SISU-350-001 Syllabus

The Political Economy of Hunger

Wednesdays 11:20 AM - 2:10 PM
Location: SIS 113

Professor: Jesse Ribot
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(both go to the same place)

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Prof. Bio: Ribot is a professor of environmental politics with a focus on climate and vulnerability. He taught in the Department of Geography at University of Illinois in Urbana-Champaign from 2008 to 2018. Before 2008, he was a senior associate of the World Resources Institute, and earlier taught in the Urban Studies and Planning department at MIT. He is an Africanist studying local democracy, resource access and social vulnerability. See www.JesseRibot.com for more info.

TA Bio: Eburuoh is a second-year doctoral student in International Relations at the School of International Service at AU. She studies conflict mitigation and livelihood interventions in agrarian societies, with particular focus on farmer-pastoralist relations in northern Nigeria.

Official Course Description

Vulnerable, at-risk, prone, fragile, precarious; coping, secure, adapted, resilient. This course explores the meaning of these terms and how they are used in policy, programming, and various forms of intervention around the world. By using multiple disciplinary lenses, organizational frameworks, and empirical studies, the course explores how these terms, and the concepts that underpin them, inform approaches to reducing risk of hunger and famine.

Real Course Description

Many farmers worldwide cannot feed their families for during the 'hungry season' – this is the period when farmers have run out of food and of cash yet the next harvest is not yet ready. Such hunger is often merely chalked up to 'food shortages' – despite that there is almost always enough available food to feed everyone. Outside of war zones, which we will not focus on, farmer food deficits are often attributed to poverty, the weather (droughts or floods), climate change, desertification, land degradation, locusts, poor farming methods or inadequate food storage. Some analysts also attribute hunger to markets – as free markets allocate food away from the hungry. Less often it is attributed to captured markets – non-free markets – which simply take food away from the hungry. How do we understand the role of markets in generating hunger? This course will explore causes of hunger in the poorer countries of the world.

The project for this seminar-style course will be a Term Paper on the cases of hunger in a specific case. The course provides students with a critical theoretical base and policy-analytic skills applicable to increasing food security and wellbeing of the poor. In this course, you should learn to 1) evaluate the causes of hunger, 2) critically read and understand hunger-related literature, 3) identify and ask policy-relevant social science questions about food-related vulnerabilities, and 4) to improve your writing.

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Course Assignments

Course Assignment Summary (detailed descriptions in Annex A)

- **Read Annex A** and come to the 2nd class with questions about the assignments.
- **Read and Debate Weekly Readings** – you must read the assigned readings. If you cannot find them. Write TA or prof. There is ***no excuse*** for not finding them.
- **Write Weekly 100-word-maximum Comments on Readings** – to be submitted on Canvas ***AND*** to me by email. These comments provide a basis for class discussion. Include in your comment: a) one quote that surprised or struck you, b) something in the article that is new to you (if anything), c) something you disagree with and why (if anything), and d) a discussion question relevant to the theme of this course. Comments are due at noon on the day prior to each class. See Annex A for more details. This assignment must not exceed 100 words total (not 'per article'). [FYI, This bullet point is 99 words.]
- **Act as Reading Discussant on Weekly Assigned Readings** – Each of you must volunteer to be discussant on readings during the semester. So, as there are about 80 readings during the semester and there are 15 to 25 students in the class, please try to volunteer at least 4 times during the semester – or, about once every 3 or 4 weeks. This role is intended to spark debates in class. Reading discussant will be required to send two discussion questions in advance of class.
- **Term Paper: One Case Study** – This is a 1500-word maximum writing assignment in three steps. The final project is due by 6pm on the Monday after our week-13 (the week before our final class). Annex A details format and content. The project will include:
    - **A 150-word abstract**, due Week 4.
    - **A 1-page single-spaced term-paper project summary** – to be distributed to the class the Monday before *your* presentation. Please follow summary instructions in Annex A.
    - **A Term-Paper Presentation** – You will each be scheduled to present your term papers in class. To prepare this presentation also see instructions in Annex A.
    - **A Term-Paper Discussant** – Each of you will also be assigned to act as a discussion leader on someone else's term paper. See Annex A for discussant roles.
- **Assignment Submission –** submit ***ALL*** assignments BOTH to Canvas ***and*** by email!!! Use Jesse.Ribot@gmail.com (Ribot@American.edu will also work).
- **Individual 'office'-hour meetings** – You can meet with me individually on Zoom. Set up an appointment by e-mailing me some proposed times. Best times are 11:30am to 2pm on any week day but Tuesday or Wednesday. Write 'office hours' or 'appointment' in the email subject line! Also write the course number in ***ALL*** e-mails to Prof. or TA.

Obtaining Weekly Assigned Readings

All required readings are available on Canvas under 'Course Reserves' or 'Files' (if it is a piece I uploaded), or their URL is in this Syllabus. ***If readings are not available*** on Canvas or you cannot access them on the Canvas system, ***you are responsible*** to let me know (e-mail me), so I can fix the problem or send you a copy. Most readings should also be accessible through the library system, even if you cannot get them on Canvas. Note that I may change the readings as the semester progresses – as we discover new and interesting readings to include, and as our focus develops, we may drop some readings. Changes in the readings will be announced in class.

Grading

Assignment	**% of Grade**	**N.B.**
Weekly 100-word comment and comments/questions on readings	20% (2% each)	You can miss a few weeks without penalty – extra credit for handing in all of them. This extra credit can make a grade difference.
Term paper	40%	Term Paper Abstract is included in this grade
Term-paper presentation/discussion	20%	Includes Presentation and your 1-Page Overview
Participation in class	20%	Includes discussant roles (on readings and on your fellow student's presentations)

Fifty percent of the grade in each assignment is based on the instructor's judgment of progress from where each of you start at the beginning of the semester and the effort you put into learning. The grades will then be based on resulting assignment scores. The course is not graded on a curve; thus, it is not possible to give a grading chart.

