “CRD 20” in the subject line

Teaching Assistants:  
Fiorella Loli  
Ph.D student, Geography  
Wed 9 a.m. lab section  
floli@ucdavis.edu

Sasha Pesci  
Ph.D candidate, Geography  
Wed 12:10 p.m. lab section  
speci@ucdavis.edu

Kase Wheatley  
Ph.D student, Geography  
Wed 3:10 p.m. lab section  
kwwheatley@ucdavis.edu

Lecture time and place: T & R 1:40-3:00 p.m., 115 Hutchison

Lab time and place:  
W 9:00-11:50 a.m., 109 Bowley; CRN 27264  
W 12:10-3:00 p.m., 109 Bowley; CRN 27265  
W 3:10-6:00 p.m., 109 Bowley; CRN 27266

Website: Canvas CRD 020 A01-A03 FQ 2022

Course Overview

Do you ever think about your food, where it comes from, and how it got to your plate? Do you wonder about who produces it, what their farms are like, and what they get out of helping feed you? Why do so many go hungry in our world while others can afford to buy “jet fresh” produce flown in from all corners of the globe? Why did food start traveling so far, with farmers and consumers often thousands of miles apart? Does the fair trade coffee you drink (or consider drinking) actually make a difference for poor, small coffee farmers? Should you eat organic, become a “locavore,” and/or simply eat more plant-based whole foods? Why are farmworkers an exploited segment of the population, what challenges exist in organizing for social justice, and where have there been successes? If you are interested in these and related questions, CRD 20: Food Systems is a course for you. We will pay particular attention to who benefits most, and who and what is most harmed, by the current social and environmental arrangements that put food on our plates, and, perhaps most importantly, what people are doing to address these issues and problems.

Through the lenses of the social sciences and integrated socio-ecological system sciences, this course addresses these and other questions. It focuses on the whole agri-food system from farm to fork (and back again), and across scales from our gut microbes to global trade agreements and global warming, to assess the possibilities for sustainability and equity. The course emphasizes the societal context of

1 Course originally designed with Damian Parr in 2008 using resources from an Undergraduate Instructional Improvement Program (UIIP) grant from the Center for Educational Effectiveness at UC Davis. See Lab Manual for further details.
food systems by positioning them within a capitalist economy and looking at the broader social purpose of food systems, including the often contradictory goals of nourishment, productivity, profit, and exerting power. We examine food systems’ historical and geographical contexts and aim to understand the constantly changing relationships between food systems and producers’ livelihoods, communities, and the environment. Students are introduced to a number of social science perspectives, and concepts drawn largely from anthropology, geography, sociology, systems thinking/science, and ecology to develop an interdisciplinary understanding of food systems.

Students use laboratory time to develop knowledge and skills to analyze locations and positions within food systems. Labs revolve around field research that you and your team conduct through social science methods. We will visit farms, food processors and distributors, food retail locations, and places of food consumption, disposal, and governance, most of which are determined by student teams.

CRD 20 complements Plant Sciences (PLS) 15: Introduction to Sustainable Agriculture by providing a largely social science perspective on food and agriculture within the context of an interdisciplinary understanding of sustainability. Both courses form the introduction to the major in Sustainable Agriculture and Food Systems at UC Davis.

Where I’m Coming from: A Brief Statement of Educational Philosophy

It is not possible to sample even a modest amount of the literature on learning and continue teaching as most of us were taught. Very little there justifies traditional approaches, especially given the learning needs of students and society today.

— Maryellen Weimer (2002: 19)

I use a teaching approach that emphasizes participatory, student-centered, inquiry-based learning and pays serious attention to students’ competency development and well-being. These emphases stem from my educational philosophy and research conducted on what students need in a sustainable agriculture and food systems major (Khanna et al. 2004; Parr et al. 2007; Parr and Van Horn 2006; Trexler, Parr, and Khanna 2006). This research was informed by practitioners, students, and academics in the field of sustainable agriculture and food systems.

