

**Community Food Systems: Global/Local
PLAC 5500-4
Tuesdays, 11:00-1:45
Campbell 425**

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**A Global Health Course and
An Academic Community Engagement (ACE) Course**

Clarifying Honor Code – What is Meant By Theft?

The goal of the University of Virginia Honor Code is to build a community of trust across the University community. It prohibits lying, cheating, or stealing. The Honor Code is enforced by the Student Honor Committee which makes determinations of guilt or innocence based on three criteria, 1) whether the alleged act occurred, 2) its intentionality, and 3) its non-triviality. Students found to have violated the Honor Code are expelled from the University of Virginia following one single violation.

In this class, my expectation is that students will:

1. Give full credit in all written materials (papers, PPTs, etc) to every idea that is not 100% their own original idea. There are numerous ways to do this: “XYZ suggests....” (footnote); “ZBC says, ‘something important’” (footnote); “As summarized by.....” (footnote); This is an excellent habit to develop. And, too, there are very few original ideas in this world. It is always better to err on the side of citation.
2. When two or more consecutive words are **directly lifted** from someone else, it should be placed in quotation marks, along with a citation.
3. Fully credit the source of every photo or graphic in all written materials (Papers, ppts).
4. If you have questions, ask me! And also consult www.Plagiarism.Org (the FAQs are very helpful!).

If you have questions about the University of Virginia Honor Code please contact the School's representatives or call the Honor offices at (434) 924-7602. In addition, you may find more information at <http://www.virginia.edu/honor/>. If you have questions about special cases in the context of the School of Architecture's curriculum, contact your academic advisor.

Prerequisites:

No prior course work or sequence is required. Preference will be given to planning students, with first preference to graduate students. This course is open to Global Public Health minors as well as to students in other disciplines such as anthropology, environmental sciences, economics, politics, Batten School of Public Policy and Leadership, and engineering students. It meets the MUEP requirement for a PLAC. Prior to the course, students should read Michael Pollan's, *The Omnivore's Dilemma* (2007) and watch Food, Inc. There is an enrollment limit of 21.

Background:

Few things have the potential to affect individuals and communities in the way that food and its production and distribution do. Food production and consumption affects our health, individually and collectively, the quality of our environment, and the strength of our local and regional economies. Our present increasingly globalized systems of food production and distribution, however, serve to profoundly disconnect us from food. Food on average travels more than 1500 miles from where it is grown to where it is eaten, and that distance is growing. Rising obesity and Type II Diabetes rates in children and adults, urbanization threats to productive farmland, and continuing trends of poverty and undernourishment in many parts of our country, suggest that new ways of thinking about and planning for food are needed. Added concerns in our post-911 climate about the vulnerability of our food supply (either to rising fuel costs or terrorist actions), raise additional concerns about the long term safety and cost of our present long-distance, globalized food system. Community food system planning – a new field of planning recognized by the American Planning Association – involves taking a critical look at all aspects of a community food system and working systematically towards a more sustainable and more localized model. This PLAC starts from the assumption that food – its availability, quality, and the impacts associated with its production – ought to be a primary local planning concern. Having a safe and secure food production and distribution system is an essential kind of local infrastructure, as important as water and sewer systems, roads and schools and other more conventional forms of community infrastructure.

Course Description and Method:

Students will learn about the connectivity between global-local food systems, in the realm of production, distribution, processing, and consumer access and education. To do this, they will:

- Complete an individual case study of a specific aspect of an international city’s food system or business. Students will select a city from a short list, including Charlottesville’s Sister cities.
- Learn about “best practices” for community engagement.
- Conduct specific community engagement semester-long team projects. Some projects will be in the Charlottesville region with local stakeholders for the purpose of increasing immigrant, low-income, and underserved population access to fresh, healthy food. Some projects will be in Southwest Virginia region for the purpose of assessing and increasing access to fresh, healthy food.
- Improve verbal presentation skills by providing a formal presentation of their findings to the community.
- Develop a reflective practice by writing one mini-essay and three blog entries about their expectations and hopes for their projects, and how these were or were not met in working with the community.

