

Sociology 544: Sociology of Food and Agricultural Systems

**274 Heady Hall
Spring, 2019
T/R 2.15 - 3.30 pm**

Instructor

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Office hours: T/R 3.30 - 4.30 pm and by appointment

I. Course Description

Social change is the process through which culture, institutions, social structures and how people interact are transformed. From this perspective, the US agriculture and food system has changed dramatically, especially since the end of World War II. While social change is typically thought of as a good thing, sociologists argue that social change is complex, varied and often contentious because it can produce both positive and negative effects for different groups. Any assessment of change within the agriculture and food system is complicated by the fact that agriculture not only produces food and fiber but also social, cultural, economic and environmental public goods that are critical to the broader well-being and sustainability of society.

This course is intended to introduce graduate students to the major theories, concepts and debates that shape our understandings of the agrifood system. These perspectives will be used to analyze change within the US agrifood system and its effects for different groups within society, including farmers, farm workers, rural communities, consumers, and the environment.

II. Learning Outcomes

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

1. Identify the key historical changes and contemporary trends in the structure of the US agrifood system since WWII.
2. Describe and critically assess the major theoretical perspectives and concepts sociologists use to interpret key changes and trends within agriculture and food in the US.
3. Critically analyze the differential social effects of these changes and trends for farmers, consumers, workers, gender relations, and the environment.
4. Critically assess alternative agrifood movements, identify their different foci (local foods, organic, civic agriculture) and evaluate their strengths and limitations.
5. Effectively communicate (written and oral) and critically evaluate the major ideas and approaches used within the field of sociology of agriculture and food.
6. Write a book review of publishable quality in a peer-reviewed social science journal.

III. Course Materials

All reading materials are available to download from Canvas.

IV. Assignments and Evaluation

This course is intended to provide you with the opportunity to read, write and discuss. The organization of the course and your individual assessment is intended to facilitate this process.

1. Class Attendance and Participation (10 %)

This course is organized as a seminar format rather than as a lecture. You are expected to attend every class and **actively contribute to class discussions** (including **actively listening** to each other), which you can only do if you have read and engaged with the readings beforehand. You are expected to have read and consider the questions posted by your classmates and come to class prepared to discuss them. **Quality is more important than quantity.** High quality participation reflects thoughtful engagement with the readings and questions/comments of your classmates.

Your grade is dependent on the degree to which you have read and thought about the readings, come to class prepared to discuss the readings, and your ability to actively listen and engage with your classmates.

2. Discussion Questions/Comments (10 %)

Before each class (by 9 am that day), you are required to post on canvas at least one question or comment per reading that is designed to facilitate class discussion. Exceptional questions/comments strive to take us deeper into (not away from) the reading itself and/or seek to link different concepts/theories/ideas from different readings. You must take 1-2 sentences to “set-up” your question(s)/comment(s). The goal of your “set-up” is to articulate to the reader what provoked you to pose this question/comment or why it is important to address. You should bring your questions/comments to class.

A: Exceptional questions/comments: Directly related to the readings, exceptionally well “set-up” for the reader, and crafted to provoke substantive classroom discussion.

B: Good questions/comments: Directly related to the readings, adequately “set-up” for the reader, and adequate to provoke some classroom discussion.

C: Unsatisfactory questions/comments. Little relevance to the readings, and/or inadequately “set-up”, or inadequate to provoke classroom discussion.

3. Readings Introduction (20 %; 5 % per class)

Each student will choose two weeks of classes for which they will introduce the readings. The goal is for you to stimulate class discussion and provide a useful reading summary for your classmates. The discussion leader will provide an 6-8 minutes max (you will be timed) oral presentation, which includes a PowerPoint handout.

You will have read the readings very carefully and thoroughly. Your introduction should include:

- 1) **Overview:** What is the problem that the author is seeking to address? What are the main research questions, hypotheses, or arguments presented in the reading? What assumptions

does the author make? What research methods were used? What are the primary conclusions?

- 2) **Key Concepts:** Define key terms, concepts, and/or theories.
- 3) **Response:** What was your overall critical response to the reading? What did you find most/least valuable? How persuasive was the evidence? What was missing? How could the reading/study be improved? How did this article relate to the other articles we have read in class?

- 4) **Handout:** You must provide a PowerPoint handout for the class that cover these points.

A: Exceptional introduction: exceptionally well prepared, clear, concise verbal introduction; exceptionally clear, concise, well-organized visual presentation; ability to critically connect readings.

