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

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Prerequisites/Requirements Satisfied: Intended for graduate and upper level undergraduate urban and environmental planning majors as well as also open to public health students, anthropology, environmental sciences, economics, politics, Batten School public policy and leadership, and engineering students. Meets the MUEP requirement for a PLAC. Prior to the course, students should read Michael Pollan's book, *The Omnivore's Dilemma* (2007). Enrollment limit: 18.

Background

Few things have the potential to affect individuals and communities in the way the food and food production do. Production and consumption of food 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 is eaten, and that distance is growing. Rising obesity and Diabetes Type II 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 systems.

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 different (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 gain experience in food system policies in the realm of production, distribution, processing, and consumer access and education. To do this, they will:

- Conduct a Food Policy Audit of local governmental policies in the five-county region, identifying policies and implementation tools that reflect key goals in a sustainable food system.
- Learn about “best practices” for community engagement, and then conduct community engagement with local stakeholders to share the results of their Food Policy Audit and obtain community feedback and suggestions for policy opportunities.
- Improve verbal presentation skills by providing a formal presentation of their Food Policy Audit findings to the community.
- Develop a reflective practice by writing two mini-essays about their expectations and hopes for their projects, and how these were or were not met in working with the community.

- Learn about the everyday realities and impacts of federal, state and local policies through field trips, including one service field trip, and guest speakers on various topics.

Requirements

2 mini-essays (10% each)	20%
Food policy audit	45%
- Completion of the audit: must include detailed discussion of method, findings, gaps, opportunities, and inclusion of 4-5 sample policies from other communities in the nation (20%)	
- community engagement: discussion of method, people consulted, findings, recommendations (15%)	
- final PPT presentation of research (10%)	
Class debate: Preparation for/ participation in	15%
Two field trips: (5% each) (1 is a service field trip; 1 is for general education)	10%
Participation in and leading class discussions	10%
Total for classroom 3 credits	100%

Planned course activities:

- Lectures and class discussions** – including Denckla Cobb, Beatley, and guest lecturers drawn from the wide range of disciplines.
- Semester Community Project (with community engagement and service component):** Students will work in small teams of 2 to 3 for their semester community project. Building on the work of earlier classes, the 2010 class will conduct a “Food Policy Audit” of local city and county comprehensive plans to advance the sustainability of our local food system. Each team will focus on a specific locality, then provide their “audit” findings to key decision-makers and community leaders in that locality, then meet with these individuals to elicit local recommendations for local policies.
- Community Presentation:** Students will present their semester research and findings to the community, including the individuals they worked with. To prepare for this, students will conduct a “dress rehearsal” to a guest panel for constructive criticism and feedback, to help prepare for final presentations. Students must assist with organizing invitations, flyers, logistics, and refreshments for their final presentation to the community.
- 2 Field trips:** Students are required to participate in: 1) one local field trip involving community service and learning; and 2) a distance field trip for onsite visits to farms or food or other parts of our food system.
- Class Debate:** To develop critical thinking skills, and to develop deeper understanding of the issues surrounding local food systems, students will prepare for and engage in a class debate about local vs. global food systems.

COLLAB Address: “CommunityFoodPolicy”

COLLAB EMAIL: <communityfoodpolicy@collab.itc.virginia.edu>

Past Student Projects available on: www.virginia.edu/ien/courses.htm#food

Number of Students Authorized to Enroll: 18

Satisfies MUEP Requirement for PLAC

REQUIRED READINGS

Pre-requisite: Pollan, Michael. 2006. *The Omnivore’s Dilemma*. (New York: Penguin Press).

For sale at bookstore (and on reserve):

- 1) *A Planners Guide to Community and Regional Food Planning*, by Samina Raja, Branden Born, and Jessica Kozłowski Russell (2008).** Read entire guide, with special attention to “Policy” pp 16-26.
- 2) *Just Food: Where Locavores Get it Wrong*, by James McWilliams (2009).**
 - a) Read Intro, Chapter 1, Chapter 6. Skim or Read Chapters 2-5 (especially 5).
- 3) *Everything I Want to Do Is Illegal*, by Joel Salatin (2007).**
 - a) Read Chapters 3, 4, 5, 7, 8, 14, 15, 24 (especially his 13 points of “moral high ground for policy”).
- 4) *Closing the Food Gap*, by Mark Winne (2008).**
 - a) Read Chapters 2, 4, 6, 7, 9, and Conclusion. If possible also read Chapter 5.
- 5) Additional required readings will be made available on COLLAB or through [links](#).**

SPRING 2010 SCHEDULE

Jan 26: Overview of Class: Healthy Communities/ Healthy Food Systems

Goal: Students will understand the scope of the class topic, the focus of the semester work, what's expected of them, and what they expect of each other

- Introductions – meaning of food security, food system, your personal food heritage
- 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#](http://www.ted.com/talks/carolyn_steel_how_food_shapes_our_cities.html#)
- **Hand out** / Review syllabus – Review team projects, community engagement projects, videos, field trip
- **Hand out:** “Food Policy Audit Template”
- **Poll:** for best dates for Field Trips
- Requests for productive class sessions?
- **Hand out:** Discuss sign-up for class project preferences (last page of syllabus)

JAN 29 DUE: NOON, JAN 29: VIA EMAIL (TO: TD6N, TB6D, & JNR2G) – Please Send Your Individual Project Preferences, Any Teammate Preferences, and Background Skills

Feb 2: Mapping A Food System, Role of Food System Planning & Food Policy Audit

Goal: Students will understand the components of a food system; the emerging processes for community food system planning; the values associated with food system planning; and will be oriented to the “food policy audit” they are to undertake for their semester project.