Requirements:

Assignments	Grade Percentage
1 mini-essay (10% each) and 3 blog entries using the WordPress on Collab (10%)	20%
Team Project concerning access: <ol style="list-style-type: none"> 1. role in team (10 points assigned by your teammates), 2. presentation (15 points), 	50%

3. written paper (15-20 pages) (25 points)	
Individual Case Study	20%
Two field trips: (5% each) (1 is a service field trip; 1 is for general education)	10%
Total for classroom 3 credits	100%

Readings:

A course reader is available at Brillig Books, as well as electronic texts. The following books will also be required:

[Pollan, Michael. *The Omnivore's Dilemma*. (New York: Penguin Press, 2006). [\(pre-requisite\)](#)]

Lappe, Frances Moore and Anna Lappe, *Hope's Edge*. (Tarcher/Penguin, 2002)

Nordahl, Darrin. *Public Produce: The New Urban Agriculture*. (Chicago: Island Press, 2009)

Winne, Mark. *Closing the Food gap: Resetting the Table in the Land of Plenty*. (Boston: Beacon Press, 2009).

Past Food Planning Class Info and Student Projects: <http://www.virginia.edu/ien/tanyacourses.htm>

Planned course activities:

1. Lectures and class discussions- including Denckla Cobb and guest lecturers drawn from a wide range of disciplines.
2. Semester Community Project (with community engagement and service component): Students will work in small teams of 3 for their semester community project. All projects will involve research, GIS mapping, and community engagement. The class will be divided into two specific project focuses. Four teams will focus on access for Charlottesville, while three teams will focus on access issues in Southwest Virginia.
3. Computers with GIS capability are at: Peyton House, Campbell Hall Rm 135, planning student lounge in Campbell Hall, Clemens Library Media Lab, and Scholars Lab, and possibly even IEN's back conference room (but must coordinate with Carla or other IEN intern)

Charlottesville Access: Each team will GIS-map the topics listed below

- Charlottesville and Nearby Food Deserts
 - i. Map the closest grocery stores and healthy food street vendors to low-income population, refugee centers, and migrant farm labor centers.
 - ii. Map the different modes and routes and time enroute of transportation to these stores.
 - iii. Where are the community gardens in or near these low-income, refugee centers, and migrant farm labor centers?
 - iv. Where are the other opportunities for food to be grown on residential land (whether privately owned, publicly owned (i.e., public housing), or vacant. (Think about raised beds, in-ground garden beds, fruits/berries as well as vegetables).
- Food Assistance
 - i. Map the low-income, refugee, and migrant farm labor population centers.
 - ii. Map where SNAP and WIC participants shop.
 - iii. Map the emergency food locations, food pantries, church meals, and soup kitchens.

- iv. Map K-12 school “catchments” on free or reduced price lunch programs
- v. Map gleaning sources and distribution (Campus Kitchens, and others)
- Health
 - i. Map the low-income, refugee, and migrant farm labor population centers.
 - ii. Map the distribution of diabetes (may be available on by zipcode; but if possible, by census neighborhood block would be ideal)
 - iii. Map the distribution of obesity (may be available on by zipcode; but if possible, by census neighborhood block would be ideal).
 - iv. Map the pedestrian networks in their neighborhood (for overall healthy living, e.g. Rivanna Trail, other trails, public sidewalks)
 - v. Map the bike lanes, playgrounds, recreation centers, gyms
 - vi. Map the parks and proximity (walking distance and time) to these population centers.
 - vii. What is the price of the “healthy food basket” at the closest two stores to each low-income, refugee population, and migrant farm labor areas?
- Food Production
 - i. Map the publicly owned land in Charlottesville.
 - ii. Map where food could be grown in these public spaces (including roof tops)?
 - iii. Map where is food already being grown for public use (both public spaces and public-private partnerships and rooftops).
 - iv. Map the incidental urban food (ie. Fruit trees, mushrooms, etc. Tim Beatley has some information that has already been collected.)

Southwest Virginia Access (Done By 3 Regions: Each team covers one region)

- a. Lenowisco PDC area (Counties of Lee, Wise, and Scott and town of Norton)
- b. Cumberland Plateau PDC area (Counties of Russell, Tazewell, Buchanan and Dickenson)
- c. Washington County area (in the Mt. Rogers PDC, including the town of Abingdon)

NOTE: SW teams are strongly encouraged to schedule community meetings during Spring Break, to enable all team members to attend. We want at least two members of each team to make the trip. We also have far more questions for SW teams because we think there will be comparably fewer data points to map.

