

Soc 350X: Women in Agriculture and the Food System

3 Credits

Fall, 2019

13 Curtiss Hall

T/R: 8.00-9.20 PM

Instructor

Dr. Carmen Bain

Pronouns: she/her/hers

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Office hours: T/ R 3-4 pm, and by appointment

Teaching Assistant

Claire Dupuis

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By appointment

I. Course Description

This course utilizes a sociological perspective to critically examine women's identities, roles and gender relations in the U.S. agriculture and food ('agrifood') system. Women play a critical role as farmers, farmworkers, food workers, and consumers. Yet, women's economic and non-economic contributions often remain invisible and women remain underrepresented in the leadership of agribusiness, agricultural organizations, agricultural sciences, and policy.

In this class students will draw on key sociological concepts such as power, inequality, socialization, and social norms to consider: 1) how the agrifood system is gendered, and how gender interacts with other identities, such as race, class, ethnicity, sexuality and nationality; 2) the changing roles and identities of women within the agrifood system; 3) the institutional, ideological, and structural factors that have historically contributed to gender inequities. Students will have the opportunity to develop their critical thinking skills related to these issues through reading, writing, oral presentations, and class discussion.

II. Learning Outcomes

By the end of this course students will be able to:

1. Analyze and evaluate the varied contributions of women in the U.S. agriculture and food system and how the agrifood system is gendered.
2. Critically analyze key institutional, ideological, and structural factors that (re)produce gender inequalities within the agrifood system.
3. Understand how the interconnections of gender with other identities, such as race, ethnicity, class, nationality, and sexuality shape a person's experiences and opportunities.
4. Identify how gender diversity and inclusion affects organizations (e.g. workplaces, educational institutions), markets, and policy within the agrifood system.
5. Identify academic and nonacademic data sources and methods to research issues related to women and gender in the agrifood system and communicate those issues.

III. Course Materials

All course readings are available on Canvas

IV. Course Requirements

1) Canvas

We will be using the online Canvas website: <https://weblogin.iastate.edu/cgi-bin/index.cgi>

You must check the site regularly for emails, updates, announcements, course changes, grades, etc. If you do not know how to use Canvas or the university email system, or you have other questions regarding technology, contact the **Solution Center on campus, 294-4000**.

2) Preparation, Attendance & Participation

Education is a collective endeavor – you get out of it what you put into it – **active participation** and engagement is the way that most of us learn best. Therefore, I expect all students to have completed all assigned readings **before** coming to class, bring the readings to class, and be prepared to discuss them. Most of the material from your assigned readings will not be covered in lectures and the lectures will cover material that is not in your assigned readings.

Undergraduate students are expected to spend two hours in preparation outside of class for each credit hour. Therefore, for this 3-credit course I expect that you will spend an average of **6 hours per week outside of class** on activities such as reading, note taking, participation assignments, reviewing lecture notes, etc.

Attending **all** lectures, completing the assigned readings, participating in classroom discussions, and conscientiously completing the course assignments is essential for **earning** the grade you desire.

- Attend office hours. We are glad to meet with you outside of class. If you cannot attend the scheduled office hours, let us know and we can organize another time to meet. Please note, however, that office hours will not be used to cover material that students miss when voluntarily deciding not to attend class.

3) Class Policies: Professionalism, Mutual Respect, Inclusivity

Learning is a group activity and the behavior of each person in class affects the learning outcomes of others. The following rules are designed to ensure that the classroom experience is a positive one for everyone involved.

- It is expected that you will arrive to class on time and remain for the entire class period.
- Being an active learner requires giving your full attention for the entire class. Please do not sleep, chit-chat, read the newspaper or other materials, or engage in any other kind of disruptive behavior in the classroom.
- Laptops/iPads may be used for note-taking and class-related activities only.
- All cell phones and audio-visual devices (e.g. music/video) must be turned off during the entire lecture. No exceptions.
- If you are absent, it is your responsibility to find out what you missed. You should obtain notes from a fellow classmate and inquire about any announcements made in class.

- You are expected to treat myself and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based on facts and documentation (rather than prejudices and personalities). It is my goal to promote an atmosphere of mutual respect in the classroom. Please contact me if you have suggestions for improving the classroom environment.
- I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

V. Course Assessment (all assignments submitted through Canvas)

1. Two Short Reflection Essays (15%)

You will be responsible for writing two short reflection essays. At the beginning of the semester you will write a paper describing your own personal perspective about women, gender, and the agriculture and food system. At the end of the semester, you will write a response to your first paper, describing how your personal perspective of women, gender, and the agriculture and food system has developed.