Some of you want a sense of your grade halfway through the semester. I do not provide this, but if I think you are not doing well, I will drop you a note.

WEEKLY CLASS ASSIGNMENTS AND SCHEDULE

NB: Readings may change during the semester as the areas we are covering will evolve with our discussions.

NB: IF YOU ARE SICK OR UNABLE TO MAKE CLASS, BUT YOU ARE WELL ENOUGH TO SIT IN FRONT OF A SCREEN, YOU MUST ZOOM INTO CLASS. The Prof. WILL SET UP A LINK FOR YOU AND YOU CAN JOIN THE DISCUSSION – OR OBSERVE, AT A MINIMUM. IN THIS PART OF THE 21ST CENTURY, THERE ARE FEW EXCUSES FOR MISSING CLASS. ATTENDENCE IS CRITICAL FOR A GOOD GRADE IN THIS CLASS.

> We gear our analysis, ultimately, to matters of intrinsic concern and examine all causal influences on those matters.
>
> Drèze and Sen 1989:15

> Most of the world's acute hunger and undernutrition occurs not in conflicts and natural disasters but in the annual ''hunger season,'' the time of year when the previous year's harvest stocks have dwindled, food prices are high, and jobs are scarce.
>
> Vaitla et al. 2009

Week 1 (2 Sept.): Introduction – Hunger and its Causes

Laurie Anderson 1977
It's not the Bullet – https://www.youtube.com/watch?v=-zA6LL78KYU
Only an Expert – https://www.youtube.com/watch?v=g_JQshF4MK8

Overview of Course – Content & Admin

Prepare for today: Your Background Work

- In preparation for today's class please also look over the syllabus – including Annex A
- Please read the required readings listed below

Prelude

- Dr. Seuss. 1971. *The Lorax*. New York: Random House.

- Your understandings of Vulnerability???
    - Tell me what is vulnerability? How do you know it when you see it?
    - How defined?
    - How measured?
    - How explained?
- Your understanding of Markets????

- Tell me what you think of as a market? What is it? Where is it? How does it work?

Structure of the Course

- The Syllabus
- The *Causes* of Crisis as a Problematic Category of Analysis[1]
  - Cause in the hazard?
  - Cause in existing fragilities
- Case studies of climate-related vulnerability will be taken from poorer regions of the world
- Case studies will include vulnerabilities attributed to 'climate-related' crises
- Assignments – See Annex A & summary of assignments above
  - Readings – Some may change during semester as I get to know you
    - Individual Weekly Written Commentaries on Readings
    - Reading Discussant Role – discussant on readings posting a question/questions for discussion in advance
    - *** = Late Added – so check if available on Canvas!
  - Term Papers – analyzing causality in a real case of hunger
    - Abstract
    - One-pager
    - Presentation with Discussant (see below)
    - Some Project Ideas
  - Presentation Discussant Role – presenter/discussant on proposals – the idea is to spark debate?
    - 10 minutes of small group or paired discussions in class so you can collectively think through questions which will illuminate the elements of the case chosen by the author (e.g. "does the one-pager cover the key issues to be addressed in the paper," "is the problem of hunger and its causes researchable via the proposed case," "are plausible causes identified," or "has the author understood the limits of different frames of analysis"?). During this time of group/paired work, I may also pose questions to the groups.

To do Today in Class

- Assign Week 2 Reading Discussants

Some Course Content

- Theodicy – and our ideas of climate and responsibility
  - Leibnitz Theodicy
  - Voltaire's *Candide*
  - Acts of God

    - Acts of Nature
    - Acts of Government
    - Causality in the Law
- My objectives
    - Learn more about how markets shape climate-related risks/vulnerability
    - Identify cases to study on markets and climate-related vulnerability

Admin

- Canvas – YOU MUST View Announcements!
- Format – Follow format for all submissions
    - Word, Filename
    - Word count, Font
- Managing Up: Bug me!
    - If I do not send you comments on your abstract, one-pager or term paper: bug me. If you don't bug me, it'll be your loss.
    - If I am not clear about requirements/assignments/expectations, ask me! Otherwise, suffer the consequences!
- Plagiarism: I will flunk you. ***No Mr. Nice Guy!*** I will not give second chances. If you have any questions about plagiarism, ask me! My policy is No Tolerance for cheating (plagiarism or use of AI in any element of writing):
    - All quotes must be in quotation marks with reference.
    - All literature-derived materials not in quotes must be paraphrased *and* cited too!
    - Only your own original reflections, questions and synthesizing remarks can be without citation.
    - I consider AI-generated writing cheating. I will not tolerate it. It is easy to identify. It has no soul! Also, I will run EVERY paper through an AI detector. If you only used a little AI (i.e. 15%, I'll just take 15% off your grade). If it shows extensive use (over 20 %) I will give you a zero (0!) on your term paper. If I suspect Chat or any other AI, I will, before applying those deductions, interview you about your writing of the paper (see below). Concerning this kind of cheating, see: AU's Academic Integrity Code, specifically article II.A.4 "dishonesty in papers" and article II.A. 6 "fabrication of data." I will consider data or writing from AI to be dishonest fabrication.
        - If I suspect you used AI for any writing, I will immediately (within 18 hours of suspecting it) interview you about the contents of your papers. If you do not reply and we cannot schedule a meeting, I will apply the score reductions stated above. The burden of proof will be on you. I will also file a report with the Office of Academic Integrity (academicintegrity@american.edu).
        - Using AI is unfair to other students and it is a waste of my time (as well as yours)!