- Production
 - i. Map the food-producing farms in your region.
 - 1. Identify/map what they are producing (meats, fish, dairy, vegetables, fruits, nuts, mushrooms, herb, etc.).
 - 2. If possible, identify those that are organic, low-input, or Integrated Pest Management
 - 3. Identify those with year-round production.
 - 4. Identify what additional products farmers think they might be able to produce, if a market were available.
 - ii. (IF number of farms is not high) Map where farms sell their food produced. (Wholesale, Retail, and Gleaning Outlets & distance)
- Distribution
 - i. Map the farmer’s markets.
 - ii. Map the CSAs.
 - iii. Map food distribution warehouses, refrigeration centers, etc.
 - iv. Map grocery stores (traditional/non-traditional) selling local food
 - v. Map commercial kitchens and canneries
 - vi. Map potential sites for commercial kitchens and canneries (abandoned/ unused warehouses)
- Health
 - i. Map the low-income population centers.
 - ii. Map the distribution of diabetes
 - iii. Map the distribution of obesity.
 - iv. What is the price of the “healthy food basket” at the closest two stores to each low-income and refugee population area?
 - v. Map the emergency food locations, food pantries, church meals, soup kitchens.

vi. Map K-12 school “catchments” on free or reduced price lunch programs.

4. **Two Field Trips:** Students are required to participate in
- 1. Service-learning
 - 2. One tour of Charlottesville food initiatives
 - i. For SW teams: 1 hr briefing on SW, and 2-day trip to SW (funding for expenses is covered)
5. **Case Studies:** Each student will research and write an individual “Case study” about a specific aspect of the food system in one of the designated cities. Students may also do case studies of specific food projects in another country that are hosted by a specific nonprofit organization, such as Heifer International or Oxfam, etc.

Topics include:

- A **specific community food project** and its impacts on public health, the local food system, and access to fresh, healthy food.
- **Local government policies** and their impacts on the local food system.
- The existing **community safety net** for the hungry, identifying the populations in need, and existing or potential ways of increasing access to fresh, healthy food.
- The community **food waste**, and existing or potential opportunities (schools, institutions, restaurants, farm fields, stores, catering events) for reclaiming or gleaning fresh, healthy food for use in the food system.

The cities and regions available to research are

- Pleven, Bulgaria
 - i. Charlottesville Contact: Gary O’Connell, goconnell@serviceauthority.org
 - ii. Mayor of Pleven, Bulgaria: Mr. Nayden Zelenogorski, mayor@pleven.bg
- Besancon, France
 - i. Charlottesville Contact: Blake Caravati, vectorconstinc@yahoo.com, 434-242-7832 (call him first)
- Poggio a Caiano, Italy
 - i. Charlottesville Contact: Kay Slaughter, kes1961@ntelos.net
 - ii. Charlottesville Contact: Christina Ball, christina@speaklanguagecenter.com
- Winneba, Ghana
 - i. Charlottesville Contact: Nana Ghartey, ngharteyk@embarqmail.com, 434-996-8426
 - ii. Charlottesville Contact: Paige Barfield, barfieldp@charlottesville.org, 434-970-3113
- Tuscany, Italy
 - i. Tuscan Policy on Local Breeds and Plant Varieties
- Ibadan, Nigeria
 - i. Charlottesville Contact: Kristina Nell Weaver, Kristina.nellweaver@gmail.com
 - ii. Research Tech Affiliated with the International Institute of Tropical Agriculture (IITA), Francis Alelume, alelumef@yahoo.com, +234 8034650363 (prefers email)
- Central and South America
- Asia (China or Mongolia)
- Southeast Asia

Students may also select doing a case study of an **international/globalized company**, looking at an aspect of its efforts to increase environmental and social justice, food security, and sustainability.

Ideas for companies include:

- Mars
- Starbucks
- Dannon Yogurt

6. Blog Entries: Each student is required to post 3 blog entries on the WordPress on Collab. The blog entries should be **reflections on readings** for the class, current events, or class discussions. Students should not simply summarize the work, but truly analyze it, explaining why you agree or disagree and why. The blog entries can be completed at any time during the semester, but should be completed by the end of the semester.
7. Mini-Essay: The mini-essay is a chance for the students to reflect on their experience with the class and working on the community project. What expectations and hopes for your project were or were not met, particularly in working with the community. What surprised you. What are your biggest “take-away” lessons. Please keep the essay to 500 words and submit on Collab under “Assignments.”