I do not follow the “banking model” of education, in which students passively receive knowledge “deposited” by experts (hooks 1994: 40). Rather, I believe education should include critical thinking, problem solving, creativity, curiosity, and engagement with real-world situations, and should lead to liberation for both individuals and societies. Education must include wrestling with ethical issues, and examining one’s values and interests since these underly all inquiries and learning (Castree 2005). I also believe that each student brings important knowledge, experiences, and voice into the classroom, and the learning community can and should benefit greatly from this enormous diversity.

For me, intelligence is not fixed or predetermined, nor can it be measured, let alone ranked, on a single scale (Gould 1996). Rather, I think intelligence develops and expands when people try hard to learn new things that they do not understand and when they make new connections. This is most powerful in a supportive context where learners find learning fun and deeply meaningful. Trying things out and making mistakes (i.e., fearless experimentation) are essential parts of learning and the development of our intelligence, and it is my job to create a learning environment in which this can occur, for students, for the TAs, and for myself. Fundamentally, all people can change and develop — by examining, organizing, and practicing their knowledge, thought processes, ethical commitments, and behaviors. For me, it is these changes toward reaching your full human potential as understood and valued by you, and not just accumulation of facts, that represent true learning.

I strongly believe that education has a social purpose to develop students’ critical consciousness (Freire 1973) and to provide practice in collaboration and group decision-making. In this way, education is fundamentally linked to participatory democracy, in which informed citizens together
make decisions about the future of society and its relationships to the planet. The educational philosophy briefly elaborated here draws strongly on social constructivism. At any point in the class, I invite you to ask me to discuss my educational philosophy and how it informs the work we do.

I believe I have an obligation to make each class session worth attending and to facilitate your learning process. I ask that you let me know if I am not doing this. Seriously, I do. Since I am the facilitator, the ultimate responsibility for your learning lies with you. As adults here by choice, you bring yourself and your desire to learn and participate, and what you do in the course ultimately depends on your commitment to yourself, your learning process, and our learning community. Stemming from this approach I propose the following goals.

**Broad Course Goals: Promises and Opportunities**

*For students*

- To build your own understanding of ideas and concepts by integrating them into your own experiences and knowledge, and by using them to think and reason; i.e., to use the course material widely in multiple contexts, including fieldwork and everyday life
- To develop new mental models and understandings of society, agri-food systems, their components, and their inter- and inner-relationships
- To understand multiple perspectives on complex issues
- To engage in critical thinking, including critically evaluating assumptions, evidence, and conclusions
- To discover and pose questions in which you are genuinely interested
- To examine your values and others’ values, especially as they relate to agriculture, food, and society
- To develop your ability to think about your own thinking, a.k.a. metacognition
- To improve your self-assessment and self-awareness capabilities for your own life-long learning
- To begin to develop critical consciousness — a critical perception of the concrete conditions of reality promoted by reflection, learning, and action — as defined by Paulo Freire (1973) and bell hooks (1994)

*For teaching assistants and instructor*

- To have a substantial, sustained, and positive impact on how students think, act, and feel
- To treat teaching as serious, fun, and absolutely necessary creative and intellectual work
- To uphold the highest standards in assessing student work and evaluating our own work
- To respect and incorporate student input, experience, knowledge, and perspectives to improve the course experience and to build a learning community
- To develop critical consciousness ourselves and foster it in students and the learning community
- To continually demonstrate a lifelong love of learning, teaching, and public engagement

Much of this is not just about learning the material, although that is important for this course. We will be engaging in reading, critical thinking, writing, fieldwork, teamwork, re-reading, re-thinking, and re-writing in order to learn and develop. I challenge you to go beyond just listening and remembering — you will compare, apply, evaluate, analyze, deliberate, debate, and synthesize. You must engage in all of these activities to achieve the promises of the course set out above.

**General Education (GE) Requirements Fulfilled**

UC Davis organizes its undergraduate education partially through requiring students to take classes that fulfill certain general education (GE) requirements. CRD 20 fulfills the following GE requirements as explained below:
Writing Experience Literacy: The two critical synthesis essays (4 pages each) and a portfolio reflection essay (3 pages) make for a total of 11 written pages. These essays offer the opportunity for students to develop and demonstrate critical thinking and to communicate an understanding of core issues explored in the course. Students receive clear guidance on the essays’ expectations through the written assignment instructions provided and during in-lecture question-and-answer sessions about the essays and expectations. When the assignments are given, students also receive clear communication about the criteria used for evaluating their writing via the rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria. Lastly, students receive written feedback on each critical reflection essay, which allows them to revise these essays for the final portfolio.