B: Good introduction: adequately prepared, reasonably clear, concise verbal introduction; reasonably clear, concise, well-organized visual presentation. Reasonable effort to critically connect readings.

C: Poor introduction. Inadequately prepared, unclear, imprecise verbal introduction. Unclear, imprecise, disorganized visual presentation. Little/no effort to critically connect readings.

4. Critical Review Essay (15 %)

You are required to write a critical review essay of selected course readings (1,500 words). The objective is for you to demonstrate that you have critically engaged with the readings and can use sociological theory to analyze a contemporary topic or issue (e.g. food insecurity; gene editing). Your review essay should select a concept and/or theory from the readings, and then critical assess that concept and/or theory in relation to a topic or theme of your choosing. Final essays will be shared with the class through Canvas.

5. Book Review (15 %)

You will write a book review of an authored (not edited) scholarly book related to the sociology of food and agriculture systems. Reviews should be modeled on those reviews published in *Rural Sociology* or *Agriculture and Human Values* and meet the requirements for the journal where you wish to publish your review. Further detailed instructions will be provided in class. Final book reviews will be shared with the class through Canvas.

6. Final Paper and Presentation (30 %)

You are required to write a final paper that engages in the topic of the sociology of food and agriculture systems. The paper should be approximately 6-7,000 words (not including the bibliography). You may choose the final form of the paper from below:

- i. **Comprehensive literature review:** This review paper should explicitly analyze key concepts, theories, and/or debates. A literature review can take many forms, such as interpreting old material in a new light or tracing the intellectual history of a particular topic. Regardless of the type of literature review, it must include your own critical analysis.

- ii. **Research proposal:** This should include the following sections: introduction, problem statement, literature review, research questions/hypotheses, proposed methods, and project significance. This option is appropriate for students preparing for their masters or dissertation project.
- iii. **Original empirical research paper:** This should include the following sections: introduction, problem statement, literature review, research questions/hypotheses, methods, results/discussion, and project significance. This option is appropriate for students who have completed masters or dissertation research or students seeking to submit a manuscript (based on original research) for publication.

You will hand in different components of the paper throughout the semester.

- a. Abstract of your paper topic (5 %)
- b. Rough draft of the paper (10 %)
- c. Class presentation (5 %)
- d. Final paper (15 %)

Additional Grading Criteria

1. All writing assignments will be graded on their structure, writing, and content including clarity, coherence, logic, grammar, and spelling.
2. All papers should have a title, be double-spaced, Times New Roman, 12pt, 1-inch margins, with page numbers, and stapled.
3. Use in-text citations for original material and quotations. Full references must also be listed again at the end of the document. Plagiarism will not be tolerated. When in doubt, make a reference and citation. You may use any citation style, but you must choose one and be consistent.

Plagiarism involves misrepresenting someone else’s work as you own. Plagiarism is a serious academic offense that will not be tolerated. If plagiarism is discovered it will result in a 0.0 for that assignment and possibly a 0.0 for the course. If you are unsure about this, please come and see me.

Grading

Due Date	Assignment	Percent
Each class	Active participation	10
Each class	Reading questions/comments	10
TBD	Reading Introduction (4 * 5%)	20
Feb 28	Book Review	15
Final deadline: April 18	Review Essay	15
	Final Paper	
Jan 31	• Abstract	5
March 28	• Rough draft	5
Apr 23 or May 2	• Class presentation	5
Thursday, May 9, 1 PM	• Final paper	15
(early papers welcome)	Total	100

Part I: The Changing US Agrifood System

Week 1: (Jan 15 & 17): Introduction

Syllabus

Introduction to the Sociology of Agriculture

Carolan, M. 2016. Introduction. pp. 1-12. *The Sociology of Food and Agriculture*. New York: Routledge.

Newby, N. 1983. The sociology of agriculture: Toward a new rural sociology. *Annual Review of Sociology*. 9: 67-81.

Buttel, F. 2001. Some reflections on late-twentieth century political economy. *Sociologia Ruralis*. 41 (2): 165-81

Week 2: (Jan 22 & 24): Changing Structure of US Agriculture: Industrialization, Consolidation, and Social Impacts

Carolan, M. 2016. Introduction. pp. 19-24. *The Sociology of Food and Agriculture*. New York: Routledge.

Pfeffer, M. 1983. Social origins of three systems of farm production in the United States. *Rural Sociology*. 48(4)540-462

Lobao, L. and K. Meyer. 2001. The great agricultural transition: Crisis, change and social consequences of 20th century U.S. farming. *Annual Review of Sociology*. 27:103-124.