Date	Topic	Readings – Preparation for Class	Assignments
01/25	<p>Introductions & Setting the Context</p> <p>1. Class Logistics</p> <ul style="list-style-type: none"> ➤ Introductions ➤ Grading ➤ Case Studies: overview and sign-up sheet ➤ Group Projects: overview and sign-up ➤ GIS Tutorial Sign Up ➤ Sign-up for food ➤ Field Trip – dates/times ➤ Final Presentation – date/time ➤ Readings – packet/reserve, types of readings <p>2. Setting the Context</p> <ul style="list-style-type: none"> ➤ What is a community food system, meaning of food security, your personal food heritage? ➤ What is UVa doing in our own food system? (Food Collaborative, UVa Green Dining, Slow Food Group, etc) ➤ Food Security: definitions, what is, what does it mean and entail? ➤ Watch film: Carolyn Steel’s (15 min) presentation about how food shapes our cities: www.ted.com/talks/carolyn_steel_how_food_shapes_our_cities.html# (or Jonah Chiarennz) ➤ How does food security relate to planning and cities? 	<ul style="list-style-type: none"> ➤ Pollan, <i>Omnivore’s Dilemma</i> (entire book – <i>prerequisite</i> prior to class) ➤ Watch the documentary <i>Food, Inc.</i> ➤ Principles of Healthy Food System: http://www.planning.org/nationalcenters/health/foodprinciples.htm ➤ Lappe, <i>Hope’s Edge</i>, Prologue&Ch 1 ➤ Hurst, Blake. <i>The Journal of the American Enterprise Institute</i>. “The Omnivore’s Delusion: Against the Agri-intellectuals” ➤ Palmer, Brian. “It’s hard to say whether grass-fed or corn-fed cows are better for the Earth.” <i>The Washington Post</i>. 	
01/27	Assignment		No assignment due to Collab.
02/01	<p>(30) Discussion of Readings and Current Events</p> <p>(60) Evolution of Today’s Food System – How Did We Get Here? Mapping the Timeline of Key Events and Globalization of our Food</p>	<ul style="list-style-type: none"> ➤ Kimberell, Andrew, ed. <i>Fatal Harvest</i> (2002), pp 49-63. “Seven Myths of Industrial Agriculture” ➤ TED Talk: Q & A with Cary Fowler: http://www.ted.com/talks/cary_fowler_one_seed_at_a_time_protecting_the_fut 	

	<p>System</p> <p>(10) Break (30) Overview of A Few <i>Big Food Access Issues</i> (30) Project teams, methodologies, expectations, and team meetings</p>	<p>ure_of_food.html</p> <ul style="list-style-type: none"> ➤ 10 Top Food Stories of 2010: http://www.dailyyonder.com/print/3072 ➤ Hart, John Fraser. <i>The Changing Scale of American Agriculture</i> (2002). Chapter 1(1-13); Ch 14 (239-256) ➤ Montgomery, David. <i>Dirt</i> (2007). Ch 8, Dirty Business. <ul style="list-style-type: none"> • <i>What are the various pressures/forces that moved food systems from local/regional to global?</i> • <i>Have these pressures changed in nature?</i> • <i>What are the benefits of the “green revolution”? Disadvantages?</i> • <i>How has the “green revolution” and industrialization of our food system impacted the nature of “community” (or has it?)? Has it affected U.S. public health? Is this myth or reality – i.e., what data exists for this?</i> 	
02/03	Assignment		No assignment due to Collab.
02/08	<p><u>(30) Discussion of readings and current events</u></p> <p><u>(80) Best Practices for Community Engagement</u></p> <ol style="list-style-type: none"> 1. What is community engagement? 2. Best Practices 3. How is it important in this course? 4. Communication: Email activity 5. Role play <p><u>(10) Break</u></p> <p><u>(10) Honor Code – Clarity on “Stealing”</u></p> <ul style="list-style-type: none"> • Putting in own words • Citations <p><u>(30) Using University Resources and Research Tools</u></p> <p>+ Beginning Baseline Research for Team Projects</p>	<ul style="list-style-type: none"> ➤ IAP2 core values: http://www.iap2.org/displaycommon.cfm?an=4 ➤ IAP’s Code of Ethics for Public Participation Practitioners: http://iap2.affiniscape.com/displaycommon.cfm?an=1&subarticlebr=8 ➤ IAP2’s Spectrum of Public Participation: http://www.iap2.org/associations/4748/files/IAP2%20Spectrum_vertical.pdf ➤ Boyer, Ernest L. 1996. “The Scholarship of Engagement.” <i>Bulletin of the American Academy of Arts and Sciences</i>. P. 18-33 ➤ Wood, Mark. 2003. “From Service to Solidarity: Engaged Education and Democratic Globalization.” <i>Journal of Higher Education Outreach and Engagement</i>. Volume 8, Number 2, p 165-181. • <i>Ask yourself: How should I conduct myself</i> 	

