

Professor Wendy Petersen Boring - Eaton 102
wpeterse@willamette.edu
Sign up for office hours/appts here: [here](#)
Campus Farm and Garden Coordinator – Jordan Uth
juth@willamette.edu

IDS 214, Food Justice
T/TH 2:30-4:00
Fall 2022, Smullin 216

Course Description

Where does our food come from and how does the study of food systems help us understand issues of justice and race? How can we change food systems to address issues of equity, justice, and health? This course provides an introduction to issues of food justice and food sovereignty locally, nationally, and globally. Topics include: historical, political, and ethical context of food systems and sustainable agriculture; problems with the current industrial food system; critical assessment of alternative agriculture movements; how race, culture, and economics shape notions of food justice and food sovereignty; challenges and opportunities for creating a more just and local food system in the mid-Willamette Valley. The practicum component includes farm work and service learning on campus and community settings and community partners..

Learning Outcomes

- Develop understandings of social and environmental components of food systems including awareness of food security, hunger, food justice, and food sovereignty;
- Gain understanding of the evolution of alternative food movements, including tensions between them, as well as potential synergies, and understand current challenges to and critiques of the local food movement;
- Develop awareness of the distinctions between day-to-day inequities in the food system globally and in the mid-Willamette Valley, and some of the broader social and political structures that perpetuate them;
- Learn what community organizations and businesses in the mid-Willamette Valley are doing to create a more just and local food system and participate in those efforts;
- Learn practical farming skills appropriate for the growing season, including building infrastructure components, soil amendment, planting, weeding, harvesting, distributing.

Text for purchase

- *Cultivating Food Justice: A Reader*, edited by Alison Hope Alkon and Julian Agyeman, MIT Press, 2011
- *The New Food Activism: Opposition, Cooperation and Collective Action*, edited by Alison Hope Alkon and Julie Guthman, UC Press, 2017
- Other readings found online and on the class WISE site.

Requirements

Class attendance, preparation, participation and assignments (30%)

Our reading/listening materials will form the core of the class content and discussion will be vital to synthesizing and understanding the material. Spend time after you have read synthesizing the main points, thinking about the ideas they contain, and writing out your observations, ideas, and questions. Bring the readings to class marked up with notes in the margins (or electronic notes) analyzing the text. It should be evident each day in class that you have read and thought about the readings/listening. Show up to class each day ready to listen and with something to contribute. Take risks in discussions. Think out loud. Work together as a group to arrive at a greater understanding of the material for the day. Your participation grade will be evaluated on these elements:

- Attendance at all class sessions.
- Bringing passages, issues, questions you have identified and thought about to discuss.
- Listening carefully, picking up the thread of discussion from fellow classmates, not speaking over others, expanding on classmates' points, asking classmates questions.
- Contributing ideas and opinions and responding to questions
- Preparing discussion briefs that are clear, focused, and specific
- Completing seminar assignments as described in the syllabus (e.g. Safeway Assignment, Farmer's Market Assignment, Recipe Assignment)

Practicum Learning/field trips: A component of our learning will take place at community sites – gardens, farms, non-profits, businesses, and food pantries. These visits are required. Come having prepared the readings, ready to ask questions and work with your hands. Reflections on practicum learning experiences are due in your food journal within three days.

Wild Card Days: each student has up to two “wild card” days in which you can ask to be a silent observer/ not participate in class without having it negatively affect your grade. Please let me know via email or in person when you are taking your wild card day(s).

Food Journal (25%). Each student will complete a food journal that contains reflections on the readings, field trips, and practicum work. Your journal is a place for you to pose questions, reflect, respond, assimilate, and synthesize class material. Plan to respond to the readings each class day and bring your response to class with you. The syllabus contains prompts for most days that indicate key ideas to focus on in the readings, but you are encouraged to go beyond just responding to these questions and to reflect on what you are learning, what questions are emerging for you, and how you are seeing food differently. You are encouraged to keep the journal electronically as you will turn in entries to the WISE Dropbox from time to time. If you prefer handwritten journals, plan to convert your writing to type written and electronic format or photos when entries are due. At the end of the course, your food journal should provide an overview of your arc of learning in the class and help you create your final project, "Creating a Food Justice Ethic." The whole journal is due as a single document on the last day of class. **Put a link to your Food Journal in your Dropbox on WISE**, title it YOUR NAME, FOOD JOURNAL, and set it so that I can comment.