- (20) Group discussion of readings
- (70) (Tanya) Mapping a food system (in 2's); (showing others' maps of a food system); (**bring handouts of different maps**) values and assumptions (full group); vision of our food system in 2029 (in 3's); role of Food System Planning – different ways planners can engage the food system
- (10) Break @ 12:30
- (45) (Jessie) Food Policy Audit template: content, method, example of Harrisonburg
- (20) Setting up project teams; overview of semester workplan method; guidelines for avoiding plagiarism; post possible teams; adjustments; first team meetings
- Sign up for class food
- Sign up for leading class discussions
- **Key Reading Questions:**
 - What are core components of a sustainable community food system?
 - What core values drive our current food system v. core values that drive a sustainable food system? How do your values drive your own personal food system?
 - Would you support NYC's decision to ban trans fats in restaurants? Why, why not?
- **Required Core Readings:**
 - *A Planners Guide to Community and Regional Food Planning*, by Samina Raja, Branden Born, and Jessica Kozlowski Russell (2008). Skim entire guide (note areas you'll want to delve into for later research for your project); Read “Policy” pp 16-26.
 - *The Key to Sustainable Cities*, by Gwendolyn Hallsmith (2003). Chapter 8 on “Whole Systems Strategies.” **COLLAB – NEED TO RESCAN!**
 - From *Journal of Hunger & Environmental Nutrition* (a special double issue on “Food Systems and Public Health, ”), December 2009, Volume 4, Issues 3 & 4:
 - “Principles for Framing a Healthy Food System,” by Michael Hamm. **COLLAB.**
 - APA “Planning Magazine” Special Issue on “The Food Factor,” Aug-Sep 2009.
 - “Where Food Planning and Health Intersect” (Hodgson, p.8); **COLLAB.**
 - “When Access is the Issue (Shigley, p26); **COLLAB.**
- **Additional Suggested Readings:**
 - APA “Planning Magazine” Special Issue on “The Food Factor,” Aug-Sep 2009.

- “A Serious Flirt with Dirt” (Flisram, p.14); **COLLAB.**
- “Delicious in Detroit” (Bonfiglio, p32); **COLLAB.**
- “Saving Farms and Farmland” (Daniels, p38). **COLLAB.**

Feb 8 DUE: MIDNIGHT – First DRAFT Team Workplan / See TEMPLATE on Collab;

- **DELIVER VIA “DROP BOX” ON COLLAB**
- **SEND NOTIFICATION VIA EMAIL TO TD6N, TB6D, & JNR2G**
- **BRING HARD COPY TO CLASS TO DISCUSS/ HAND TO INSTRUCTORS FOR THEIR REVIEW**

Feb 9: Community Engagement Best Practices, Workplans, & Audit

Goal: Students will discuss readings, to prepare for guest speakers on federal and state policies. Students will learn the “best practices” for working with community and community engagement, develop their own class protocols, and will roleplay different scenarios to prepare for working with the community. Students will also review workplans and prepare as a class for their community projects.

- Food provided by: _____
- (30) Discussion of readings: led by _____
- (70) (Tanya) Class develops “guidelines for community engagement” – building on last year’s; suspension of judgment; Community engagement practicum; role-playing; discussion of different scenarios you may encounter; Core Values of Public Participation from IAP2 (prepare “script” and roleplay)
- (10) Break at 12:40
- (50) Project team brief presentations of workplans (2-3 min ea): review/discuss community project work plans, questions and expectations for projects
- (10) Q/A about template
- **Key Reading Questions:**
 - What role, if any, should our federal, state and local governments have in regulating our food system? How can we know if regulation is too little or too much?
 - How have policies assisted agriculture and protected public health? How have they hindered?
 - If you were a farmer, would you opt for buying organic grain or local non-organic grain? Why?
- **Core Required Readings:**
 - IAP2 core values: <http://www.iap2.org/displaycommon.cfm?an=4>
 - IAP2's Code of Ethics for Public Participation Practitioners: <http://iap2.affiniscap.com/displaycommon.cfm?an=1&subarticlenbr=8>
 - IAP2’s Spectrum of Public Involvement: **COLLAB.**
 - *Everything I Want to Do Is Illegal*, by Joel Salatin (2007). Read Chapters 3, 8, 14, 24
 - *Federal Policy Advocacy Handbook*,” by Barrett Ebright, Community Food Security Coalition, 2007. **COLLAB.**
 - From *Journal of Hunger & Environmental Nutrition* (a special double issue on “Food Systems and Public Health,”), December 2009, Volume 4, Issues 3 & 4:
 - “Aligning Food Systems Policies to Advance Public Health,” by Mark Muller, Angie Tagtow, Susan Roberts, Erin MacDougall. **COLLAB.**
 - “Agriculture Policy is Health Policy,” by Richard Jackson, Ray Mingares, Kyra Naumoff, Bina Patel Shrimali, Lisa Martin. **COLLAB.**
- **Additional Suggested Readings:**
 - *Everything I Want to Do Is Illegal*, by Joel Salatin (2007). Read Chapters 4, 5, 7, 14, 15, and any others that interest you.
 - “Rethinking U.S. Agriculture Policy, Changing Course to Secure Farmer Livelihoods Worldwide,” by Daryll E. Ray, Daniel G. De La Torre Ugarte, Kelly J. Tiller, Agricultural Policy Analysis Center, The University of Tennessee, September 2003. **COLLAB.**