		<p>when meeting with someone from the community?</p> <ul style="list-style-type: none"> • As an “ambassador” (willing or unwilling) for UVa, what kind of impression about UVa do I want to leave? • If you were a long-time community member, and busy with my normal daily responsibilities, how would you want to be approached by a local university student? What would you want back, in return for giving your time? 	
02/10	Assignment		Workplan due under Collab Resources.
02/15	<p>(30) Discussion of readings and current events</p> <p>(30) Team Projects – Updates, Questions, Concerns</p> <p>(5) Break</p> <p>(100) Tim Beatley- Urban Agriculture</p>	<ul style="list-style-type: none"> ➤ Nordahl. <i>Public Produce: The New Urban Agriculture</i>. Ch 1, 2, and 5 ➤ Lappe. <i>Hope’s Edge</i>, Ch 2 - 4 ➤ Montgomery, David. <i>Dirt</i> (2007), Ch 9, Islands in Time. 	
02/17	Assignment		Revised workplan due under Collab Resources.
02/22	<p>SW TEAMS: 1-hour virtual tour of SW project and issues</p> <p>CVILLE TEAMS: Food Access in Charlottesville: Bus Tour</p>	<ul style="list-style-type: none"> ➤ 2006: Class Assessment ➤ 2008: see papers on JABA, Food Bank, and Foley family http://www.virginia.edu/ien/tanyacourse.s.htm ➤ Winne, <i>Closing the Food Gap</i>, entire book • What specific community needs/ gaps were identified by previous classes? • What specific recommendations came out of previous class work? • How can your team add to this knowledge – providing additional data, identifying additional needs/gaps, and providing meaningful recommendations that will assist the community in identifying useful “next steps” or new policies? 	
02/24	Assignment		Examples of How Other Communities Have Addressed

			Your Project Issues (at least 5) due under Collab Resources.
03/01	<p>(20) Discussion of readings and current events</p> <p>(60) Gary Nabhan</p> <p>(5) Break</p> <p>(65) Team Project Clinic: Students present maps & Examples of What Other Communities Have Done</p> <p>Guest Advisors: Nick Rogers from Neighborhood Development Services.</p>	<ul style="list-style-type: none"> ➤ Raney, Terri and Prabhu Pingali, “Sowing a Gene Revolution.” <i>Scientific American</i>, September 2007, p. 104-111 ➤ Nabhan, Gary Paul. <i>Coming Home to Eat</i>. Ch 5, “Dead Chemicals or Peaches Eaten Alive.” Ch 12, “From Toxic Cornfields to Rattlesnake Roadkills.” Ch 22, “Mexico’s Breadbasket of Toxins and Migrants.” ➤ McWilliams, James. <i>Just Food</i> (2009), Ch 3 (Case for GM crops), Ch 5 (Blue Revolution) ➤ Gollner, Adam, <i>The Fruit Hunters</i>, Ch 11 (Mass Production, GM Crops) ➤ (Watch Cary Fowler’s TED lecture, if you didn’t watch it for 2/01) • <i>What is the value – if any – in preserving biodiversity and heritage seeds?</i> • <i>Do you have any sense of personal “food heritage”? How does this influence your food (and life) choices?</i> • <i>Do you agree: Scientific advancements have enabled us to feed an ever growing population, and freed the majority of people from lives of hard physical labor; the answer to feeding the world continues to lie with science and genetic modification of food crops to increase yields.</i> 	
03/03	Assignment		Draft project maps and discussion of maps due by midnight under Collab resources. If the file is too large, please put your file under our class folder in “Classes.”
03/08	No class. Spring Break.		
03/15	Impacts of Today’s Food System on Access, Public Health, and Local Economies:	<ul style="list-style-type: none"> ➤ Lappe, <i>Hope’s Edge</i>, Chapters 6 & 10 ➤ “Access to Affordable and Nutritious 	