Carolan, M. 2016. Understanding the food system. pp. 33-46. *The Sociology of Food and Agriculture*. New York: Routledge.

Constance, D., et al., 2014. Economic concentration in the agrifood system. pp. 16-35. *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press.

Recommended

Jackson-Smith, D. and P. Petzelka. 2014. Land Ownership in American Agriculture. Pp. 51-68. *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press.

Films: *Food, Inc.*; *King Corn*

Week 3 (Jan 29 & 31): Changing Structure of US Agriculture: Industrialization, Consolidation, and Social Impacts

Film: *Under Contract: Farmers and the Fine Print*

Carolan, M. 2016. Community, Labor, Peasantries. pp. 104-109. *The Sociology of Food and Agriculture*. New York: Routledge.

Lobao, L. and C. Stofferahn. 2008. The Community effects of industrialized farming: Social science research and challenges to corporate farming laws. *Agriculture and Human Values*. 25:219-240

Kirschenmann, F. et.al, 2008, Why worry about the agriculture of the middle? Food and the Mid-Level Farm. Cambridge: The MIT Press.

Recommended

Leonard, C. 2015. *The Meat Racket*. Simon & Schuster.

Week 4 (Feb 5 & 7): Agricultural Research and Land Grant Universities

Buttel, F. 2005, Ever since Hightower: The politics of agricultural research activism in the molecular age. *Agriculture and Human Values*. 22:275-283

Lacy, W. et.al, 2014. The two culture of science: Implications for university-industry relationship in the US agriculture biotechnology. *Journal of Integrative Agriculture*. 13(2): 455-466

Recommended

Philpott, T. 2012. How your college is selling out to big agriculture. *Mother Jones*. May 9.

McCluskey, M. 2017. Public universities get an education in private industry. *The Atlantic*.

Agricultural (Bio)technologies

Harriss, J. and D. Stewart. 2015. Science, politics, and the framing of modern agricultural technologies pp. 43-64. In Ronald J. Herring (ed.) *The Oxford Handbook of Food, Politics, and Society*.

Macnaghten, P., S. Carro-Ripalda and J. Burity. 2015. Researching GM crops in a global context. In P. Macnaghten and S. Carro-Ripalda. *Governing Agricultural Sustainability: Global Lessons from GM Crops*. New York: Routledge

Recommended

Motta, R. 2014. Social disputes over GMOs: An overview. *Sociology Compass*. 8(12): 1360-1376

Week 5 (Feb 12 & 14): Food Regimes

Carolan, M. 2016. Introduction. pp. 47-50. *The Sociology of Food and Agriculture*. New York: Routledge.

McMichael, P. 2009: A food regime genealogy. *The Journal of Peasant Studies*. 36(1): 139-169.

Campbell, H. 2009. Breaking new ground in food regime theory: corporate environmentalism, ecological feedbacks and the 'food from somewhere' regime? *Agriculture and Human Values*. 26:309-19

Holt-Giménez, E. 2011. Food security, food justice, or food sovereignty? In Alison Hope Alkon and Julian Agyeman (eds). *Cultivating Food Justice*. Cambridge: The MIT Press

Recommended

Friedmann, H. 2009. Discussion: moving food regimes forward: reflections on symposium essays. *Agriculture and Human Values*. 26:335-344

Week 6 (Feb 19 & 21): Commodity Systems and [Global] Value Chains

Carolan, M. 2016. Understanding the food system. pp. 51-53. *The Sociology of Food and Agriculture*. New York: Routledge.

Friedland, W. 1984. Commodity systems analysis: An approach to the sociology of agriculture. pp. 221-235. *Research in Rural Sociology and Development*. Greenwich, CT: JAI Press.