Feb 15 Due: Mini-Essay #1 – 750 words

Your personal reflections on your own PERSONAL Food System and Your Community Project. A: Please discuss the following: 1) how your own personal food system does or does not reflect your values, 2) where you think you’re doing well, where you’d like to make changes and why, and 3) what might help you make those changes.

B: With regard to your community project, please discuss: 4) What you anticipate you will find in your audit and the kinds of recommendations you think the community may develop; and 5) any concerns, fears or hopes about working with the community.

C: DELIVER via COLLAB DROP BOX, and notify Tanya/ Tim/ Jessie via email that essay is delivered.

Feb 16: The Politics of Policies

Goal: Students will better appreciate the complexities of creating policies, and unintended consequences of the current price-support and agribusiness system

- Food provided by: _____
- 11:00-1:00 Guest Panel on Agriculture and Food Policies (11:00-1:00)
- (30 min intro) (*confirmed*) **The Farm Bill: The Big Picture** – Jim Pease, Professor Dept. of Agricultural and Applied Economics
- (up to 30 min?) (invited) **Federal Policies that Help or Hinder Local Food Producers and**
 - **Virginia Rural development or other Virginia USDA staff**– developments in federal policies that foster regional/local food
 - **Charlie Green, VDACS** (*confirmed*)
- 1:00 – Break and move back to regular classroom
- 1:15 - Private class debrief of panel discussion

• **Key Reading Questions:**

- What are the merits and problems with this quote of Patricia Allen from McWilliams book (p.34-35)? “...when efforts to attain community food security for the poor are joined with efforts to have local systems supply the food, the results are not the strengthening of community bonds but their destruction....The presumption that everyone can participate is a magician’s illusion.”
- How does McWilliams make his points – are they compelling and valid? Choose a point that bothers you and think about how you would construct a compelling counter-argument.

• **Core Required Readings:**

- *Just Food: Where Locavores Get it Wrong*, by James McWilliams (2009). Read Intro, Chapter 1, Chapter 6, and Conclusion. Skim or Read Chapters 2-5 (especially 5).
- *Omnivore’s Dilemma*, by Michael Pollan (2006). Read Part I: Industrial Corn

• **Additional Suggested Readings:**

- House Bill (HR 3225 - The Community Gardens Act) creates a grant program to fund community gardens. Another is a resolution (the text is here) praising community gardens. ([FIND:Search online](#))
- (Argument for more regulation) Protection of Food Supply Faces Problems: Every Year, 25 Percent of Americans Become Sick From Food; FDA Fighting to Increase Power Unchanged Since Great Depression: <http://www.cbsnews.com/stories/2010/01/09/eveningnews/main6076565.shtml?tag=cbsContent:cbsCarousel>

Feb 23: Community Food Plans, Policies, Regulations: A National Survey of Emerging Practice: Tim Beatley (Tanya Gone for NPI)

Goal: Students will learn about emerging practice in community food planning and policy making, especially efforts in many cities to modify local zoning codes to permit urban agriculture (e.g. poultry and bee keeping). In this session, students will learn about policy and regulatory options, innovative policy initiatives and approaches from around the country, and overarching trends in community/urban food policy.

- Food provided by: _____
- (30) Discussion of readings: led by _____
- (11:30-1:45) Tim

• **Key Reading Questions:**

- If you were elected to a public office, how could you argue most effectively for changes to the comprehensive plan and local zoning laws?
- How would you respond to criticisms that localities are overburdened and underfunded, and don’t have time to deal with these issues?