Discussion Starters (10%). Students will sign up for discussion leadership and prepare a brief discussion starter to present at the beginning of one class that identifies and elaborates on a main theme from the readings and provides 1-3 questions for discussion. (1 page single-spaced) Please turn into the Resources "Discussion Starters" folder by 9:00 am on the day of (title the document, DATE,_FIRST NAME_LAST NAME).

Film Review - Extra credit Students will choose a documentary on food justice or the food system to watch, write a short film review that ties the film to our class readings (1 page single-spaced), and share their review in class. Ideally, you will do this in pairs or more - we will coordinate. See list here [IDS 214 Food Justice Film documentaries](#).

Recipe Assignment (10%) - see WISE for instructions. We will cook and share recipes in the week before and after Thanksgiving.

Final Project: Creating a Food Justice Ethic (25%) see details here - [IDS 214 Food Justice, Final Project Assignment](#). Presentations will be in class on **12/6 and 12/8**. All three components of the final project are due on the day of the final for this class.

Schedule - subject to change

[IDS 214, Food Justice Class slides, fall '22](#)

I. Introduction

T 8/30 Course Intro.

- Why is food important? What other parts of life is food linked to? What might we mean by the term food justice?
- Class Activities:
 - Getting curious about food origins in the industrial food complex: snack food. Where do Cheetos come from? [Things you didn't know about cheetos](#); [What exactly do they put in Cheetos?](#)
 - Michael Moss, [The Extraordinary Science of Addictive Junk Food - The New York Times](#), *NY Times*, February 20, 2013 and on WISE
- **Food Journal Assignment:** After class, read Moss's essay. Write up a short reflection on our first day's discussion. What did you learn about yourself, others, and the industrial food system?

TH 9/1 Introducing concepts & getting to know your neighborhood grocery store

- [Land Acknowledgement](#)
- Tell a food story - and listen to a classmate's
- Alkon and Agyeman, "The Food Movement as Polyculture," Introduction, *Cultivating Food Justice*, (CFJ). How do these authors define food justice and food sovereignty? How are food justice movements related to the environmental justice movement and to earlier food movements?
- [Census Tract 2, Marion, OR - Profile data - Census Reporter](#) - What does the census data show you about the demographics for the neighborhood close to Safeway/WU? Look at the other tracts as well. Where in Salem are the poverty rates the highest? Lowest? Where is the area of greatest racial and ethnic diversity? How might your own experience and background affect how you interpret this data?
- **Safeway neighborhood assignment** - record this in your Food Journal and bring it to class:
 - Ideally after reading Alkon/Agyeman and the Census data, buddy up and go to the neighborhood Safeway (on 12th Street) with your Food Journal notebook. At Safeway your job is to take some initial notes on the store foodscape. Where do you notice aspects of class/privilege/race/access in the food system? How are local and organic items priced and marketed? How is the "ethnic" food section organized/presented? Etc. . .

**** Farmer's Market Assignment: On Saturday 9/3 or Saturday 9/10** take a field trip to the Salem Saturday Market. If possible, go with a partner from class. Follow the assignment instructions here: [IDS 214, Food Justice, Salem Farmer's Market Assignment](#). Assignment due in class and on WISE in Dropbox on 9/13.

T 9/6 Food Justice, Food Sovereignty

- Holt-Gimenez, "Food Security, Food Justice, or Food Sovereignty," chapter 14, *CFJ*
- **Food Journal Assignment:** What are the key problems of the industrial/conventional food system? Key terms: Green Revolution, liberalization/neoliberalism, SAP's, regional free trade agreements, corporate concentration. Briefly, what is the history of food politics in the United States since the 1970's? Be able to give an "elevator speech" on this chapter to the class (summarize it succinctly in 1-2 minutes).
 - Additional/in class work - how the war in Ukraine and climate change is affecting global hunger: [How Bad Is the Global Food Crisis Going to Get? - The New York Times](#)
- Fill out [IDS 214, Food Justice, '22 – Field trip survey](#)

TH 9/8 – Work in campus gardens with Jordan Uth - meet at garden behind library

- *For the Wild* Podcast - [ROWEN M WHITE on Seed Rematriation and Fertile Resistance](#)
- Fill out [IDS 214, Food Justice, '22 – Field trip survey](#) if you haven't already!