> "I don't want students using AI to write their work. I want their words. I want access to their thinking, their voice, their struggles to find what they want to say and the best way to say it. I want to see what happens when someone tries to move through language without an intermediary finishing the thought.
>
> This is a pedagogical position, not a moral or technical one. The workshop only works if there's a writer in the room, someone whose thinking is visible on the page, and who can speak directly to that thinking. Using AI to write not only nullifies the entire peer review concept – we're here to workshop each other, not to workshop AI slop – it also guarantees a weakening of the muscles needed to wrestle with writing."
>
> Micah Nathan from *The Guardian* May 10, 2026.

- Assign Week 2 Reading Discussants
- Discuss reading assignment below.

Lecture: Vulnerability Principles – with "Climate Refugees?" Video

Week 2 (9 Sept.): Theorizing Hunger, Famine & Vulnerability – Entitlements to Empowerment

You cannot discuss hunger today without reference to Amartya Sen's 'Entitlement Theory'. It is a widely used and very powerful frame for analyzing the causes of hunger & famine. Get a solid grasp on Sen's approach. Also see some of Watts's. Are they just? Is Sen right or wrong? What more is needed for Sen's frame to be more universal? How would Malthus critique all of these other authors? How would they critique him? How would we critique Sen – in order to build a stronger analytic frame/approach?

Required Readings[2,3]
Page Count: 14+11+21+8+18+4+26 = 76

- Drèze, Jean and Amartya Sen. 1991. Hunger and Public Action. Oxford: Oxford/Clarendon.[4] https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/39429/9780198283652.pdf?sequence=1&isAllowed=y.
    - Ch. 1: "Introduction." Pp. 3-17, Pp. 14
    - Ch. 2: "Entitlements and Deprivation." Pp. 20-31, Pp. 11

- Ribot, Jesse. 2023. "Access Failure: Deep Explanation of Climate-Related Crises," pp. 261-82 in Jun Borras and Jennifer Franco (eds.) *Oxford University Press Handbook on Land*. Oxford: Oxford University Press. Pp. 21
- Ribot, Jesse. 2026. "Market Grabbing: Putting Land in Place – A Reflection on *The Oxford Handbook of Land Politics*," *Journal of Peasant Studies.* Link: http://dx.doi.org/10.1080/03066150.2026.2720864. Pp. 18 (posted in 'Files')
- Ribot Research on Hunger Concept Note, Pp. ~8 (posted in 'Files')
- Wikipedia. Malthus's "*An Essay on the Principle of Population*": https://en.wikipedia.org/wiki/An_Essay_on_the_Principle_of_Population
    - Read up to (stop before) section on "Editions and versions." Pp. ~4

Week 3 (16 Sept.): Hunger and Gender Inequality

Access to food breaks down along many dimensions, including by gender, age, place of origin, citizenship, race, religion, profession…. Identity matters. It shapes who is able to access labor opportunities, land, markets and influence authorities. Identity, including age and gender, shape who makes decisions concerning food access within the household. This session we explore the implications of gender for hunger.

Required Readings on Hunger and Gender:[5]
Page Count: 71+14+21+14 = 120

- Bina Agrawal 1990. "Social Security and Family in Rural India: Coping with Seasonality and Calamity," *Journal of Peasant Studies* 17(3):341-412. Pp. 71
- Drèze, Jean and Amartya Sen. 1991. Hunger and Public Action. Oxford: Oxford/Clarendon. https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/39429/9780198283652.pdf?sequence=1&isAllowed=y.
    - Ch. 4: "Society, Class and Gender," Pp. 46-60, Pp. 14
- Nussbaum, Martha. 2001. Adaptive preferences and women's options. *Economics and Philosophy*, 17: 67-88. Pp. 21
- Whitehead, Ann. 1990. "Food Crisis and Gender Conflict in the African Countryside," pp. 54-68 in Henry Bernstein, Ben Crow, Maureen MacKintosh and Carlotte Martin (eds.) *The Food Question: Profits Versus People?* New York: Monthly Review Press. Pp. 14

Discussion: Your Hunger Term Paper Ideas – thoughts on possible cases

Lecture: Market Grabbing Lecture – A dive into my new work

PROJECTS: For next week, please bring in a term-paper case study idea to informally discuss with class (see elements of paper under Week 4, below)

What case of hunger do you want your term paper to focus on? Think of a problem concerning the causes hunger in that case. Find a case of hunger where you can also identify agricultural or other rural commodity-chain studies (or value-chain studies) that help you understand the economics of agriculture in this case of hunger. Be specific. Tell us of more than one causal explanation for the hunger crisis you want to write about.

Week 4 (23 Sept.): Your Projects / 'Natural' Disaster? Vulnerability in Times Before Climate Change

Part I: Your Term-Projects

A social-science study is about trying to understand the causes of a problem that has already happened (as you cannot study it if it does not yet exist) and for which we are in search of solutions or for the attribution of responsibility – which are inter-related objectives. We study problems with a desire to find solutions to or responsibility for that problem, but your study is not about the solutions or blame. It is about the causes of the problem – with the hope that those causes will one day lead us toward solutions and responsibility. So, you are to do a term paper on the causes of rural hunger – interrogating for a given case the degree to which markets and price fixing might be part of the case of hunger you are exploring/writing about.

When choosing a case ask yourself a) is this a case of hunger, b) is there enough written on it to understand the unfolding of this instance of hunger, c) are there commodity chain and economic studies of this instance of hunger that we can use to investigate the role of markets in shaping it? Please avoid cases of famine – and please also avoid contexts of war or conflict.