	<p>(30) Discussion of readings and current events</p> <p>(60) Lynda Fanning, nutrition and issues of access</p> <p>(10) Break</p> <p>(60) Christianne Quieroz – issues of farmworker safety</p>	<p>Food: Measuring and Understanding Food Deserts and Their Consequences,” USDA, June 2009. Read pages 1-38, and skim Ch 1-8 to become familiar with what’s available here, [<i>This report is full of ideas for your projects!</i>] http://www.ers.usda.gov/Publications/AP/AP036/AP036.pdf</p> <ul style="list-style-type: none"> ➤ Fishetti, Mark. “Is Your Food Contaminated? New Approaches are needed to protect the food supply.” <i>Scientific American</i>, September 2007, p 112-117. ➤ Helsing, Elisabet. “Food Policies, Nutrition Policies, and Their Influence on Processes of Change: European Examples” ➤ Pollan, Michael. <i>In defense of food: an eater's manifesto</i>. New York: Penguin Press, 2008. Print. ➤ [OPTIONAL] NACO. “Counties and Local Food Systems: Ensuring Healthy Foods, Nurturing Healthy Children.” <ul style="list-style-type: none"> • <i>Does food policy lead or follow our eating/ dietary habits?</i> • <i>Can food policy have any real impact on abetting hunger in the world? If so, how?</i> • <i>What are the primary forces that shape food policies for nutrition and diet?</i> • <i>What can local planners do to address hunger, nutrition and diet?</i> 	
03/17	Assignment		Case studies due by midnight under Collab Resources.
03/21	Film Screening TBD		
03/22	<p>(Team meetings with TA/Instructor this week)</p> <p>(20) Discussion of readings and current events</p> <p>(10) Introduce/overview of Service Field Trip</p> <p>(5) Break</p> <p>(130) Case Study Presentations (5 min each, with discussion after every 3)</p>	<p><i>What are three key insights that you want people to have about your city/community of study?</i></p>	

	With Sister City Guests		
03/24	Assignment		Draft methodology section of final paper due by midnight under Collab Resources.
03/29	<p>(20) Discussion of readings and current events</p> <p>(20) Debrief field trip, and methodology discussion</p> <p>(60) Politics of Food: Paul Freedman</p> <p>(5) Break</p> <p>(60) Framework for Globalization – Jim Pease</p>	<ul style="list-style-type: none"> • Optional: Refresher reading of Pollan, <i>Omnivore's Dilemma</i> – Part 1: Corn. ➤ Fraser & Rimas, <i>Empires of Food</i>, excerpts (noted in book) ➤ Roberts, <i>The End of Food</i>, Ch 5 (and Epilogue for later) ➤ Lappe, <i>Hope's Edge</i>, Ch 3, 5, 7, 8, 9 ➤ Sachs, Jeffrey, <i>The End of Poverty</i>, Ch 16 (Myths and Magic Bullets) ➤ Fraser, Evan & Andrew Rimas, <i>Empires of Food</i> (2010) pp 93-99; 126-9; 136-143; 150-164; 222-241 ➤ Manning, Richard. <i>Food's frontier: the next green revolution</i>. New York: North Point Press, 2000. Print. ➤ Sir James Goldsmith, 1994 interview on GATT (Pay special attention to 34:00 onward): http://video.google.com/videoplay?docid=5064665078176641728# • <i>Can (do) your personal choices have any impact on the globalization of our food system? How, and how much?</i> • <i>What should guide the U.S. and developed nation's international food & ag policies – economic bottom line, protecting our own farmers, enlightened self-interest, or what? Are there any moral imperatives – if so, what?</i> • <i>What policies or designs might lead us to a global food system that would ensure nobody went hungry, would also ensure that farmers received fair return on their effort, and also ensured sustainable production of food for future generations?</i> 	
03/31	Assignment		Mini-Essay due by midnight to Collab