T 9/13 Race and alternative food movements

- **Salem Farmers Market Assignment due** - bring to class to share and put a copy on WISE in Dropbox.
- Guthman, "If They Only Knew: The Unbearable Whiteness of Alternative Food," chapter 12, *CFJ*
- Harper, "Vegans of Color, Racialized Embodiment and Problematics of the 'Exotic,' chapter 10, *CFJ*.
- **Food Journal Assignment:** How does considering race and class shift the analysis of problems and solutions in the food system? What are food justice, food access, and food sovereignty? Do these essays lead you to reevaluate your experience of the Salem farmer's market?

TH 9/15 - Agriculture in the Willamette Valley: Challenges and Opportunities. **Guest in class, Victoria Binning** (WU '13), RARE Coordinator

- Listen to recorded talk by Jaime Arredondo, Javier Lara and Edward Hill here - [Envisioning an Oregon Food Charter: Black, Indigenous, Latinx, Immigrant, &](#)

[Refugee Perspectives | College of Agricultural Sciences](#) –You can read about this gathering on the landing page to see what the goals of the convening are. Listen to the first 45 minutes to an hour of this recording. Jaime Arredondo was a student at Willamette and worked for Bon Appetite; he is currently the Executive Director of the Capaces Leadership Institute in Woodburn, Oregon.

- If you would like hear more about OCFS you can listen to the opening remarks - and/or look at their webpage, [Oregon Community Food Systems Network](#)
- Katie Grauel and Kimberlee J. Chambers, “Food Deserts and Migrant Farmworkers: Assessing Food Access in Oregon’s Willamette Valley,” *Journal of Ethnobiology* (2014), 228-247 (WISE)
- **Food journal assignment:** If you were to create a portrait of Willamette Valley agriculture from these materials, what stands out as significant?

T 9/20 – Field trip: Marion and Polk Food Share Youth Farm - Ava Ryan

- Meet at the chicken fountain - we will leave at 2:30 sharp.
- Directions to the Youth Farm are here: [Youth Farm Map](#)
- Spend time on the MPFS website
 - [Info About Hunger](#) - read this page and click on each of the green tabs on the right. Research information about Marion County and your own home county.
 - [Youth Farm - Growing Food For Emergency Food Banks & Meal Sites](#)- read some of the blog posts here.
- **Food Journal Assignment:** Reflect on your time at the Youth Farm. How does the mission of the Youth Farm connect to course content? What did you find surprising, interesting, or exciting?

TH 9/22 -Field trip: [Minto Island Growers](#) - Mid-sized farms and the food system –

- Selections from *Food and the Mid-Level Farm: Renewing an Agriculture of the Middle*, ed. Thomas Lyson, G.W. Stevenson and Rick Welsh: chapter 1, Kirschenmann et al, "Why Worry about the Agriculture of the Middle?", and chapter 9, Thomas A. Lyson, "Agriculture of the Middle: Lessons Learned from Civic Agriculture" (WISE)
- Grist, [Why Farm Size Matters](#)
- Follow up from Victoria: [There aren't enough young farmers. Congress is looking to change that - OPB](#)
- **Food Journal Assignment:** What was your experience at MIG? What did you learn? How did working and listening to MIG workers and owners change your perceptions? What is “Ag. in the middle” and why are the issues faced by mid-sized farms important?