For this term paper I want you to identify a case of hunger said to be caused by Climate Change. I want you to:

- Find an alternative explanation of that hunger from a 'vulnerability' perspective or some other frame of analysis.
- Explain Causality for both (climate and another) causal attributions.
- Identify the assumptions behind each causal frame.
- Identify the ethical implications of choosing each frame.
- Tell us why the authors that used each frame chose the frame of analysis they chose.
- Evaluate whether the authors consciously or unconsciously chose their frame of analysis?

Today I want each of you to ***say something quick (a minute or two) on a potential case study you might want to look at.*** I just want you to throw some ideas out so we can discuss them together. We may not have time for everyone to do so, but we can get some ideas on the table.

Parti II: The 'Nature' of Disaster

In the days before climate change, when examining the causes of hunger or famine, we were already looking away from the sky toward the underlying conditions that made people vulnerable. It was easier then – because 'nature', being inanimate, could not be responsible. It had no human agency within it. With climate change, the weather took on a new meaning, it carried human agency. We had entered the Anthropocene. Now how could we block out the weather as a causal factor – wasn't weather now 'responsible' for losses and damages, dislocation, hunger and famine? In this set of readings think about how we attribute causality in a set of very well-known cases – the dust bowl, the 'potato' famine, Today's readings are about telling the story of who is responsible for disasters. How do we explain the role of the weather? How do we explain the role of human structures and human agency?

Required Readings[6,7,8]
Page Count: 39+2+3+16+5+34 = 99 pages

- Steinbeck, John. 1939. *The Grapes of Wrath.* New York: Penguin Books.
  - Chapters 1-5. Pp. 39
- O'Keefe, Phil, Ken Westgate and Ben Wisner. 1976. "Taking the naturalness out of natural disasters. *Nature*," 260: 566-567. Pp. 2
- Mirsky, Jonathan. 2012. "Unnatural Disaster," A Review of Yang 2012. Great Chinese famine book Tombstone.[9] *New York Times* 9 December. Pp~3
- Davis, Mike. 2001. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*.
  - "Preface," pp. 1-16. Pp. 16
  - "A Note on Definitions," pp. 17-22. Pp. 5
  - "Victoria's Ghosts," pp. 25-59. Pp. 34

PROJECTS: Your Project Abstracts are Due by Class Next Week

- E-mail your abstracts to me (Jesse.Ribot@gmail.com) **&** TA Jennifer (je3048a@american.edu) before class [& post them on Canvas]
- Be prepared to present your idea in 3 minutes and to discuss it with your fellow students – we could even break into groups to first do this among a small group and then you can present to everyone [this is more formal than last week's just throwing around some general case ideas]

Week 5 (30 Sept.): Slim Season – Today's Problem of Hunger

The 'hungry season', also known as 'seasonal hunger' or the 'slim season', is the period of hunger before each harvest but after farmers have run out of food and cash. This is a period where farmers cannot feed their families. Where I work in Senegal, each year 80 percent of farm households experience a hungry season. This phenomenon is the focus of our course because it is poorly understood and often hidden from the urban and international communities. Why is it persistent? Why is it so widespread? What causes it?

Required Readings[10]
Page Count: 4+8+4+3+36+23+9 = 87

- Vaitla, Bapu, Stephen Devereux, Samuel Hauenstein Swan. 2009. "Seasonal Hunger: A Neglected Problem with Proven Solutions," PLoS Med 6(6):1-4. doi:10.1371/journal.pmed.1000101. Pp. 4
- Lappé, Frances Moore, Jennifer Clapp, Molly Anderson, Robin Broad, Ellen Messer, Thomas Pogge and Timothy Wise. 2013. "How we Count Hunger Matters," *Ethics and International Affairs* 27(3):251-9. Pp. 8
- Devereux, Stephen, Bapu Vaitla, Samuel Hauenstein Swan. 2008. *Seasons of Hunger: Fighting Cycles of Quiet Starvation Among the World's Rural Poor.* London: Pluto Press.
    - Forward (by Robert Chambers), pp. xvi-xix. Pp. 4
    - Preface, pp. xx-xxiii. Pp. 3
    - Ch. 1, Those with Cold Hands, pp. 1-36. Pp. 36
- Rivera-Núñez, T., L. García-Barrios, M. Benítez, J. A. Rosell, R. García-Herrera, & E. Estrada-Lugo. 2022. "Unravelling the Paradoxical Seasonal Food Scarcity in a Peasant Microregion of Mexico." *Sustainability*, 14(11):1-23. https://doi.org/10.3390/su14116751. Pp. 23

Your Abstracts are now All in! Due Date was today before class.

Discussion of your abstracts & term-paper ideas in class today

Schedule Term-Paper Presentations: Presentation Schedule Table

Week	Presenter 1 + Discuss.		Presenter 2 + Discussant		Presenter 3 + Discussant		Presenter 3 + Discussant	
6								
7								
8								
9								
10								
11								
12								

13								
14								

Week 6 (7 Oct.): Vulnerability Theory: Explaining Hunger

Sen centers his work on vulnerability from a neoclassical-economics perspective. But, he sneaks in a lot of political-economic understandings. De Castro, Steinbeck, and others before Sen, applied a much more political-economic analysis of cause. By shifting the frame from access through exchange to a broader set of factors that shape access to food, today's authors develop a more nuanced understanding of the origins of vulnerability. Political economic frames take history into account. Neoclassical frames do not – but, they should. If economists simply asked 'from where do the initial positions of all actors derive', they would no longer be neoclassical economists, they would become political-economic analysts. By not taking distribution of resources and wealth as a given, the analysis is much more complex and useful. The views here are usually considered to be more 'structural'[11], referring to the fact that they do not take a methodological individualist approach common in neoclassical economics.