Oral Skills Literacy: Students must make four oral presentations with their teams to their lab. Students receive instruction on oral presentation through resources in the lab manual and through feedback in lab. Written feedback is provided to each student following the oral presentations.

Visual Literacy: Lecture relies substantially on graphs and charts showing quantitative data about social and socio-ecological trends. Students must include visuals within their essays and integrate these into their argumentation. The use of these visuals is graded through the essay rubric.

Social Sciences Topical Breadth: The course focuses on peoples’ individual, political, economic, and social activities through its engagements with social science topics and social science methodologies in lecture, lab, and assignments.

Texts and Reader
What an astonishing thing a book is. It’s a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you’re inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic.


Each day of lecture has corresponding reading to be completed before that class session, listed below. Bring readings to lecture for discussion.

Required lab manual and texts:
The CRD 20 Lab Manual will be available at the UC Davis Bookstore (and is covered by Equitable Access). The lab manual in its bound form is required for the class. NOTE: previous versions will not work due to it being updated annually.

Lecture Topics and Readings
Due to limitations of time, and the wide breadth of agri-food studies as a field, we must be very selective in what we read and discuss in lecture. The first two parts of the class provide conceptual

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2 Recommended texts, not required but a good read and useful:
building blocks and an introduction to various perspectives useful for lifelong learning about the food system. The third and fourth parts of the class include current problems with and issues in the food system and initiatives aimed at improving it.

Introduction

Sept. 22  Introduction to our learning community and food systems
shiftN. 2009. Global Food System Map. shiftN.

—— PART I: CASES AND ACADEMIC LENSES FOR STUDYING THE FOOD SYSTEM ——

Sept. 27  Case 1 — From cacao to chocolate: who gets what from the exchange?

Sept. 29  Case 2 — Risking their lives to be exploited: understanding farmworkers in the US

Oct. 4  Social science and ecological perspectives on society, agriculture, and food
NOTE: choose one of the following to read for today, then, once your lens is assigned in lab, come back and read the one for your lens:


Oct. 6  Critical social science and systems thinking


Oct. 11 Indigenous food system perspectives and practices


Oct. 13 Food culture around the world, the food industry, and diet-related disease


Oct. 18 What does race/ethnicity, gender, and class have to do with food?


Cunningham, Brent. 2010. Food fighter: Griz’s Tom Philpott on why class needs to be a part of the food debate. Columbia Journalism Review, 4 May.


Oct. 20 What ever happened to the family farm?


Part III: Critical Issues and Cases in Agri-Food Studies

Oct. 25 Why do so many go hungry in a world of plenty?
Gliessman, Steven and Eric Holt-Giménez. 2012. We already grow enough food for 10 billion people... and still can't end hunger. Food First blog, April 28.
Recommended

Oct. 27 The Green Revolution and gene revolution: who wins and who loses?
Recommended

Nov. 1 Meat-centered diets, intensive animal agriculture, and alternatives: whither meat?

Nov. 3 Sustainable food sources from the ocean (NEW! By student vote)
Readings to be decided (check the Files/Readings/11_03 folder)

Nov. 8 Dietary recommendations and nutrition science: who shapes what we eat?
Recommended

Nov. 10 Solving food waste (NEW! By student vote)
Readings to be decided (check the Files/Readings/11_10 folder)

Part IV: Efforts to Reshape Agriculture & Food Systems

Nov. 15 Agroecology and organic agriculture to the rescue?