T 9/27 Beyond food banks - **Guest in class, Katy Giombolini** (WU '10), Food Systems Manager, [Oregon Food Bank](#)

- Poppendieck, *Sweet Charity*, chapters 3 and 7 (WISE)
- Selections from – [Envisioning an Oregon Food Charter: Black, LatinX, Immigrant, and Refugee Perspectives](#) - Panel #2 -recording
- Additional readings - I will email if they arrive in time to distribute: Selections from *Reinventing food banks and pantries : new tools to end hunger*, Martin, Katie S. (WISE)

TH 9/29 Growing OAKS project- meet in Olin 102 for planting and walking field trip

- “Indigenous Restoration, Management, and Restoration of Oaks in Far Western United States” (WISE)
- [Oak Salvage Project](#)
- Peter Boag, “Valley of the Long Grasses” - excerpt, WISE Resources
- [Confederated Tribes of Grande Ronde, First Foods](#)
- [First Foods](#)
- [Oak fest schedule](#)

T 10/4 Food Deserts/Food Apartheid

- McClintock, “From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California,” Chapter 5, *CFJ*, pp. 89-113
- Podcast - [Food Apartheid: \(And Why We Don't Call it a Food Desert\) - Point of Origin - Omny.fm](#) (49 minutes); written version - [Point of Origin Episode 30 — Whetstone Magazine](#)
- [Does Your Food Label Guarantee Fair Farmworkers' Rights? This One Does. | Civil Eats](#)
- **Food Journal Assignment:** What is a food desert and how are they created? What are the arguments for using the term “apartheid”? How do housing regulations play a role in creating food deserts/apartheid? Why are farmworkers likely to be among the hungriest in the United States? How does the Fair Farmworker’s Rights labeling work, does it seem compelling, and why might farms be motivated to adopt it?
- Head’s up: we begin reading from the New *Food Activism* reader (required) next time.

TH 10/6 Farmworker organizing -

- Sandy Brown and Christy Getz, “Farmworker Insecurity and the Production of Hunger in California,” chapter 6, *CFJ*

- Minkoff-Zern, “Farmworker-Led Food Movements Then and Now,” chapter 7, from Alkon and Guthman, eds. *The New Food Activism (NFA)*

T 10/11 Meet at chicken fountain at 2:30 for field trip to Zena - Jordan Uth will lead

- Readings/listenings: **Attend the Immigrant Story at Willamette University, 7:00 p.m. Hudson Hall. Write a short response in your Food Journal.**

TH 10/13 –Food Systems and Race: Black Farmers

- Green et al, “From the Past to the Present: Agricultural Development and the Black Farmers in the American South,” Chapter 3, CFJ
- Leah Penniman, podcast - [Growing Justice | To The Best Of Our Knowledge](#) with Savi Horne, Venice Williams, Marcia Chatelain
- [Soul Fire Farm](#) - [Soul Fire Farm Action Steps & Policy Platform for Food Sovereignty](#)
- **Food Journal Assignment:** How have black farmers and black food culture been marginalized? After reading the Soul Fire Platform, identify an actionable response to the question, “How can I help make the food system more just?” Write about why you chose your response and how you could make it happen.

New Food Activism

T 10/18 -

- Alkon and Guthman, “Introduction,” *The New Food Activism: Opposition, Cooperation, and Collective Action (NFA)*
- Harrison, “Taking a Different Tack: Pesticide Regulatory-Reform Activism in California,” chapter 2, *NFA*

TH 10/20 -

- Emily Eaton, “How Canadian Farmers Fought and Won the Battle Against GM Wheat,” Chapter 3, *NFA*
- Guthman and Brown, “How Midas Lost Its Golden Touch: Neoliberalism and the Activist Strategy in the Demise of Methyl Iodide in California,” chapter 4, *NFA*

T 10/25 Food and farm worker organizing

- Joshua Sbicca, “Resetting the ‘Good Food’ Table: Labor and Food Justice Alliances in Los Angeles,” chapter 5, *NFA*

- Koenig, “Food Workers and Consumers Organizing Together for Food Justice,” chapter 6, *NFA*

TH 10/27 Work at Zena - meet at the chicken fountain at 2:30. Jordan will lead the workday as Professor Petersen is at a conference