Collin, J. 2005. New directions in commodity chain analysis of global development processes. *Research in Rural Sociology and Development*. 11: 3-17

Dixon, J. 1999. A cultural economy model for studying food systems. *Agriculture and Human Values*. 16: 151-160

Schurman, R. and W. Munro. 2009. Targeting capital. A cultural economy approach to understanding the efficacy of two anti-Genetic engineering movement. *American Journal of Sociology*. 115(1): 115-202

Week 7 (Feb 26 & 28): Private Agrifood Governance

Busch, L and C. Bain. 2004. New! Improved? The transformation of the global agrifood system. *Rural Sociology*. 69(3): 321-346

Fuchs, D. et.al, 2011. Introduction to symposium on private agrifood governance: values, shortcomings and strategies. *Agriculture and Human Values*. 28: 335-344

Hatanaka, M. et.al, 2005. Third-party certification in the global agrifood system. *Food Policy*. 30: 354-369

Guthman, J. 2007. The Polanyian way? Voluntary food labels as neoliberal governance. *Antipode*. 39(3): 456-478

Jaffee, D. and P. Howard. 2010. Corporate cooptation of organic and fair trade standards. *Agriculture and Human Values*. 27: 387-399

Recommended

Bain, C. et.al, 2013. Private agri-food standards: Contestation, hybridity and the politics of standards. *International Journal of Sociology of Agriculture and Food* 20: 1-10

Roff, R. 2007. Shopping for change? Neoliberalizing activism and the limits to eating non-GMO. *Agriculture and Human Values*. 24(4): 511-522

Part II: Challenging the Conventional Agrifood System

Week 8 (March 5 & 7): Cultivating Agrifood Justice

Hinrichs, C. and J. Eshleman. 2014. Agrifood Movements: Diversity, Aims, and Limits. In E. Ransom, C. Bailey, and L. Jensen (eds). *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. West Virginia Press.

Constance, D. et.al, 2014. The discourse on alternative agrifood movements. *In Alternative Agrifood Movements: Patterns of Convergence and Divergence Research in Rural Sociology and Development*. Vol. 21: 3-46

Alkon, A. and J. Guthman. 2017. Introduction. Pp. 1-27. *The New Food Activism*. Oakland. University of California Press.

DuPuis, E et.al, 2011. Just Food? In Alison Hope Alkon and Julian Agyeman (eds). *Cultivating Food Justice*. Cambridge: The MIT Press

Week 9 (Mar 12 & 14): Agricultural Labor

Wells, B. 2013. The structure of agriculture and the organization of farm labor. In *Daughters and Granddaughters of Farmworkers. Emerging from the Long Shadow of Farm Labor*. Rutgers University Press.

Besky, S. and S. Brown. 2015. Looking for work: Placing labor in food studies. *Labor: Studies in Working-Class History of the Americas*. Vol. 12(1-2): 19-43

Guthman, J. 2017. Willing (White) Workers on organic farms? Reflections on volunteer farm labor and the politics of precarity. *Gastronomica*. Spring: 15-19

Brown, S. and C. Getz. 2008. Privatizing farm worker justice: Regulating labor through voluntary certification and labeling. *Geoforum*. 39: 1184-1196

Keller, J. et.al, 2017. Milking workers, breaking bodies: health inequality in the dairy industry. *New Labor Forum*. 26(1):36-44

Recommended

Films: *Dolores* (2018); *Food Chains* (2014)

Estabrook, B. 2018. (3rd Ed). *Tomatoland*.

Gray, M. 2014. *Labor and the Locavore*. Berkeley University of California Press

Holmes, S. 2013. *Fresh Fruit, Broken Bodies*. University of California Press: Berkeley, CA.

Schwartzman, K. 2013. *The Chicken Trail: Following workers, migrants, and corporations across the Americas*.

Struesse, A. 2016. *Scratching out a living. Latinos, race, and work in the Deep South*. University of California Press.

Week 10 (Mar 18-21): SPRING BREAK

Week 11 (Mar 26 & 28): Gender

Allen, P. 2014. Divergence and convergence in alternative agrifood movements: seeking a path forward. *Alternative Agrifood Movements: Patterns of Convergence and Divergence Research in Rural Sociology and Development*. 21:49-68

Allen, P. and C. Sachs. 2007. Women and food chains: The gendered politics of food. *International Journal of Food and Agriculture* 5(1): 1–23.

Sachs, C. and A. Patel-Campillo. 2014. Feminist food justice: Crafting a new vision. *Feminist Studies* 40 (2): 396-410.

Sachs, C. et.al, 2016. Chapter 1 and 2. In *The Rise of Women Farmers and Sustainable Agriculture*. Iowa City: University of Iowa Press.

Recommended

Films: *Rape in the Fields* (2013); *A Place at the Table* (2013).

Carter, A. 2017. Placeholders and changemakers: Women farmland owners navigating gendered expectations. *Rural Sociology*.

Pertzelka et.al, 2018. Women agricultural landowners – Past time to put them “on the radar.” *Society & Natural Resources*.