**Nov. 17 Local food and civic agriculture: toward a new food system?**


**Recommended**


**Nov. 22 Food justice and food sovereignty**


**Recommended**


**Nov. 24 Thanksgiving - no class**

**Nov. 29 Transforming the food system: what is the role of social movements & policy?**


(Skim this reading) HEAL Food Alliance. 2018. *The HEAL Platform for Real Food*. https://drive.google.com/file/d/1oWUhG0aeOriBX7S9-lnrpyi3mDktY/view

(Skim this reading) iPES Food. 2015. *The new science of sustainable food systems: overcoming barriers to food systems reform. Executive Summary.*

**Recommended**

Dec. 1 The impact of food fads (NEW! By student vote)
Readings to be decided (check the Files/Readings/12_01 folder)

Dec. 9 1:00-3:00 p.m. — Final exam session (no meeting)

Assessment and Grades
The adult being is an emergent entity who must be understood at their own level and in their own totality. The truly salient issues are malleability and flexibility, not fallacious parsing by percentages.
— Steven Jay Gould (1996: 34)

Grades gained acceptance in higher education in the twentieth century as society sought to certify a level of competence in complex and technical bodies of knowledge for various professions. Traditional grading — examining someone else’s work and categorizing it based on a scale or letter grades — is often a crude system that can provide little insight into the qualities and problems of students’ learning, thinking, and performance. In higher education systems, professors have two roles: to help students learn, and to communicate to society how much learning took place. I think we should recognize these dual roles, and I try to prioritize helping students learn.

I recognize that grades act as extrinsic motivators — they are meant to incentivize behaviors, and do so fairly well for some students because of socialization, although they often serve to distract from a focus on deep learning. We know that intrinsic motivation — which comes from within the learner and arises out of interests, commitments, and values — is necessary for lifelong learning and for a deeper kind of learning to occur. This paradox in my practice — knowing that intrinsic motivation is needed for deep learning but heavily relying on grades — cannot be fully resolved, as our campus requires grades. Being cognizant of this paradox, I want you to know that, in my classes, grades are a measurement of your performance according to a previously-communicated, standardized rubric within the structure of rules (late policy, assignment submission policy, etc.) that have been established by the syllabus and our continued interactions. I try my best to align the criteria that I grade you on with your competency development, focusing on competencies that I think will help you in your studies and in life generally. To put it another way, the structure that I set up around grades is not just about me bending you to my will, although you might see it that way — my hope is that the payoff developmentally will be large if you play by the rules of the game established here.

The grade breakdown is below. The rubrics for grading each assignments will be given with the assignments. I expect that you will use this opportunity of having the rubrics to use them to evaluate your own performance before submitting your assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Team Project (Lab)</td>
<td>4%</td>
<td>Lab 3</td>
</tr>
<tr>
<td>Off-Campus Team Project (Lab)</td>
<td>16%</td>
<td>Labs 5, 7, 9, &amp; 10</td>
</tr>
<tr>
<td>Lab Teamwork</td>
<td>5%</td>
<td>Self-evaluation due Nov. 1 at 11:59 p.m.; Team Evaluation due Dec. 2 at 11:59 p.m.</td>
</tr>
<tr>
<td>Lab Participation</td>
<td>10%</td>
<td>Assessed throughout Lab</td>
</tr>
<tr>
<td>Critical Synthesis Essay 1</td>
<td>20%</td>
<td>Oct. 27 at 11:59 p.m., or next class session if there are no questions</td>
</tr>
<tr>
<td>Critical Synthesis Essay 2</td>
<td>20%</td>
<td>Nov. 29 at 11:59 p.m., or next class session if there are no questions</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>20%</td>
<td>Dec. 9 at 11:59 p.m.</td>
</tr>
<tr>
<td>Resource Access</td>
<td>5%</td>
<td>Oct. 18 in class (Part 1) &amp; Dec. 8 at 11:59 p.m. (Part 2)</td>
</tr>
</tbody>
</table>
Essays
The two critical synthesis essays (about 4 pages or 1,000 words in length) are a core course component. Both should be submitted as either a MS Word or PDF file to Canvas before 11:59 pm on the due date. The essays should be typed in 12-point serif font (e.g., Garamond, Times), double-spaced, and with 1-inch margins. The word count is exclusive of the essay title, figure captions, and reference list. Each essay should include references to at least four journal articles, books, or book chapters from the syllabus. Peer-reviewed scholarly sources from outside of the course can be included. Websites or published reports do not count towards the four peer-reviewed scholarly sources. Your references should be compiled in APA citation style, an extensive guide to which can be found here: https://libguides.murdoch.edu.au/APA.