2. In-depth Interview (20%)

You will conduct an in-person interview with a person who is actively engaged in gender issues related to your final project (interview questions, strategies, and techniques will be developed in class). You will then transcribe the interview, write a short reflection, and submit for grading. You may work individually, in pairs, or in small groups for this assignment.

3. Research Project (40%)

You will complete a research project that requires you to select a topic related to gender and the agrifood system (e.g. women and food security; women and Native American food systems; gender media representations) and a research approach (e.g. literature review, in-person interviews, media content analysis). You may work individually, in pairs, or in small groups for this assignment.

4. Final Presentation (10%)

You will give a presentation to the class on your research topic.

5. Active Participation and Engagement (15%)

Every class period will provide you with the opportunity to engage with, discuss, and reflect on the material presented in the lectures and readings. **Active participation** in class is worth a total of 15 percent of your final grade. Each week, points will be assigned to a variety of in-class activities which may include quizzes on the lecture and reading material, preparation and involvement in discussions and debates, individual (i.e., reading summaries/demographic analysis) and group assignments, etc. In calculating your final grade, your **three** lowest grades will be dropped. **You must attend class to receive active participation points** (i.e. you cannot complete a quiz if you do not attend class).

NB

- All written assignments will be graded on both structure and content including: clarity, logic, grammar, spelling, how well the questions assigned are answered, understanding and incorporation of course readings, correct use of citations and bibliography.
- The instructor reserves the right to make changes to this syllabus during the semester as necessary. I will inform the class of any changes as far in advance as possible.

Grading and Evaluation

Due Date	Assignment	Total Points	% Grade	Grading Scale
	Reflection Essays		(15)	A 94% and above
Sept 5	Essay I	50	5	A- 90-93%
Dec 17	Essay II	100	10	B+ 87-89%
				B 83-86
	In-Person Interview			C+ 77-79%
Nov 7	Interview and Transcription	200	20	C 73-76%
				C- 70-72%
				D+ 67-69%
	Research Project		(40)	D 63-66%
Sept 19	Proposal	50	5	D- 60-62%
Oct 17	Draft Project	100	10	F 0-59%
Dec 10	Final Project	200	20	
Dec 10	Bibliography	50	5	
	Class Presentation			
Week 14 or 15	Class Presentation	100	10	
	Weekly Active <u>In-Class</u> Participation	150	15	
	TOTAL	1,000	100	

Course Schedule: Topics and Readings

Week 1 (Aug 27 & 29): Course Introduction and Overview of Syllabus

Readings

Syllabus

Why Study Women and Gender in the Agri-food System?

Readings

- Quisumbing et.al, 2014: Closing the Knowledge Gap on Gender in Agriculture. pp. 4-8. In *Gender in Agriculture: Closing the Knowledge Gap*.
- Ransom et.al, 2016. Female Farming Systems. In *Wiley Blackwell Encyclopedia of Gender and Sexuality Studies*.
- Doering, C. 2013. Breaking the 'Grass Ceiling.' *USA Today*. March 17

Optional

- Rosenberg, N. 2016. The Endangered Female Farmer. *NRDC*.

Week 2 (Sept 3 & 5): Gender and the Sociological Perspective

[Essay I due Thursday, Sept 5, 5 pm]

Guest Panel (Sept 5): *Why does Diversity, Inclusion and Equity in the Agrifood System Matter?*
Representative CALS, LEAD IT

Readings

- Barkan. 2017. Sociology and the Sociological Perspective. pp. 1-15 in *Sociology Brief*
- Criado Perez. 2019. The Plough Hypothesis. In *Invisible Women*
- Killerman. 2017. Gender Norms pp. 5-8. In *A Guide to Gender*.
- WorldBank. 2019. *Gender Overview*. <https://www.worldbank.org/en/topic/gender/overview>

Week 3 (Sept 10 & 12): A Gendered History of American Agriculture

C-SPAN Recording (Sept 10): C-SPAN the television network will be here to tape our class that day for their "American History TV" series on Tuesday. If any of you have concerns about that taping please come see me privately to discuss, either after class, or office hours, or call or e-mail me.

Guest Panel (Sept 12): *A History of Black Women and Farming*. Dr. Theresa Cooper, CALS Assistant Dean for Diversity.