- **Podcasts: Edible Activist, *Melissa Jones*, “Nutrition, Growing Food, and Healing”**
 - [#133: Nutrition, Growing Food & Healing Edible Activist podcast](#)
 - Ryan Johns
- **Podcasts: Native Circles : “Alaska Native History and Food Sovereignty” interview with Dr. Bridget Groat, an Inupiaq woman from Bristol Bay Region**
 - May 15th, 2022
 - <https://open.spotify.com/episode/4GuCiZf2jmpLQiLqu7fiUQ?si=N2S8O7waS8GuWlGkf3OK2w>
 - Spotify Link
 - <https://nativecircles.buzzsprout.com/1811701/10621256-alaska-native-history-and-food-sovereignty-with-dr-bridget-groat>
 - Web link
 - Emily Embleton
 - Resources and ways to support:
 - United Tribes of Bristol Bay - www.utbb.com
 - Trout Unlimited - www.tu.org
 - (Resources provided by Native Circles podcast)

T 11/1 Animal liberation -

- Selections from, *Voices for Animal Liberation: Inspirational Accounts by Animal Rights Activists* - access to ebook through Hatfield Library. Pick 2 of the following chapters:
 - Karen Davis, “How I Became a Poultry Rights Activist”
 - Shaun Monson, “The Spectrum of Life”
 - Will Tuttle, “Liberating Animals and Ourselves”
 - Gwenna Hunter, “Copy and Paste Activism”
 - Brittany Michelson, “Living in Alignment with my Values”
 - Dani Rukin, “How I made the connection - Gay rights, feminism and animal liberation”
 - Any of the essays in section III
- [Eating Animals](#) documentary -
 - Watch trailer: [Eating Animals - Official Trailer | HD | IFC Films](#)

- Watch an interview with Jonathan Safran Foer
 - [Eating Animals - Jonathan Safran Foer](#)
 - [Jonathan Safran Foer Talks About Our Health with Ellen](#)

TH 11/3 – Critiques of Neoliberalism

- Figueroa and Alkon, “Cooperative Social Practices, Self Determination and the Struggle for Food Justice in Oakland and Chicago,” chapter 9, *NFA*
- Michelle Glowa, “Urban Agriculture, Food Justice, and Neoliberal Urbanization: Rebuilding the Institution of Property” chapter 10, *NFA*

T 11/8 - Solidarity Economies

- Loh and Agyeman, “Boston’s Emerging Food Solidarity Economy,” chapter 11, *NFA*
- Keressen and Brent, “Grounding the U.S. Food Movement: Bringing Land into Food Justice,” chapter 12, *NFA*
- In class- organize cooking days, go over recipe assignment, and talk about final project

TH 11/10 - Work on your final project – **Final Project Draft due 11/29.**

T 11/15 -**Food sharing/cooking day - meet in Lee/York kitchens**

- Ed Winters, [Every Argument Against Veganism | Ed Winters | TEDxBathUniversity](#)
- H. Bielefeldt, “Moving beyond anthropocentrism? Human rights and the charge of speciesism” (WISE)
- L. Cordiero-Rodriguez, “Connecting racial and species justice; Towards an Afrocentric animal advocacy” (WISE)

TH 11/17 - **Food sharing/cooking Day/Recipe assignment due -meet in Lee/York Kitchen**

- Read Jennifer Cognard-Black, “The Embodied Rhetoric of Recipes” (WISE)
- **Recipe assignment:** Bring a recipe that tells a tale about a dish meaningful to you. Your recipe should include ingredients and instructions (i.e., it should look like a recipe), AND you are encouraged to also embellish it with additional stories, musings, illustrations, notes, or comments that let us see the larger story. It can be a beloved (or detested) family dish, your favorite thing to cook, your quickie fall-back midweek dinner, a dish connected to ritual, celebration, or holiday, a favorite to share with friends, etc. Write it out/illustrate it on a notecard or paper so you can pass it around and share it with the class. You do

not need to bring the actual food you write about – but if you want to, let Natalie and April know!

- 1 page proposal final project due in WISE dropbox

Fall Break

T 11/29 Draft due of Final Project - Food Ethic + Project draft – bring a copy to class. We will discuss and workshop your drafts and you will swap with a partner for comments.

TH 12/1 Final project presentations

T 12/6 Final project presentations

TH 12/8 Final project presentations and last day of class

Full Final Project due at time of final for this class: Dec. 12th 5:00 p.m.
Film review - extra credit – applied to your final grade due Dec. 12th 5:00 p.m.