Required Readings[12]
Page count: 2+37+18+23+29+12 = 121

- Bourdieu, Pierre. 1997. La précarité est aujourd'hui partout : Intervention lors des Rencontres européennes contre la précarité. Grenoble. 12-13 décembre 1997. *Contre-feux,* Ed. Liber Raisons d'agir, Grenoble. [available online : http ://natlex.ilo.ch/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/meetingdocument/wcms_161352.pdf]. Pp. 2 [We NEED AN ENGLISH VERSION – Can someone fine this?]
- ***Cochrane, Logan. 2021. *Ethiopia & Food Security: What we know, how we know it, and future options.* Los Angeles: Tsehai Publishers.
    - "Vulnerability," Ch. 5, pp. 95-132. Pp. 37
- ***Butler, Judith. 2004. *Precarious Life: The Powers of Mourning and Violence*. London: Verso.
    - Ch. 1, "Explanation and Exoneration or what we can hear," Pp. 1-18, Pp. 18
    - Ch. 2, "Precarious Livfe," Pp. 128-151, Pp. 23
- Chao, Sophie, Christopher Krupa & Tania Murray Li. 2024. "Anthropologists are Talking – About Contemporary Plantations. Technologies, Violence, and Vulnerability Across Geographies and Genealogies," *Ethnos* 89(1):158-87. Link to this article: https://doi.org/10.1080/00141844.2024.2305881. Pp. 29
- Gates, Bill. 2025. "Three tough truths about climate" 28 October. https://www.gatesnotes.com/three-tough-truths-about-climate [critique this piece by

relating it to Julian Simon and Jeremy Bentham – how would Gates argue with the above scholars?]. Pp. ~12

Discussion of more of your abstracts in class today

Lecture: Reiteration of Vulnerability Frames Summary – the General Move from Hazards to Vulnerability Approaches

Discussion: How is everyone doing? Do you feel ahead or behind? Are you worried about grades? Let's discuss…

Week 7 (14 Oct.): The Case of Seasonal Hunger in Senegal

This week we will explore Senegal as a case of climate-related crises. How do we define food security? How do we explore the relation between food security and climate?

Required Readings on Senegal[13]
Page Count: 17+11+9+9 = 46

- Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation.* Oxford: Oxford/Clarendon.
    - Ch. 8: "Drought and Famine in the Sahel," pp. 113-30. Pp. 17][Note 'FAD' not defined in this chapter. It means "Food Availability Decline."]
- Mbow, Cheikh, Ole Mertz, Awa Diouf, Kjeld Rasmussen, Anette Reenberg. 2008. "The history of environmental change and adaptation in eastern Saloum–Senegal—Driving forces and perceptions," *Global and Planetary Change*, 64(3-4): 210-21. Pp. 11
- Nébie, Elisabeth Kago Ilboudou, Diaba Bâ, Alessandra Giannini. 2021. "Food Security and Climate Shocks in Senegal: Who and where are the most vulnerable households?" *Global Food Security* 29:1-9. Pp. 9
- Watts, Michael J. 2015. Adapting to the Anthropocene: Some Reflections on Development and Climate in the West African Sahel. *GeoJournal* 53(3):288-97. Pp. 9

First Scheduled Term-Paper Presentations in Class – see Annex A for Presentation Instructions

- Your presentations will start this week or next depending on how many students are in the class

Lecture: Climate & Migration from the Sahel

Discussion of your abstracts in class today – if any have not been discussed

Week 8 (21 Oct.): Hunger and Market Structure I: Commodity Chains

How do we imagine or think about markets? What is a market? What are the politics of market control? What is the political economy of a market?

> Charlie Chaplin's 1957 film "A King in New York" in which Chaplin's son states "today it's all monopoly … monopoly is the menace of free enterprise" – https://www.facebook.com/watch/?v=276511705488863.
>
> Chaplin 1957

Required Readings on Commodity Chains (Further Readings on Market Structure[14]):
Word count: 16+16+7 = 39

- Hewitt de Alcántara, Cynthia (ed.) 1993. Real Markets: Social and Political Issues of food Policy Reform. London: Frank Cass.
    - "Introduction: Markets in Principle and Practice," pp. 1-16. Pp. 16
- Bair, Jennifer, Stefano Ponte, Leonard Seabrooke & Duncan Wigan. 2023. "Entangled chains of global value and wealth," *Review of International Political Economy* 30(6):2423-2439, DOI: 10.1080/09692290.2023.2220268. Https://doi.org/10.1080/09692290.2023.2220268. Pp. 16
- Ponte, Stefano, Jennifer Bair, Mark Dallas. 2023. "Power and inequality in global value chains: Advancing the research agenda," *Global Networks* 23(4):679-86. https://doi.org/10.1111/glob.12456. Pp. 7.

Highly Recommended:

- Wallerstein, Immanuel. 2008. "Protection Networks and Commodity Chains in the Capitalist World-Economy," Ch. 4, pp. 83-89. In Bair, Jennifer (ed.) *Frontiers of Commodity Chain Research*. Palo Alto: Stanford University Press. Free access: http://tankona.free.fr/bair2008.pdf. Pp. 6

Scheduled Term-Paper Presentations in Class

Recitation: An Ode to the Lorax

Week 9 (28 Oct.): Hunger and Market Structure II: Trade

Required Readings on Trade & Hunger:
Word count: 12+15+15 = 42

- Sen, Amartya. 1990. "Food Entitlements and Economic Chains," Ch. 14, pp. 374-86 in Lucile F. Newman (ed.) *Hunger in History: Food Shortage, Poverty and Deprivation*. Oxford: Blackwell. Pp. 12
- Clapp, Jennifer, Rachael Vriezen, Amar Laila, Costanza Conti, Line Gordon, Christina Hicks and Nitya Rao. 2025. "Corporate Concentration and Power Matter for Agency in Food Systems," *Food Policy* 134(102897):1-15. https://doi.org/10.1016/j.foodpol.2025.102897. Pp. 15
- Appadurai, Arjun. 1986. *The Social Life of Things.* Ch. 13. Pp. 76-91 "Commodities and the politics of value." Cambridge: Cambridge University Press. Pp. 15
- Cold read David Harvey on Dispossession here

Lecture: Who Profits along Senegal's Charcoal Commodity Chains?