			“Assignments.”
04/05	Service Field Trip TBD		
04/07	Assignment		Have all invitations delivered to community partners.
04/12	<p>(100) “Farm to Fork” Panel of Guest Speakers on Local Initiatives:</p> <ul style="list-style-type: none"> ➤ Wendy Harrison, Farm at Red Hill ➤ Chris Carpenter, Washington & Lee U ➤ Phil Petrilli, Chipotle ➤ Mike Waldmann, Society of St. Andrew’s <p><i>Open to public and university</i></p> <p>(20) Questions</p> <p>(10) Break</p> <p>(35) Questions and discussion</p>	<ul style="list-style-type: none"> ➤ Goodno. “Migrant, Not Homeless” <i>Planning</i>, 2003. ➤ Dunkley, Heilling, Sawicki. “Accessibility v. Scale: Examining the Trade-offs in Grocery Stores,” <i>JPER</i>, 2004. • <i>To address food inequities and social justice issues, identify as many specific planning policies from these and other readings that a community could adopt. (These are great ideas to include in your final papers!)</i> 	Open to Public & University, Some students will be at the APA conference
04/14	Assignment		
04/19	<p>(30) Discussion of readings and current events</p> <p>(130 with 5 min break) Dress Rehearsal of Presentation with Guest Critics Bruce Dotson and Billie Campbell</p>		
04/21	Assignment		Draft papers due to Tanya, Carla, Collab, and Community Partners. CC Carla when you send the draft to community partners.
04/26	<p>(30) Discussion of readings and current events</p> <p>(60) Can we feed the world?</p> <p>(10) Break</p> <p>(65) Bringing it all together: final class discussion of all issues raised and considered during the semester.</p>	<ul style="list-style-type: none"> ➤ Lappe, <i>Hope’s Edge</i>, Epilogue – p. 335 (Thought Traps) ➤ Kimbrell, <i>Fatal Harvest</i>, “Seven Deadly Myths of Industrial Agriculture” ➤ IFOAM: Organic Agriculture and Food Security in Africa ➤ Roberts, <i>End of Food</i>, Epilogue ➤ Fraser & Rimas, <i>Empires of Food</i>, Conclusion ➤ Montgomery, David. <i>Dirt</i> (2007), Ch 10, Life Span of Civilizations. 	

		<ul style="list-style-type: none"> • <i>What is truth in the context of sustainable food systems? What is <u>your</u> truth about sustainable food systems?</i> • <i>Are you feeling more hopeful or hopeless about our global food future? Why?</i> • <i>What role do you seek or see for yourself, in creating a food future that you would like to leave for your grandchildren?</i> • <i>How have your own views changed because of this class?</i> 	
04/28	Assignment		Draft PowerPoints due by midnight in BOTH PPT and PDF formats to COLLAB RESOURCES.
05/03	No class		
05/04	Final Presentations to Community Time: 4:00-7 Set Up: 4:00-4:30 Cville Presentations: 4:30-5:30 SW Virginia Presentations: 5:30-6:15 Final Class Discussion/Debrief: 6:15-7:00 Location: City Space at Charlottesville Community Design Center		
05/07	Assignment		Final papers due TEMPLATE design format and in condensed PDF form by noon to COLLAB Resources.

GUIDELINES FOR CASE STUDY PAPERS

- All papers must be typed in 12 point Times New Roman and no less than 5 pages of text, no more than 7 pages in length, double-spaced, not including photos and tables.
- Use Chicago style citation.
- Throughout the semester, you should contact both your stateside community partner and international community partner at least once. Please cite/ document these conversations in your paper, per Chicago style. We recommend email or Skype conversations.
- Please document and cite your research trail as much as possible, for future classes.
- Include photographs, charts, and graphs when possible.
- Invite your stateside community partner to the presentation on March 22, 2011 from 11:00-1:45. Carla will send out a schedule in advance, so that your community partner only needs to come to your assigned time.
- **Your case study should include each of these 5 topic areas:**