• **Core Required Readings:**

- “Food Systems and Public Health,” *Journal of Hunger & Environmental Nutrition* (a special double issue), December 2009, Volume 4, Issues 3 & 4
 - “Places to Intervene to Make Complex Food Systems More Healthy, Fair, Green and Affordable,” by Luvdeep Malhi, Ozge Karanfil, Tommy Merth, Molly Acheson, Amanda Palmer, Diane Finegood. **COLLAB**
- *Draft Sustainable Community Development Code Framework*. **COLLAB (Labeled “Food Production and Security”)**
- APA’s “Policy Guide on Community and Regional Food Planning,” April 13, 2007. **COLLAB.**
- APA’s Zoning Practice for Public Markets, February 2009. **COLLAB.**
- **Additional Suggested Readings:**
 - NYC Foodprint Resolution. **COLLAB.**
 - Albany County, Iowa, Food Policy Resolution. **COLLAB.**
 - Key Themes from Different City and County Policies. **COLLAB.**
 - Summary of local food purchase policies – both adopted policies from Woodbury County, Iowa and Dane County, Wisconsin, as well as policy wishlists from advocacy organizations pursuing this issue locally. The summary includes contact information if you want more information about any of these policies. **COLLAB.**
 - “Closer to Home: Healthier Food, Farms and Families in Oklahoma,” by Kerr Center, 2006. http://www.kerrcenter.com/publications/closer_to_home/toc.htm (pay special attention to the sections on “Public Policy Implications”)
 - “Planning for Appropriately Scaled Agriculture in Providence,” by Benjamin Morton, 2006. **COLLAB.**
 - “Mapping the Way to Local Food Systems for North Carolina’s Cities and Counties,” by Sybil Tate, “Capstone” Paper, UNC, 2009. **COLLAB.** (see especially Appendix D – policy solutions to barriers)

Mar 1 Due: Draft Food Policy Audit

Mar 2: Student Project Clinic

Goal: Students will receive feedback and guidance from each other and faculty, so that they have a clear plan of action for completing their team project. They will learn from other teams about the kinds of approaches they’ve taken to: 1) setting meetings with the community; 2) drafting policies.

- Food provided by: _____
- (90) 4 Class team presentations of draft templates and proposed community engagement (20 each, incl discussion)
- (10) Break @ 12:30
- (45) 2 Class team presentations of draft templates and proposed community engagement (20 ea)
- (10) General discussion about templates, findings, next steps
- (20) Prep for Debate: Draw order and “side” for “Debate” at next class - pull on any and all sources you’d like; see specific instructions for preparing for Debate and team “pages”
- **Core Required Readings:**
 - “Earl Butz versus Wendell Berry” (**COLLAB**)
 - “The Omnivore’s Delusion: Against the Agri-intellectuals” by Blake Hurst, July 30, 2009, *The American*, Journal of the American Enterprise Institute: <http://american.com/archive/2009/july/the-omnivore2019s-delusion-against-the-agri-intellectuals/#portal-top>
 - Response by self-proclaimed “Agri-Intellectual” Tom Philpott: <http://www.grist.org/article/2009-08-14-corn-agri-intellectual/>
- **Additional Suggested Readings: Skim through these for ideas for types of policies that can be used as examples in your audit.**
 - Changes in the WIC Food Packages: A Toolkit for Partnering with Neighborhood Stores **COLLAB.**
 - Beaulac J, Kristjansson E, Cummins S. “A systematic review of food deserts, 1966-2007.” *Preventing Chronic Disease* 2009;6(3). (Pay particular attention to section on “Implications for Policy”) http://www.cdc.gov/pcd/issues/2009/jul/08_0163.htm
 - Urban Edge Agricultural Parks Toolkit. **COLLAB.**
 - “Building Chicago’s Community Food Systems: A report by the Chicago Food Policy Advisory Council,” 2008 (see especially the Section on “City Departments with Direct Connections to Community Food Systems.”) **COLLAB**
 - “Michigan Food Policy Recommendations,” by Michigan Food Policy Council, 2006. **COLLAB.**
 - “Counties and Local Food Policies,” by National Assn of Counties (NACO), July 2007. **COLLAB.**

- “Bridging the Gap: Local Wellness Policies: Assessing School District Strategies for Improving Children’s Health,” July 2009, Robert Wood Johnson Foundation. **COLLAB.**

Mar 9: NO CLASS –SPRING BREAK

Mar 16: Environmental Justice, Public Health and Nutrition Elements of Food System Policies: Tanya DC (Tim Out of Town)

Goal: Students will understand the reason why our current food system is not sustainable from a public health perspective, critical elements of a nutritious diet, and challenges and barriers to achieving that, and policies that can help address these challenges.

- Food provided by: _____
- (30) Discussion of readings: led by _____
- (60) **Guest Speaker:** Lynda Fanning, Clinical Nutrition Manager, UVa Medical Center, and former President of Virginia Dietician Association. *Developments / advances in nutrition that can inform food system policies.*
- (10) short break
- (60) Presentation on Environmental Justice – definitions, cases, issues for food/health (Tanya)

• Key Reading Questions:

- How have you experienced or witnessed social and environmental justice or injustices in your home community or elsewhere?
- Are these social and environmental issues appropriate issues for local policies to address, and/or are these issues better addressed by citizen grassroots groups? Why, why not?