Readings

- Barker Devine. 2016. Rural Women. In *The Routledge History of Rural America*.
- Jones. 1988. Chapter 1. 'Tore up and a moving': Perspectives on the work of black and poor white women in the rural south, 1865-1940. In *Women and Farming*.

Week 4 (Sept 17 & 19): Gender and Food Insecurity

[Project Proposal due Thursday, Sept 19, 5 pm]

Film: *A Place at the Table*

Readings

- Van Esterik. 1999. Right to food; right to feed; right to be fed. The intersection of women's rights and the right to food.
- Thomas, ND. 2016. Ending Hunger for US Women and Girls. <https://www.bread.org/blog/ending-hunger-us-women-and-girls>
- Oxfam. 2019. Gender Inequalities and Food Insecurity: Ten years after the food price crisis, why are women farmers still food-insecure?

Week 5 (Sept 24 & 26): Empowering Women: Land, Labor, Capital

Readings

- Horst and Marion. 2019. Racial, ethnic and gender inequities in farmland ownership and farming in the US. *Agriculture and Human Values* 36:1-16
- Sachs et.al, 2016. Chapter 1: A New Crop: Women Farmers in a Changing Agriculture (pp. 1-15). *The Rise of Women Farmers and Sustainable Agriculture*.
- Mayer, 2016. Sons are still more likely than daughters to take over the family farm. NPR.

Optional

- Meinzen-Dick et al. 2014. The Gender Asset Gap and Its Implications for Agricultural and Rural Development. In *Gender in Agriculture: Closing the Knowledge Gap*.

Week 6 (Oct 1 & 3): Empowering Women: Constructing the Farmer Identity

Readings

- Sachs et.al. 2016. Chapter 2: Tilling the Soil for Change: Claiming the Farmer Identity. *The Rise of Women Farmers and Sustainable Agriculture*.
- Beach. 2013. "Tractorettes" or Partners? Farmers Views on Women in Kansas Farming Households. *Rural Sociology*.
- Giltrap. 2018. Why I'm happy to call myself a farmer's wife, not a farmer. *Stuff*.

Week 7 (Oct 8 & 10): Barriers to Girls/Women's Empowerment: Period Poverty

No class Oct 8: work on individual projects

Guest Speaker (Oct 10): *Analyzing the impact of access to sanitary pads on rural girls' education and empowerment in Uganda.* Katie Stringer. Senior, Global Resource Systems.

Readings

- Bobel. 2018. Menstrual Pads Can't Fix Prejudice. *New York Times*.

- Zraick. 2018. It's Not Just the Tampon Tax: Why Periods are Political. *New York Times*.

Optional

Film: *Period. End of Sentence*. 2018 [Oscar winning documentary]

<https://www.netflix.com/title/81074663>

Week 8 (Oct 15 & 17): Agrarian Feminism: Farm Women Activists, Organizations and Networks

[Draft Projects due Thursday, Oct 17, 5 pm]

Guest Speakers (Oct 15): *Engaging with Women in Agriculture I*. Madeline Schultz, Women in Agriculture Program Manager, Iowa State University Extension and Outreach; Cheryl Tevis, President, Iowa Women in Agriculture Program; Representative, Annie's Project.

Readings

- Barker Devine. 2013. Introduction and Conclusion. *On Behalf of the Family Farm*.
- Sachs et.al. 2016. Chapter 5: Constructing a New Table: Women Farmers Negotiate Agricultural Institutions and Organizations, Creating New Agricultural Networks. *The Rise of Women Farmers and Sustainable Agriculture*.

Week 9 (Oct 22 & 24): Women Farmers Charting New Models of Agriculture

Film: *Ladies of the Land*

Guest Speakers (Oct 22): *Engaging with Women in Agriculture II*. Sally Worley, Executive Director, Practical Farmers of Iowa (PFI); Celize Christy, Swine and Poultry Coordinator, PFI; Board Member, Women, Food and Agriculture Network (WFAN).

Readings

- Wright and Annes. 2016. Farm Women and the Empowerment Potential in Value Added Agriculture. *Rural Sociology* 81(4): 545-571
- Sachs et.al. 2016. Chapter 4: Reaping a New Harvest: Women Farmers Refining Agriculture, Community, and Sustainability. *The Rise of Women Farmers and Sustainable Agriculture*.
- Carlson. 2018. This urban farmer is changing the Des Moines foodscape. *Des Moines Register*.