Final Portfolio
The final portfolio is the capstone assignment for the entire course. The portfolio includes a combination of your revisions to previously-submitted essays (and explanation of these revisions) as well as a short reflection on your learning journey. An effective portfolio will demonstrate a higher-level understanding of the important concepts and overall objectives of the course. The goal is also to identify your intellectual or professional position amidst the complex, complicated, and contentious issues encountered during the quarter. Your final portfolio should include the following components:
- Revisions to the two critical synthesis essays and explanatory narratives. You are to revise the two reflective essays submitted during the quarter based on the comments and critiques you received. This will give you a chance to incorporate new thinking and refine your arguments, taking into account the course content in its entirety. The sections of the reflective essays that you have revised should be highlighted (or changes tracked), and you should write a short revision narrative (of no more than 250 words each) accompanying each revised critical synthesis essay explaining what you have decided to change and why.
- A 3-page (750-word) reflective essay explaining your personal learning journey in the course. The synopsis should include a description of the ideas, lessons, or examples that you found most interesting and an explanation of why.

The final portfolio word count is approximately 3,250 words, with 2,000 of original critical synthesis essays with revisions, 500 of revision narratives, and 750 of reflective essay. The two portfolio components should be combined into one file (either MS Word or PDF) for submission on Canvas. The portfolio should be written in 12-point serif font (e.g., Garamond, Times), double-spaced, and with 1-inch margins. The word count is exclusive of the essay title, figure captions, and reference list. Your references should be compiled in APA citation style.

Class Policies
Be prepared for class. You are expected to come to each class session ready to ask questions about the readings, lecture materials, lab activities, and any other topic related to class. Your questions can and should also pertain to clarifying expectations of the essay questions, for example, by testing or confirming concepts and connections. Also, feel free to leave me questions on the front table before class sessions begin, which I will then address in class. If there are no questions during lecture session, I assume that the class as a whole has mastered an understanding of all ideas and information, and the next essay becomes due the next lecture session. The sooner you do the reading, the more time you have to make connections and incorporate them into your outlines. I also encourage you to visit my office hours and use the Academic Assistance and Tutoring Centers (2205 Dutton Hall) to improve your outlining and writing skills (this is part of the Resource Access assignment).
Let’s discuss as a class the balance we would like between open discussion and lecture slides. I find some students want only open discussion and some want only lectures, and many want both. Since we have different learning styles, this is a difficult balancing act, so I suggest we revisit this question often to see how the class is experiencing the balance. If I don’t bring it up, I suggest that you do.

All of my courses follow the Carnegie Rule as is the norm at UC Davis. This means that to succeed in the class, for every hour of lecture you will need to spend at least 2 to 3 hours outside of class time working on coursework. For purposes of planning your time, each 3-hour lab is largely a self-contained unit, equivalent to 1 hour of lecture plus 2 hours of outside time. This means I expect 6 to 9 hours of outside work per week on the class. If you cannot accommodate this workload and still maintain sufficient sleep, I suggest you rework your schedule.

Lab attendance is important. Many people have invested substantial effort in creating the lab experiences for you and these lab experiences cannot be replicated. Your lab mates are also depending on your contributions. Acceptable absences are medical and family emergencies, which must be explained by a note from the appropriate person.

Assignments are due on Canvas in the Assignments section unless the assignment explicitly states otherwise or your TA has noted a different preference (which they will let you know well in advance). It is your responsibility to make sure you have turned it in successfully. The best way to confirm that your assignment has been correctly turned in is to (1) make sure that you receive a notification for assignment submission from Canvas and (2) save this notification in case any issues arise. Not receiving a notification likely means that you did not finish submitting the assignment.