• Core Required Readings:

- “Community Food Security and Environmental Justice: Searching for A Common Discourse,” by Robert Gottlieb and Andrew Fisher, *Agriculture and Human Values*, Summer 1996 (Vol. 3, No. 3). **COLLAB.**
- Werkerle, Gerda R. Food Justice Movements: Policy, Planning & Networks. *Journal of Planning Education and Research* 23:378-386. **COLLAB**
- From *Journal of Hunger & Environmental Nutrition* (a special double issue on “Food Systems and Public Health,”), December 2009, Volume 4, Issues 3 & 4:
 - Lang T. Reshaping the Food System for Ecological Public Health.
- Goodno. 2003. Migrant, Not Homeless. *Planning* (The magazine of the American Planning Association. <http://myapa.planning.org/affordablereader/planning/migrant1103.htm>

• Additional Suggested Readings:

- Wonderful video of Dr. Daphne Miller, author of *Jungle Effect*, about her investigation of “cold spots,” i.e. areas of the world that do not experience specific health problems. <http://www.youtube.com/watch?v=rCnHXGAJVE>
- From *Journal of Hunger & Environmental Nutrition* (a special double issue on “Food Systems and Public Health,”), December 2009, Volume 4, Issues 3 & 4:
 - “Food Systems and Public Health Disparities,” by Neff R, Palmer A, McKenzie S, Lawrence R.S.

Mar 23: Class Debate

The Future of our Food System: Big vs. Small vs. Local vs. Organic vs. Efficient Vs. Secure

Goal: Students will understand how food projects and food heritage can be a catalyst, a tool, and/or valuable asset – catalyzing community economic development, fostering community cohesion, developing community spirit, and influencing change in local policy.

- Food provided by: _____
- (15) Review rules of debate
- (30) Teams prepare for Debate
- Class Parliamentary Debate: What’s the best/ right approach to our food system?
- (20) Discussion & Organizing for field trip & Sharing team issues/questions

• Core Required Readings: None beyond what you need to create your arguments for the debate

- **Additional Suggested Readings to Bolster your Arguments (These are but a SAMPLING of the wealth of information available to you. Please be creative in searching and finding sources to bolster your arguments):**
 - “The practice and politics of food system localization,” by C. Clare Hinrichs, *Journal of Rural Studies* (2003) 19: 33–45. **COLLAB.**
 - “Should we go “home” to eat?: toward a reflexive politics of localism,” by E. Melanie DuPuis, David Goodman, *Journal of Rural Studies* (2005) 21: 359–371. **COLLAB.**
 - “Avoiding the Local Trap: Scale and Food Systems in Planning Research,” by Branden Born & Mark Purcell, *Journal of Planning Education and Research* (2006) 26:195-207. **COLLAB.**
 - *Hard Green*, by Chapter on Agriculture. **(SCAN FOR COLLAB)**
 - Slow Food Conference in San Francisco (August 29, 2008): with Dan Barber, Winona LaDuke, Gary Nabhan and Michael Pollan:
 - http://fora.tv/2008/08/29/Slow_Food_Nation_Re-Localizing_Food (You can pick and choose specific subtopics relevant to the debate, or listen to the entire opening – quite informative (and entertaining! For changes in corporate America, listen to “Sysco and Growing Demand of Local Food.”)
 - Wendell Berry on “The Importance of Local Food”: http://fora.tv/2008/08/30/Slow_Food_Nation_Closing_1_of_2#Wendell_Berry_The_Importance_of_Local_Food
 - “Organic Agriculture Can Save the World,” by Andre Leu, January 2004 • Vol. 34, No. 1. **COLLAB.**
 - “The Organic Myth,” by Diane Brady, *Business Week*, October 16, 2006 http://www.businessweek.com/print/magazine/content/06_42/b4005001.htm?chan=gl
 - “Does the World Need GM Food,” (Interviews with 2 Experts) by Sasha Nemecek, *Scientific American*, April 2001, pp 62-65. **COLLAB.**
 - “Do Food Miles Matter,” by Erika Engelhaupt, *Environ. Sci. Technol.*, 42 (10), 3482-3482 • DOI: 10.1021/es087190e • Publication Date (Web): 15 May 2008. (Short summary at end, plus access to full article). **COLLAB.**
 - “Checking the food odometer: Comparing food miles for local versus conventional produce sales to Iowa institutions,” by Richard Pirog, Leopold Center for Sustainable Agriculture, July 2003. **COLLAB.**
 - “Regenerative Organic Farming: A Solution to Global Warming,” by Tim J. LaSalle and Paul Hepperly, Rodale Institute, 2008. **COLLAB.**
 - “Real Cost of Cheap Food,” by Brian Walsh, *Times Magazine*, August 21, 2009, and rebuttal. **COLLAB.**
 - *Plan B*, by Lester Brown, Earth Policy Institute, 2009. Read especially CH 6 on “Feeding 8 Billion People Well.” **COLLAB**
 - From *Journal of Hunger & Environmental Nutrition* (a special double issue on “Food Systems and Public Health, ”), December 2009, Volume 4, Issues 3 & 4:
 - Duffy M. Economies of Size in Production Agriculture. **COLLAB**

MAR 29:

DUE: Complete List of Community Stakeholders contacted during your team project. Must include: Name, Title, Organization, Email, Phone

DUE: Policy Audit Methodology: include detailed description of research and community engagement method (who met with, why they were important/ interests represented, questions asked of community people, listing/description of all concerns/ ideas/ suggestions mentioned by community people)

Mar 30: Required Field Trip – Service Learning

Goal: Students will gain first-hand experience in working with people who are challenged in one or more ways in our current food system – whether hungry, poor, living in food deserts, or other challenges.