Scheduled Term-Paper Presentations in Class

Discussion: How is everyone doing? Do you feel ahead or behind? Are you worried about grades? Let's discuss

Week 10 (4 Nov.): Hunger and Market Structure III: Real Markets

Required Readings on Real Markets:
Page Count: 17+19 = 38

- Blauch, Bob. 2001. "Food Marketing," Ch. 7, pp. 149-66 in Stephen Devereux and Simon Maxwell (eds.) *Food Security in Sub-Saharan Africa*. Scottsville, SA: ITDG Publishing. Pp. 17 [Pairs well with Harriss, but consider reading some of the pieces he cites: Santorum and Tibaijuka 1992; Gordon 1994 & Peter Timmer]
- Harriss-White, Barbara. 2023. "Petty commodity production, *The Journal of Peasant Studies*," 50:1:295-314, DOI: 10.1080/03066150.2022.2138354. Pp. 19

Scheduled Term-Paper Presentations in Class

Week 11 (11 Nov.): Food Security & Food Sovereignty

Food sovereignty is a current and widespread idea about how to deal with food insecurity. These pieces simply give you an idea of what food security is and some critique of this widely used concept. Is food sovereignty an adequate frame for addressing hunger-related vulnerabilities?

Required Readings[15]
Page Count: 20+21 = 41

- Edelman, Marc, Tony Weis, Amita Baviskar, Saturnino M. Borras Jr, Eric Holt-Giménez, Deniz Kandiyoti & Wendy Wolford. 2014. "Introduction: critical perspectives on food sovereignty," *The Journal of Peasant Studies* Vol. 41, No. 6, 911–931. Pp. 20
- Agarwal, Bina. 2014. "Food sovereignty, food security and democratic choice: critical contradictions, difficult conciliations," *The Journal of Peasant Studies*, 41:6, 1247-1268, DOI: 10.1080/03066150.2013.876996. Pp. 21

Film: Morte e Vida Severigna (1977) – View & Discuss in Class

Director: Zelito Viana
Author of text (text is the reading of a poem): João Cabral de Melo Neto
The internet told me that this film is "The story of Severino, a man who tries to escape the misery and the drought prevailing in the rural backcountry of the Northeast of Brazil. He heads for Recife, passing through desert and forest regions, expecting to find a better life." But, discuss in class whether this is really flight from drought or from something else? What are the causes of the protagonist's flight?

Scheduled Term-Paper Presentations in Class

Week 12 (18 Nov.): TBA – Buffer Class for AI Interviews

Scheduled Term-Paper Presentations in Class

Thanksgiving Week (No class 25 Nov.)

Week 13 (2 Dec.): The Policy and Politics that Capture Markets

Markets are not just captured by individuals or merchants. They are captured because government allows them to do so. These readings help us to understand how allowing and facilitating market capture serves the state.

Required Readings
Page Count: 32+30+21+4 = 87

- Collins, Yolanda Ariadne. 2024. Forests of Refuge: Decolonizing Environmental Governance in the Amazonian Guiana Shield. University of California Press. Ch. 3, Pp. 82-114 "Decenter Markets." Pp. 32
- Bates, Robert H. 1984. "Governments and Agricultural Markets in Africa," Ch. pp. 153-183 in D. Gale Johnson and G. Edward Schuh (eds.) *The Role of markets in the world food economy.* London: Rutledge. Pp. 30
- Thomson, Henry. 2019. *Food and Power*. Cambridge: Cambridge University Press.
    - "Introduction," Ch. 1.1, 1.2, 1.3, pp. 1-21. Pp. 21
    - "Agricultural Policy and Agricultural Rents," Ch. 2, pp. 22-26. Pp. 4

Scheduled Term-Paper Presentations in Class

PROJECTS: Final term-paper project is due by 5pm this coming Monday Dec. 7th via email & on Canvas – Don't forget the file name You.TermPaper.419.doc

Week 14 (9 Dec. – Last Class): What did we Learn?

Page Count = 12

- Parashar, Swati. 2026. "The 'Slow violence' of famines" *Zeitschrift für Friedens- und Konfliktforschung.* Https://doi.org/10.1007/s42597-026-00159-8.

How do we analyze the causes of hunger? How do we understand causality? Most analysts attribute hunger to inadequate production, climate stress or change, crop losses, soil erosion, poor storage. It is clearly not only these factors. We have explored the degree to which hunger is caused by or attributable to price fixing and exploitation of producers. How useful are different explanations in helping us to reduce vulnerability to hunger? What helps us respond? Identification? Explanation? Innovation? Under what conditions do these different approaches help?

Synthesis Discussion

Annex A: Course Assignments

Class Assignment Format and Submission Procedures

> ***IMPORTANT NOTE:*** *All assignments must be in* ***12-point font and single-spaced****. All assignments must be posted on Canvas. The electronic copies of all assignments must be submitted in* ***Word*** *(**NO [N.O.]** GOOGLE DOCS or PDFs), and the file name must start with your* ***last name****, followed by the* ***assignment title*** *and* ***course number****. So, if you are Anna Eggplant, then the file should be titled:* ***Eggplant Anna Week 3 Reading Comment 419.doc*** *(or* ***.docx****), or* ***Eggplant Anna Abstract 419.doc****. Inside the Word document, you must also always have your name, the assignment, the course number, and submission date written at the top of the page.*
>
> *If Canvas says something surprising – like the wrong deadline, what do you do? Do you listen to Canvas or to the professor's Syllabus? The latter!!! So, if you find something amiss, please write me. We often have canvas problems. If it contradicts what I said above, then write me. Believe the syllabus before you believe Canvas. Also, we often put later deadlines on canvas than we state on the Syllabus. This is so that if someone is, by accident or necessity, late, they can still submit. We do not want to have to monkey around with Canvas to enable a late submission.*

Written Comments on Weekly Readings

Weekly comments on the readings must not exceed 100 words per week (minimum 12-point font, single spaced, 1.5-inch margins). That means 100 words per week, not per article! These can be in a paragraph format or in bullet points, as you prefer. Please submit these to me on Canvas ***and*** by email by noon of the day before class. You can try to touch on all articles, just one, just a couple – but read them all. The key is to identify a few items that struck you – and to tell us *how they relate to the theme of this class*.