Late assignments will have 10% deducted for every day late (plus any additional fraction of a day), including weekends. Ten days late means no credit for the assignment, but note that deadlines for outlines are not subject to this rule (they are absolute, with approval not possible after them). Additionally, nothing will be accepted after the scheduled final exam session.

Papers that exceed the stated word limits of assignments will have 10% deducted. Instructors reserve the right to grade papers based solely on the content within the word limit.

Please use the Canvas Mail Tool, OR put “CRD 20” in the subject line of your emails to me. I also highly advise using good email etiquette, as it makes my email experience more pleasant and is good practice for other professional situations. Helpful email etiquette guidelines are located here.

**General UC Davis Policies**

Be familiar with the Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct that is located here: [http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html). Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work).
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows (Academic Integrity Project 2008, emphasis in original).

For more on academic misconduct and university policy, please see the detailed but brief document on plagiarism and this video. The UC Davis University Library also offers helpful information on citations, as does the Lab Manual.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at ucdcare@ucdavis.edu or 530.752.3299. In addition, Student Health and Counseling Services (SHCS) provides confidential counseling to all students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator at widelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at sexualviolence.ucdavis.edu/. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Ground Rules and Expectations for Conduct in Class

NOTE: At the beginning of the course we will have a process for students to influence these expectations, so treat them as provisional at this point (9/22/22).

We ask that you cultivate and maintain what we consider to be essential characteristics of good students: curiosity, courage, and discipline. Class and lab time will allow for a large amount of discussion of various topics, many of which are controversial. The following are the ground rules that we want everyone to respect to create a supportive and respectful learning community. See also our campus’ Principles of Community.

1. We agree that treating others as we’d like to be treated — most likely with kindness, compassion, empathy, and respect — is something we will strive toward, even if we do it imperfectly. This means we agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our fellow students, our class as a whole, and our broader community.

2. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.
3. We agree to support and respect our peers, Teaching Assistants, and professor in giving voice to their own viewpoints, even if they may be opposed to our own.

4. We agree to emphasize statements beginning with “I think” or “I feel” as a way to introduce our views when faced with other peoples’ conflicting perspectives or claims.

5. We agree to support others and ourselves in being silent, if that is what feels like the best approach to a difficult discussion. We are free to withdraw from any interaction at any time if we feel unsafe in any way.

6. We agree that there are no stupid questions. Questions, and all forms of inquiry, reflect interests and one main purpose of this course is to support our discovery of both our interests and the world in which we find ourselves. Additionally, we recognize that other students will benefit from the questions we ask.

7. We agree that we can provide honest feedback to our classmates and instructors, without fear of being belittled or attacked.

8. We agree that perfectionism can be harmful. We agree to strive to give ourselves permission to be wrong and to not judge ourselves or others too harshly when we are wrong or behave unskillfully.

9. We agree to take full responsibility for what we do with the learning opportunities in this course.

UC Davis’ Educational Objectives for Students

The faculty and staff at UC Davis have a commitment to foster a vibrant community of learning and scholarship. We have shared educational objectives for undergraduate students that I want to share with you:

- Develop effective communication skills — Written, oral, interpersonal, group.
- Develop higher cognitive skills — Critical thinking, creativity, analytical ability.
- Cultivate the virtues — Ethics, responsibility, honor, tolerance, respect for others, empathy.
- Develop focus and depth in one or more disciplines.
- Develop leadership skills — Ability to stimulate and direct collaborative learning and collaborative action.
- Develop a global perspective — Broad intellectual and cultural experience through active engagement, an understanding of the interactions among the individual, society, and the natural world.
- Prepare for lifelong learning — Independent thinking and learning, learning to find information, asking the right questions (Undergraduate Studies 2010).

I ask you to take the faculty’s commitment to you and these stated goals seriously, and to view your classes and your general educational and scholarly environment in light of our expressed intentions. I also encourage you to create your own goals for your education, something that we will do with competency self-assessments in the Lab Manual (see also Galt, Parr, and Jagannath 2013). Begin thinking now about what you would like to get out of the class, and use your Lab Manual to record your thoughts. In addition to being a good practice for learning, doing this actually helps you get a jump on your Reflective Essay.

References