Week 10 (Oct 29 & 31): Sexuality and Agriculture

Guest Speaker (Oct 31): *Queer Farmers in Sustainable Agriculture*. Michaela Hoffelmeyer, Penn State University.

Readings

- Hoffelmeyer. *Forthcoming*. Queer farmers: Sexuality on the Farm. In *Gender and Agriculture Handbook*.
- Leslie. 2017. Queer Farmers: Sexuality and the Transition to Sustainable Agriculture. *Rural Sociology*. 82(4): 747-771

Week 11 (Nov 5 & Nov 7): Gender and Farm Workers

[In-Person interview transcription and reflection due Thursday, Nov 7, 5pm]

Film: Rape in the Fields. 2013. *Frontline*

Readings

- Flora. 2014. Agricultural Labor: Gender Issues. *Encyclopedia of Agriculture and Food Systems*
- Ramchandani. 2018. There's a sexual harassment epidemic on America's farms. *The Atlantic*.

Week 12 (Nov 12 & Nov 14): Gender and Farm Workers

Film: *Dolores*, 2018.

Readings

- Wells. 2013. Chapter 1: "The structure of agriculture and the organization of farm labor. In *Daughters and Granddaughters of Farmworkers. Emerging from the Long Shadow of Farm Labor*.

Week 13 (Nov 19 & 21): Women as Food Consumers

Neff. 2015. Food and Gender pp. 226-228. In *Introduction to the US Food System*.

Week 14: (Nov 26-28): Thanksgiving Break – No classes

Week 15: (Dec 3 & 5): Course Wrap up and Student Presentations

Readings

- Sachs et.al, 2016. Chapter 6. From the Ground Up: A Feminist Agrifood Systems Theory: *The Rise of Women Farmers and Sustainable Agriculture*.

- Student presentations

Week 16: (Dec 10 & 12): Student Presentations

[Final Projects due Tuesday, Dec 10, 5 pm]

- Student presentations

Week 17: (Dec 16-20): Exam Week

[Essay II due Tuesday, December 17, 5 pm (Early papers welcome)]

University Policies

Academic Misconduct

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

<http://www.dso.iastate.edu/ja/academic/misconduct.html>

Obtaining unauthorized information. Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, by looking at your notes or other written work during an examination when not specifically permitted to do so, or obtaining work from an online homework or exam warehouse.

Tendering of information. Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, sharing work when the instructor's directions were that work be completed independently, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

Misrepresentation. Students misrepresent their work by handing in the work of someone else. Examples include: purchasing a paper from a term paper service; reproducing another person's paper, project, research, or examination (even with modifications) and submitting it as their own; having another student do their computer program, complete their design project, or complete their online quiz.

Bribery. Offering money or any item or service to a faculty member or any other person to gain academic advantage for yourself or another is dishonest.

Plagiarism. Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and intellectual work laws. Offenses of this kind are known as plagiarism.

Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Dead Week

This class follows the Iowa State University Dead Week guidelines as outlined in <http://catalog.iastate.edu/academiclife/#deadweek>

Discrimination and Harassment

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu , or the Office of Equal Opportunity and Compliance at 515-294-7612.

Reporting of Sexual Abuse

Under Title IX, a federal civil right law that prohibits sex discrimination in educational programs and activities, I and all of your instructors are considered “Responsible Employees,” which means that in the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Iowa State University policy requires that I share this information with the ISU Title IX Coordinator (<https://www.policy.iastate.edu/policy/students/sexualmisconduct#CampusNotConfidential>). One of the coordinators will contact you to let you know about resources and support services at ISU as well as options for holding accountable the person who harmed you. It is **YOUR CHOICE** if you want to speak further with them.

If you do not want the Title IX Administrator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community (<https://www.policy.iastate.edu/policy/students/sexualmisconduct#Confidential>). They can connect you with support services and help explore your options now, or in the future. Campus confidential resources include:

- **Margaret Sloss Women’s Center** 515-294-4154 (<http://www.mswc.dso.iastate.edu/>)
- **Center for LGBTQIA+ Student Success** 515-294-5433 (<http://center.dso.iastate.edu/>)

If you are a survivor, or are concerned about someone else and need immediate information on what to do, please go to <https://www.sexualmisconduct.dso.iastate.edu/help-a-friend/confidential>

Religious Accommodation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.