- **As mentioned in the intro on assignments,** these comments are designed to provide a basis for class discussion – so, come to class prepared with questions/issues. The comments could include:
    a. What do the articles contribute to theory – what is new in them?
    b. What are the key questions the articles evoke?
    c. Vis-à-vis your own interests, what do you find surprising, new and interesting in the articles, and why?
    d. Is there a memorable quote that surprised or struck you?

e. What are some strengths and shortcomings of the articles?
f. Is there anything you disagree with in it?
g. Compare and contrast the arguments or theoretical positions of the different articles where possible.
h. What was incomprehensible to you in the articles? What did you not understand? That too can generate a great question – and you can blame the author for not being clear ☺.
i. How does it contribute to the theme of the course – what did we/you learn?

This assignment is designed so that you come in with good discussion questions grounded in the readings. 100 words gives you plenty of space. You must read all of the required readings each week. You should touch on as many of the readings as you can in your comment, but if you have something more to say about one or two or contrast two, that is fine. Just be certain to have read everything – without doing so, you will be lost in the class discussions. In short, I want you to show that you are thinking about and questioning what you read – not just accepting it or even just absorbing it to regurgitate it to the class.

Term-Paper Writing Project

The writing assignment for this course is a **1500-word (*Maximum*) Term Paper.** This will be in the form of a case study. The final term paper is due the Monday after the Week 13 class. This project will include a **150-word Abstract** to be handed in the day of class in Week 5 of the semester. All due dates are specified in syllabus, above. You will also include a 150-word abstract on the final term paper (a re-re-re-revised version of the first submitted, or a whole new one if that topic was not what you ultimately took up).

This year's key question is whether hunger is caused by price fixing (as this is what I am currently researching). We need more research into whether and how the prices of rural products are fixed – the mechanisms that shape price fixing – and effects of price fixing, if any, on hunger. So, your proposal can interrogate a) the causes of hunger, b) the causes of low prices for rural products (perhaps of high prices for inputs), c) whether the low price as caused by price fixing, d) whether price fixing is caused by capture of market shares, and e) if the case, the mechanisms through which this market capture takes place. Please cover as much of this as you can in your report/term paper. I want you to find cases where market grabbing is a plausible cause and where we can evaluate some evidence using commodity chain studies – that show where profits are within commodity markets and the means by which those profits are captured (i.e. purchase and sale prices and market shares). This means summarizing in your paper what the literature says about prices and hunger for your case.

Note on in-Text Reference Style

Please use in-text references in all of your writing assignments. So, Ribot (2014:667) said "Vulnerability is, by definition, the social precarity found on the ground when hazards arrive. It does not fall from the sky." Then republicans announced that the world is a dangerous rhombus with spikes and that people are damaged by climate events because they are not neoliberals (Trump 2019:2; Giuliani 2020). Note that all claims must be supported by a reference, an observation, or an argument. When there is a quote, please put in the page number you got it from. When it is paraphrased, use the page number if it is from a specific page. No page number is needed if you are citing a whole article or a whole book – as in when you say that Sen (1981) argued that famines are caused by entitlement failures. No page number is needed for documents without page numbers (you can write Giuliana 2020:n.p.).

Note on Bibliography Style

Be consistent. Use a reference style in your reference list or bibliography that gives the full citation as you would see it in an article or book. You can also use the style I use in this syllabus. Choose a style and stick with it. I want a bibliography – so do not use a style that just puts references in footnotes.

Your Abstract – due Week 5

Everyone must submit a 150-word abstract that describes your intended project on Week 4. Start with *a title* for your project! Provide a good pithy project title that reflects something to catch the interest of the reader – a title that indicates that the reader will discover something new and interesting. This abstract is designed to start your dialogue with me and the class on the problem you are choosing to focus on. ***The abstract should identify the case, outline the hunger issue, sketch the causes of it.*** Include (not in the word limit) a *bibliography of at least 5 sources* that you hope to cite – in general, abstracts do not have references in them, so, you don't need citations in the abstract. After each article, please provide one or two bullet points that state what you got from each article: I want to know the insight that the article provided for your project. Of the five sources, at least one of them must be a commodity-chain or value-chain study or a market analysis of the causes of hunger.

Note on literature review to help you identify a problem to focus on: Please conduct your own literature review. Use library databases and looking at bibliographies of related works/review articles/critiques of rather than trusting AI chatboxes to generate sources. Look for review articles. Look for areas where the literature is claiming 'climate-related' hunger and then read to see what they say and if what they say is plausible. As you are looking for Gaps in the literature that *you* will fill, AI cannot tell you what is not there. AI will also believe the assumptions of the literature – which we are challenging. So, read over several articles related

to the case you have identified and see if there is enough information for you to develop a proposal.

Class Term-Paper Presentations – How to Structure

Everyone – and I mean EVERYONE – must ***read the draft paper***. The author will not present!!! I will expect each of you to have a constructive comment on the draft paper. I'll then have you break into groups of 2 or 3 to discuss how to approach the critique of the paper before we have the presenter and discussant launch the session.