- LOCATION: may be onsite somewhere else!
- Field trip could be to assist at a local food kitchen, or conduct a home nutrition assessment, or conduct a hunger survey or canvass a neighborhood on a particular issue

Apr 5 DUE:

Second Policy Audit due, reflecting 1) Community Feedback, 2) Community Suggestions For Specific Policies Desired/needed, and 3) Further Research (papers returned with instructor feedback by 4/12)

Apr 6 Learning From Others - Valuing and Preserving Food Heritage, Improving Access, Economic Development, Farmland Preservation, Farmer Development
Goal: Students will understand how environmental and social justice are defined, examples of injustices in food systems, and examples of policies that either foster injustices or are designed to address these injustices, and will come away with a broad understanding of the innovative work across the country in community food systems

- Food provided by: _____
- Discussion led by: _____
- (60) The Beauty Way (Tanya)
- **12:30-1:45 - Guest Speaker:** Mark Winne: *Closing the Food Gap*
- (15) Preparation for Final Community Presentation: Class assignments for coordination (invitations, posters/flyers, a-v, food, other)
- (Move to March?) ONLINE: (30) Cary Fowler (TED talk): Seed Saving and the Global Seed Bank & Discussion
http://www.ted.com/talks/cary_fowler_one_seed_at_a_time_protecting_the_future_of_food.html

• **Key Experience Questions**

- What was surprising or unexpected during the field trip?
- What did you learn from the field trip?
- How will you use this experience in your life?

• **Core Required Readings**

- *Closing the Food Gap*, by Mark Winne (2008). Chapters 2,4,6,7,9 and conclusion; if possible also read Chapter 5.

• **Additional Suggested Readings**

Apr 12 Due: Invitations/flyers/ etc already delivered to all community engagement members

Apr 13: Required FIELD TRIP - TBD (9:00-2:00)

LEAVE FROM IEN PARKING LOT AT 9:00/ RETURN 2:00?

(People attending APA, please consult instructors for what can be done during the APA conference to substitute for this field trip)

Options: Tricycle Gardens – Richmond? More local: Friendship Court Urban Farm, Local Food Hub, (picnic lunch), Gryffon Aerie

Apr 20: Dress Rehearsal - PPT Presentations

Goal: Students will practice their presentations and receive constructive guidance for how to improve it for presentation to the community

- Food provided by: _____
- (20) Discussion of field trip
- **(11:30 – 1:30) Presentations of PPTs – six presentations - In-house guest panel**
- 6 Team PPT presentations of Food Policy Audit findings/community engagement/ recommendations
- 10 min each, 5-10 min feedback ea
- Feedback from in-house guest panel (faculty and students from previous years)

DUE: ANYTIME BETWEEN APRIL 12-26
Mini-Essay #2 – 750 words – Your reflections on your Personal “Take-Aways” from this class: Please discuss the following:

- A: what topics or issues gave you the greatest challenges, Where did you learn the most?**
B: in your food policy audit and community engagement, What Surprised you, and What are biggest lessons for future community work?
C: How will your work and learning in this class change your views, values or actions, and how personally and/or professionally do you envision being a food leader?

April 27: Growing Local Food Leaders: Many Paths, Synergistic Goals

Goal: Students will learn about a wide diversity of paths and actions that are being taken to improve sustainable community food systems, and, in the process, will learn about possible job opportunities available to do food system work.

- Food provided by: _____
- OPEN TO BROADER UNIVERSITY AND LOCAL COMMUNITY:
- Schedule for Lecture Hall
- (Offer snacks/sandwiches?)
- Have them speak in pairs: 10 min ea person, followed by 5 min Q/A for the pair
 - Melissa Wiley: PEC – land conservation
 - Christy Gabbard: Land Care – land conservation and community development
 - Gail Hobbs-Page: chef turned goat cheese producer
 - Matt Rails (Joel's intern): farmer... Or Roundabout
 - Joe Cloud: processing/ slaughterhouse
 - Kate Collier: Local Food Hub – distribution
- **12:20 break**
 - Gordon Walker/ Judy Berger: JABA – local senior services and catering
 - Jeanette Abi-Nader – food policy and community food project work
 - Kendall Singleton: dining sustainability
 - Brent Barringer: Sysco
 - Megan Bucknum: assessment, planning
 - Other - TBD

May 2 DUE: FINAL TEAM PPT's: UPLOAD ON COLLAB

May 4: Final Class - Presentation at CCDC: 11-12:30

NOTE: ALL STUDENTS MUST ATTEND POST-PRESENTATION FINAL CLASS MEETING (12:45-1:30 MIN) AND ASSIST WITH CLEAN-UP/DEPARTURE (1:30-1:45)

- *Food Coordination:* _____
- *Food sign-up:* _____
- *A-V Coordination:* _____
- *(Due 4/13) P.R. – poster design, posting around town, contacting media*
- _____
- *(Due 4/13) Design Formal Invitation to Local Decision-Makers:*
- _____
- Evaluation/ discussion of class (plus-delta)
- Highlights, take-aways, learning

May 7 DUE: FINAL SEMESTER PROJECT PAPERS

Must Be Submitted In COMPRESSED PDF Format For UpLoading on Web

NO EXCEPTIONS ON ANY DEADLINE – DON'T EVEN ASK!