Razavi, S. 2009. Engendering the political economy of agrarian change. *The Journal of Peasant Studies*. 36(1): 197-226.

Week 12 (Apr 2 & Apr 4): Race and Ethnicity

King, K. et.al, 2018. Black agrarianism: The significance of African American landownership in the Rural South. *Rural Sociology*. 83(3): 677-699

Slocum, R. 2010. *Race in the study of food*. *Progress in Human Geography*. 35(3): 303-327

Slocum, R. 2006. Whiteness, space and alternative food practice. *Geoforum*. 38(3): 520-533

Guthman, J. 2008, "If They Only Knew": Color blindness and universalism in California alternative food institutions. *The Professional Geographer*. 60(3): 387-397.

Recommended

Green, J. et.al, 2011. From the past to the present: Agricultural development and Black farmers in the American South. Pp. 47-64. In *Cultivating Food Justice*. Cambridge: The MIT Press

Hinson, W. 2018. Land gains, land losses: The odyssey of African Americans since Reconstruction. In *The American Journal of Economics and Sociology*. 77(3-4): 893-939

Alkon, A. and J. Agyeman 2011. Conclusion: Cultivating the fertile field of food justice. In Alison Hope Alkon and Julian Agyeman (eds). *Cultivating Food Justice*. Cambridge: The MIT Press

Week 13 (Apr 9 & 11): Alternative Food Systems: Organic

Buck, D. et.al. 1997. From farm to table: the organic vegetable commodity chain of Northern California. *Sociologia Ruralis*. 37(1): 4-20.

Campbell, H. and R. Liepins. 2001. Naming organics: Understanding organic standards in New Zealand as a discursive field. *Sociologia Ruralis*. 41(1): 21-39

Guthman, J. 2004. The trouble with 'organic lite' in California: A rejoinder to the 'conventionalisation' debate. *Sociologia Ruralis*. 44: 301-316.

Darnhofer, I., T. Lindenthal, R. Bartel-Kratochvil, and W. Zollitsch. 2010. Conventionalisation of organic farming practices: From structural criteria towards an assessment based on organic principles. A review. *Agronomy for Sustainable Development*. 30: 67-81.

Recommended

Guthman, J. 2004. *Agrarian Dreams: The Paradox of Organic Farming in California*. Berkeley: University of California Press.

Obach, B. 2015. Theoretical interpretations of the growth in organic agriculture: agricultural modernization or an organic treadmill? *Society and Natural Resources*. 20(3): 229-44.

Shreck, A., C. Getz and G. Feenstra. 2006. Social sustainability, farm labor, and organic agriculture: findings from an exploratory analysis. *Agriculture and Human Values* 23 (4): 439-449.

Week 14 (Apr 15 & 18): Alternative Food Systems: Local

Kloppenburg, J et.al. 1996. Coming into the foodshed. *Agriculture and Human Values*. 13(3): 33-42

Hassanein N. 2003. Practicing food democracy: a pragmatic politics of transformation. *Journal of Rural Studies*. 19(1): 77-86

Lyson, T. 2007. Civic agriculture and the North American food system. pp. 19-32. In *Remaking the North American Food System: Strategies for Sustainability*. Lincoln, NE: University of Nebraska Press

DuPuis, E. M. and D. Goodman. 2005. Should we go “home? to eat?: towards a reflexive politics of localism. *Journal of Rural Studies*. 21: 359-371.

DuPuis, E et.al, 2011. Just Food? In Alison Hope Alkon and Julian Agyeman (eds). *Cultivating Food Justice*. Cambridge: The MIT Press

Recommended

DeLind, L. 2011. Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*. 28 (2): 273-283

Hinrichs, C. 2003. The practice and politics of food system localization. *Journal of Rural Studies*. 19 (1): 33–45.

Schnell, S. 2013. Food miles, local eating, and community supported agriculture: putting local food in its place. *Agriculture and Human Values*. 30: 615-628

Week 15 (Apr 23 & 25): Student Presentations

Week 16 (Apr 30 & May 2): No Classes

Week 17 (May 6-10): Exam Week

Final Paper Due: Thursday, May 9 at 1 PM

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 meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.sas.dso.iastate.edu. Contact SAS by email at accessibility@iastate.edu or by phone at 515-294-7220 for additional information.

Dead Week

This class follows the Iowa State University Dead Week guidelines as outlined in

<http://catalog.iastate.edu/academiclife/#deadweek>

Harassment and Discrimination

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 Center for Women and Gender 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.