Time Allotment in Sessions

Total time is about 35 minutes per proposal organized as follows:

- **Small Group or Paired Discussions** on how to Query Proposal: 10 minutes
- **Your Presentation:** 2 minutes max– use this time to pose questions or identify issues you are struggling with.
- **Discussant:** 5 minutes
- **Class Discussion without author intervening (author is 'gagged'):** 13 minutes minimum
- **Class Discussion with author intervening (author 'ungagged'):** last 5 minutes

Presenter Role & One-page Summary – to deliver to class the Tuesday prior to your presentation

Synopsis: Share with the whole class (and the professor) ***a 1-page single-spaced term-paper summary*** that states the Problem, your Questions, the Case to be studied and your approach to it. Include a bibliography of at least 5 sources with the one-pager – the bibliography is on a second page that does not count in the one-page limit (i.e. you have one page for text and an additional page for the bibliography). This is due on the Monday prior to the class in which you present. This can be a slightly expanded and redeveloped version of your abstract. You (or TA) must distribute this one-pager to everyone in class.

- Send to class Tuesday before your presentation [Send it to TA and CC prof. – TA will send it out to everyone. You must also post it on Canvas.]:
    - Your one-page single-spaced 12pt font summary (include bibliography – not to be counted in your one-page limit.

Author's Presentation – 2 minutes

Each of you will be expected to present to the class the title of your project & issues you are having developing it. In class you will present in under 2 minutes. Then at the end you have 5 minutes. In this part of the session, we will ask you to focus on your case study and the questions that were raised by your fellow students – this is for AI proofing.

Project Presentation Discussant Role – 5 minutes

After the 2-minute intro by the author, the discussant will take 5 minutes to comment. Then the class, facilitated by the discussant, will discuss the presented work for about 13 minutes without the presenter intervening. Presenter can then enter discussion for the last 5 minutes. The whole session is facilitated by the discussant.

The discussant's role is to give some constructive feedback on the project and to help lead a discussion for the class to also provide constructive comments. Discussants should ask about whether each of the required elements of the term paper are present and what more needs to be done to develop them. The discussant should repeat back to the author what they understand the core argument to be. This is usually a very productive exercise for the author.

Some examples of what the discussants and the class can ask:

- Title – Does it catch attention and represent the project well?
- Case – Is the case well chosen for interrogating hunger and markets?
- Who has examined this crisis and what is their perspective on causes (e.g. hunger specialists, climate scientists, UN, WB, social scientists/geographers/political ecologists, effected people, local or national governments)?
- Have contrasting causal analyses been identified?

Checklist for Grading of Term Papers

When I grade your proposal, the following is the checklist I will use. Be sure to understand this.

➔***Grading Checklist: answered with Yes/No***

- Is the title compelling: Y/N
- Is the abstract well-structured and clear:
  Has the author identified a researchable case of hunger:
  Has the author identified a case in which market relations can be explored:
- Are there plausible commodity chain or value chain studies drawn on?
- Is the background of the problem well presented:
- Is the literature on causality well reviewed:
  - Are the existing causal analyses/theories clearly identified and laid out:
  - Are the causes *you* believe are most plausible (those that inform your hypothesis) clearly identified, described and justified:
- Is the paper cogently and clearly argued (the logic of the argument):
- Is the paper clearly written (the clarity of writing):
- Did the term paper use references correctly (i.e. supporting every claim with a source):
- Did the writer submit this in the required Word Format:

➔Grading decision will be based on these elements above

➔Term Paper Points is 40% of the grade – so will be given a score of X/40

Annex B: University-Wide Policies You Should be Familiar With

Academic Integrity
Standards of academic conduct are set forth in the university's Academic Integrity Code. By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

Defining and Reporting Discrimination and Harassment (Title IX)
American University expressly prohibits any form of discrimination and discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with University Police (202-885-2527), the Office of the Dean of Students (dos@american.edu or 202-885-3300), or the Title IX Office (202-885-3373 or TitleIX@american.edu). For more information, including a list of supportive resources on and off-campus, contact OASIS (oasis@american.edu or 202-885-7070) or check out the Support Guide on the Title IX webpage.

Emergency Preparedness
In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking

their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU website, and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

Incomplete Policy
At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

Student Code of Conduct
The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The Student Code of Conduct is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Religious Observances
Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through

email to the professor. For additional information, see American University's religious observances policy.

Use of Student Work
The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Annex C: Academic Support Services You Should be Familiar With

Academic Support
All students may take advantage of the Academic Support and Access Center (ASAC) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hal, Room B-10l. A more complete list of campus-wide resources is available in the ASAC.

International Student & Scholar Services
International Student & Scholar Services has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Writing Center
The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

Annex D: Student Support Services You Should be Familiar With

Center for Diversity & Inclusion (CDI)
CDI is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education,

outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

Counseling Center
The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214).

Dean of Students Office
The Dean of Students Office offers individual meetings to discuss issues that impact the student experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

Food and Housing Insecurity Statement
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@american.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Office of Advocacy Services for Interpersonal and Sexual Violence
OASIS provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. (oasis@american.edu, 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105). Students can also book an appointment with one of our two confidential victim advocates.

Respect for Diversity
As stated in the American University Discrimination and Sexual Harassment Policy:

> "American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of

income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Canvas, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the guidelines and frequently asked questions from the Center for Diversity and Inclusion.

Students with Disabilities
If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For more information, visit AU's Disability Accommodations web page.

Endnotes: Recommended Additional Readings

[1] Additional Readings on Causality as a Special Category

- Wilkinson, Iain. 2010. *Risk, Vulnerability and Everyday Life.* London: Routledge.
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