Food Justice Jeopardy! <https://jeopardylabs.com/play/food-justice-jeopardy-18>

Additional resources/expectations:

Academic Integrity

Students of Willamette University are members of a community that values excellence and integrity in every aspect of life. As such, we expect all community members to live up to the highest standards of personal, ethical, and moral conduct. Students are expected not to engage in any type of academic or intellectually dishonest practice and encouraged to display honesty, trust, fairness, respect, and responsibility in all they do. Plagiarism and cheating are especially offensive to the integrity of courses in which they occur and against the College community as a whole. These acts involve intellectual dishonesty, deception, and fraud, which inhibit the honest exchange of ideas. Plagiarism and cheating may be grounds for failure in the course and/or dismissal from the College. <http://willamette.edu/cla/catalog/policies/plagiarism-cheating.php>

Commitment to Positive Sexual Ethics

Willamette is a community committed to fostering safe, productive learning environments, and we value ethical sexual behaviors and standards. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual

misconduct — including discrimination, harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage affected students to talk to someone about their experiences and get the support they need. Please be aware that as a mandatory reporter I am required to report any instances you disclose to Willamette's Title IX Coordinator. If you would rather share information with a confidential employee who does not have this responsibility, please contact our confidential advocate at confidential-advocate@willamette.edu. Confidential support also can be found with SARAs and at the GRAC (503-851-4245); and at WUTalk - a 24-hour telephone crisis counseling support line (503-375-5353). If you are in immediate danger, please call campus safety at 503-370-6911.

DACA/Undocumented Student Advocate

Willamette is committed to supporting our DACA/Undocumented students in a variety of ways. This year, Tori Ruiz is the contact person for all DACA/undocumented students can provide those students with a number of external and internal resources that are available. Her contact information is email:truiz@willamette.edu, Office: 3rd Floor UC, Phone: 503-370-6447.

Diversity and Disability Statement

Willamette University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify me as soon as possible. Students with disabilities are also encouraged to contact the Accessible Education Services office in Smullin 155 at 503-370-6737 or Accessible-info@willamette.edu to discuss a range of options to removing barriers in the course, including accommodations.

Religious Practice

Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. Please let me know within the first two weeks of the semester if a conflict between holy days or other religious practice and full participation in the course is anticipated. I will do my best to work with you to determine a reasonable accommodation.

SOAR Center Offerings: Food, Clothing, and School Materials

The Students Organizing for Access to Resources (SOAR) Center strives to create equitable access to food, professional clothing, commencement regalia, and scholarly resources for WU and Willamette Academy students. The SOAR Center is located on the Putnam University Center's third floor (in the former Women's Resource Center and

across from the Harrison Conference Room). The space houses the Bearcat Pantry, Clothing Share, and First-Generation Book Drive and is maintained by committed students and staff and faculty advisers.

Trans Inclusive Classroom Space

I will gladly honor your request to address you by your affirmed name or gender pronoun. Please advise me of this at any point in the semester so that I may make appropriate changes to my records.

OR

If I accidentally use an incorrect gender pronoun when addressing you, please feel free to let me know, in whatever manner makes you comfortable, what pronouns you use so that I can make every effort to correct that error.

Land Acknowledgement

We are gathered on the land of the Kalapuya, who today are represented by the Confederated Tribes of the Grand Ronde and the Confederated Tribes of the Siletz Indians, whose relationship with this land continues to this day. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Willamette Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students of Willamette.

LinkedIn Learning

Willamette University tracks all log-in information for LinkedIn Learning. This information will be kept in-house and will be used for the purposes of developing LinkedIn Learning on campus. Faculty may keep track of your log-in for the purposes of evaluating your progress for class. Faculty using LinkedIn Learning in for class assignments will not share your log-in information with others as it is protected under FERPA.

Time Commitment:

Willamette's Credit Hour Policy holds that for every hour of class time there is an expectation of 2-3 hours' work outside of class. Thus, for this class you should anticipate spending 6-9 hours outside of class engaged in course-related activities. Examples include reading course materials, preparing for discussion, preparing and writing papers and exams.

Intellectual Property & Privacy

Class materials and discussions including recorded lectures are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.