1. **Description of the community:** geographic location, geographic size, population, culture, unique food heritage, statistics on poverty, people on food assistance, food grown (if any), and typical diet.
 2. **Description of your focus of inquiry:** If you are investigating a specific food project, describe fully the project. If you are investigating a specific aspect of a community (policies, food safety net system, food waste system), describe in full the system you are investigating.
 3. **Issues of concern:** For your topic, describe 3 main community issues or challenges or concerns. Do these concerns relate to community economy, environment, health/well-being?
 4. **Community Innovations, Inspiration, Successes:** Identify 3 ideas, or innovations, or successes in overcoming challenges, or activities that can inspire other communities.
 5. **Applications:** Identify up to 3 ways that this case study has practical implications or possible applications for our local community (or other communities here in the United States). Why? And what is needed for these lessons to be transferrable? How can they be applied to our local food system?
- **Please remember to send a handwritten thank you note to all those who helped you with this case study.**

GROUP PROJECT GUIDELINES

- Students will work in teams of three for the semester long project. The teams will include both undergraduates and graduate students.
- The project will be divided into three parts:
 1. The first part of the project will be devoted to creating maps that display different aspects of food access in Charlottesville and Southwest Virginia.
 2. The second part of the project will consist of taking the information that you collected and analyzing it. Taking what you learned, research other areas in the country that have addressed similar problems in innovative ways. Identify at least 3 ideas to present to your community partners – ways that other communities have addressed the issue (e.g., 3 ways other communities are trying to increase fresh food in neighborhood stores).
 3. The third part of the project will consist of meeting with your community partners, to start a conversation about your findings. Your conversation should have five parts: 1) describing your project; 2) describing your findings; 3) getting feedback on your findings – are they surprised, how do they feel about the findings?; 4) sharing your research ideas from how other communities have approached these issues; 5) eliciting their ideas and recommendations for community action. You should take notes on the conversations, so that you can quote your community partner's reactions, ideas and recommendations in your paper.
- **Mapping Access**
 - You should create one layer for each question posed. Feel free to create additional layers for interesting information that you may find.
 - For mapping assistance, please refer to <http://www.lib.virginia.edu/scholarslab/resources/index.html>

- **Analyzing Access**
 - Please take impeccable notes when meeting with community members.
 - Take as many original photos as possible. Remember all copyright and citation rules while using graphics in your reports. If you take pictures showing people's faces, make sure they have signed the release form.
 - Unless you have explicit permission, please do not attribute specific quotations or comments to an individual. You can quote them as: "One community member said, XYZ."
 - Remember to take the particular opportunities for change in your community and find notable examples of innovative projects that have occurred across the country.
 - Your final report should be a minimum of 18-20 pages in 12 point Times Roman font, double-spaced, not including Appendices or photos in this page count.
 - Use the template provided on Collab for your final paper. We will be combining all of the papers in one report for distribution.
 - Please submit your paper in compressed PDF format.
 - Send all of your community partners:
 - A draft of your paper, to invite their comments (you likely won't get any, but this is an important part of Best Practices).
 - An invitation to the final presentation
 - Final map
 - Final report
 - A handwritten thank you note

GUIDELINES FOR PPT PRESENTATIONS:

CASE STUDY PRESENTATIONS

Presentations of your case study should be 5 min (maximum) in length; please practice in advance.

- Provide your PPT in PDF format for the presentation. (for higher quality and assuring graphics work)
- Maximum no. of slides should be 5 or 6 , or 1 per minute. The rule of thumb is that each slide should summarize key points in as few words as possible, and you should say *more* than what is simply written on the slide. So this means you might speak for up to 1 min per slide. You should have at least one slide on each section of your case study:
 - **Description of the community**
 - **Description of your focus of inquiry**
 - **Issues of concern**
 - **Community Innovations, Inspiration, Successes**
 - **Applications**

FINAL PROJECT PRESENTATIONS

Presentations of your semester project should be 10 min (maximum) in length; please practice in advance.

- Provide your PPT in PDF format for the presentation. (for higher quality and assuring graphics work).
- Maximum no. of slides should be 10-12, or 1 per minute. You will be **deducted** for exceeding this time length! So put the time into figuring out the key points you want to make and practice making those points succinctly.
- You should have at least one slide for each layer of map, and also one slide for each key segment of your project, including:
 - 3 key findings of challenges, issues, or concerns
 - 3 ideas from other communities on how to address these
 - 3 key community recommendations
- Verbiage on slides should be ***very sparse!*** Plan to say *far more* than what is simply written on the slide! Whatever you do – do NOT just read the bullets on the slide.