SEMESTER TEAM PROJECTS: FOOD POLICY AUDIT METHOD

1. **January-February:**
 - a. Read all previous class reports from 2006-2008 (online) – to cull the reports for ideas about possible policies gaps and opportunities.
 - b. Read and assess all plans and ordinances for your locality. Take stock of what is currently already in the locality’s policies that relates to food.
 - c. Compare with policies by other localities, states, food councils. What’s missing from this locality?
 - d. Identify your locality’s policy strengths, gaps and opportunities for fostering a sustainable food system.
 - e. Complete a written DRAFT Audit for sharing and feedback from instructors, your classmates, and community. Please specify which student reviewed what documents for the audit.
 - f. Identify community organizations and individuals to approach for your community engagement.
 - g. Receive approval of this community list from Tanya and Tim prior to contacting.
 - h. Set up meetings with community people for March. Be clear in your email what you are asking: ***that they review your draft “Policy Audit” and provide feedback and ideas for policies that might be important, helpful, and/or doable.*** When your “Draft Audit” is completed, and *after* you’ve established initial contact with your community contacts (and received their confirmation that they are still interested/able to give you feedback on the audit), email your draft to them (in PDF) *in advance* of your meeting.
 - i. Review and follow best practices – being professional, respectful, and thankful.
2. **March:**
 - a. Schedule 1-hr meetings/ interviews with your county/city organizations and people.
 - b. Make sure you email them your draft audit in advance of the meeting.
 - c. Be clear about the goals for the meetings.
 - d. Summarize your methodology and your findings.
 - e. During the meeting, record ALL of their comments, suggestions, ideas. These will be included in your APPENDIX, in a bulletized and non-attributed manner.
 - i. *Examples of recorded comments:*
 - ii. *Concern that a local purchasing policy might be too costly and burdensome for these hard economic times.*
 - iii. *Surprised that there is no existing local purchasing policy, since the locality is so supportive of local food.*
 - iv. *Suggestion that we look at Asheville, NC’s policy, which may have a model to emulate.*
 - v. Include all ideas in your paper’s Appendix, even if you don’t agree or don’t think they would be practical or politically possible! This is an important part of community engagement and listening and valuing community input. **Treat this as a brainstorming where all ideas are welcome.** Do not discourage policies that would clearly need to taken up at the federal or state level – these can be weeded out later, but can help inform (and should be included in) your research paper.
 - f. Questions to ask during the meeting:
 - i. **Do they have any questions about your method or findings?**
 - ii. **Were there any surprises or learning from your research?**
 - iii. **What would be their 4 to 6 top priorities for policies they’d like their locality to adopt?**
 - g. Explain that you will be asking all your community contacts to identify their priorities, and that you will focus on the 4-6 priorities that the most number of people feel are important.
 - h. THANK THEM!!! Where appropriate – i.e., people who are not paid to meet with you as part of their job – do something special. We have some funds for small gifts – food, gift certificates, etc.
 - i. You will next research 2 to 4 policy options for each of the community priorities. E.g. if a community priority is to develop a “local purchasing policy,” then you will find 2 to 4 different examples of such policies that you think could be appropriate and relevant to the locality you’re working with. These examples are to be included in an Appendix of your paper.
 - j. Complete a written Revised Draft Audit. In this revision please reflect all of the community input you received, discuss how this influenced your thinking, and prepare your draft conclusions and recommendations.
3. **April:**
 - a. Share your findings (written Revised Draft Audit) with instructors and classmates for feedback.
 - b. Email to all community people consulted your *revised DRAFT AUDIT, including the bulletized community comments in an Appendix, and the options for policies that you researched.* Elicit this community feedback –
 - i. **What did you miss, what additions or modifications might they suggest?**
 - ii. **Could they support some or all of the policy options you researched? Why or why not?**
 - iii. **Identify and record their concerns and hopes in your final paper.**

TANYA - REDO THIS PAGE!!

GUIDELINES FOR ALL POWERPOINT PRESENTATIONS (SEMESTER PROJECTS)

- Powerpoint Presentations should be **no longer than 10 minutes (max)** in length; **please practice in advance**. 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.
- Guidelines for Powerpoint length: advise 10-12 slides, maximum no. of slides should be 12, unless you have some slides you will simply cruise through quickly.
- Verbiage on slides should be **very sparse!** Plan to say *far more* than what is simply written on the slide! And, worst of all – do NOT just read the bullets on the slide.

FOUR (5) “DELIVERABLES” FOR SEMESTER COMMUNITY PROJECTS

1. A **WORKPLAN** that will provide the basis for, and be incorporated into, your term paper. See the Workplan Template. When graded, points will be deducted for any piece not included.
2. The **DRAFT AUDIT**
3. The **List of Community PEOPLE ENGAGED**
 - a. As part of this project, you must keep careful records of everyone you contact – by phone or in person or by email. Please provide this list to the T.A. by MARCH 29.
 - a. As part of this project, your team is expected to personally INVITE via email each community person you have spoken with or who has influenced your research, to the final community presentation. CC all invitations to Jessie Ray and Tanya Denckla Cobb.
 - b. Your team is expected to personally THANK via email or notecard each community person you have met with or who has influenced your research. CC all thank-you’s to Jessie Ray and Tanya Denckla Cobb (or inform them when done, to whom).
 - c. Your team is expected to personally SEND via email a PDF of your final paper to community people who are cited in your paper, who you met with, or who informed your paper. CC your email to Jessie Ray and Tanya Denckla Cobb.
 - d. Failure to do these things is viewed as failing to fulfill the Core Values of community engagement, and will result in automatic points deducted. If there are mitigating circumstances – i.e., your paper may be critical or less-than-positive about an organization – come talk with Tanya or Tim about what how to handle this.
4. The **POWERPOINT**
5. The **PROJECT FINAL REPORT**
 - a. Minimum of **18 pages**, NOT counting photos, appendices, maps and resources.
 - b. All papers must be formatted as followed: Font Times New Roman 12, 1” margins, double-spaced, and must include page numbers.
 - c. All papers must cover six topics:
 - i. *Overview of project and project goals;*
 - ii. *Project Method (draw from your workplan; include all details of what worked and didn’t work in your method; include challenges and how you addressed them)*
 - iii. *The Audit – your findings;*
 - iv. *Analysis of your findings (includes your personal reflections on implications, surprises, unexpected results);*
 - v. *Summary of community feedback on the audit and specific suggestions for policies (include a compilation – may be in the appendix – of all community comments)*
 - vi. *Final recommendations, based on community input*
 - d. All papers must include Appendices with the following: *Footnotes; References; Listing specific people contacted and who informed your research; specific comments from community, without attributing them to specific names; graphics – maps, visuals, other)*

5) EVERYTHING DUE MUST BE UPLOADED TO COLLAB, OR NO GRADE WILL BE PROVIDED

GUIDELINES FOR SHORT VIDEOS (IF** YOU DO ANY AS PART OF YOUR PROJECT)**

- No longer than 3 minutes to illustrate specific food system issues and challenges and proposed policy solutions.
- Your video must be in a format for uploading to You-Tube, and on the A-School website.

Contract for a Grade
Community Food System Policies

Student Name: _____

Computing ID or Student Number: _____

An “A” is offered for outstanding work (92pts or more of 100)
A “B” is offered for work which is truly satisfactory (85-91 pts)
A “C” is unacceptable for graduate participants (84 or less pts)

I hereby contract with Tanya Denckla Cobb and Tim Beatley to undertake the work of this graduate-level course (PLAC 5850), and pledge to do the work necessary to obtain a graduate-level grade of at least a **B (85-91 pts)**.

If I choose to aim for a higher grade of an **A (92-100 pts)**, I realize that this will require a consistently higher effort throughout the semester, reflecting a level of excellence at the graduate level.
Please initial here if you opt to aim for this higher grade: _____.

I understand that my grade will result from my participation in all field trips (10 pts), two mini-essays (20 pts), my work on a team project (workplan, audit, community engagement, term paper and community presentation) (45 pts), preparation and participation in a debate (15 pts), and contributing to and leading class discussions (10 pts).

Should either of the instructors or the class T.A. judge that my participation or work may result in a grade *lower* than the one contracted above, they agree to alert me to this possibility as soon as possible. At that time we will discuss what additional steps or work I may undertake to receive the grade contracted.

Your signature

Date

COMMUNITY FOOD SYSTEM POLICIES

Please complete and provide to instructors
NO LATER THAN NOON, FRIDAY JANUARY 29

YOUR NAME: _____

PREFERRED CONTACT EMAIL FOR THE SEMESTER: _____

PREFERRED PHONE CONTACT FOR THE SEMESTER: _____

Please indicate your top 3 preferences for your class team project with an “X” and if no preference, please mark all with an “X”

- Albemarle County
- City of Charlottesville
- Fluvanna County
- Greene County
- Louisa County
- Nelson County

If you have preferences, please tell us the names of people you’d like for project team-mates:

Please indicate any particular skills/ knowledge base you think you might bring or contribute to the team (e.g., GIS, working with community people/groups, research, writing, powerpoint presentations, etc.)

Please indicate any background/experience you have in areas involved in community food systems (e.g., agriculture/ growing, marketing, distribution, hunger/poverty, environmental justice, rural development, etc.) (No experience/ background is necessary, but we would like to balance teams with people who may have different experiences!)
