

URBAN PLANNING AND THE FOOD SYSTEM
URBAN DESIGN AND PLANNING 598A, FALL QUARTER 2009

CLASS TIME AND LOCATION

Wednesday, 4:00-6:50, 440 Gould Hall

PROFESSOR

Branden Born
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OFFICE HOURS

T/Th 11:30-12:30, or by appointment

COURSE OBJECTIVES

This course is designed to build knowledge of the food system, how it functions, and how it interacts—or could—with planning and public policy. The intent of the course is to familiarize students with basic issues in the production, distribution, marketing, and disposal of food, particularly with regard to those elements that may be influenced by civic action and public regulation. It is structured as a seminar and will develop and challenge participants' thinking through reading and structured discussion. At the end of the class, students should have an increased understanding of food systems as a planning and community development topic, the forces shaping food systems, dimensions of conventional and alternative models, and their own relationship and choices with regard to the(ir) food system.

BOOKS AND MATERIALS

- Most readings will be available through UW Library E-Reserve.
- Sweet Charity: Emergency Food and the End of Entitlement. Janet Poppendieck. 1998.

STRUCTURE

The course is structured into topics by week. Readings for each week will be from E-reserves, books, and handouts as necessary. As this is a discussion-based class *it is expected that you will have done the reading before the class session*. This is crucially important; you should come prepared to discuss the material. Several class sessions will include films to inform our discussions, and we may also bring in guest speakers. Individual class sessions will be facilitated by students.

A field trip will be scheduled in the second week, to take place one Friday in late October or November.

GRADING AND COURSE WORK

The readings and discussions are meant to develop your knowledge and challenge and clarify your thinking. To facilitate discussions and assist in synthesizing your thoughts, weekly summaries will be assigned based on questions on the readings. These are to be one page, and will be graded on a binary scale (that is, you did it, or you didn't). They are to be submitted using E-submit before class begins, and you should bring a copy to class for your use.

Class participation is a crucial part of seminar success, and will be a component of the grading as well—this includes your leadership of one session, to be coordinated with me (see below).

There is one book review required, following the standards of the Journal of Planning Education and Research. Details on the book review will be presented in class. The largest part of the grade will be a paper or project, to be discussed more in class, done in conjunction with a local organization working on food system issues.

Requirements and Approximate Percent of Grading:

Class participation	25
Weekly summary/reflection	20
Book review	15
Term project	40

If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments, please contact me, or Disabled Student Services, within the first week of the quarter. DSS is available at 685-1511, or at http://www.washington.edu/students/genclat/front/Disabled_Student.html, and will be able to provide you with information and review appropriate arrangements for reasonable accommodation.

Finally, I expect students to uphold university policies on academic integrity. Failure to uphold academic integrity will be dealt with in accordance with university procedures. The UW's policy on academic integrity and plagiarism is located at:

<http://depts.washington.edu/grading/issue1/honesty.htm>

COURSE SCHEDULE

Date Topic

- 9/30 Introductions, class logistics, introduction to food systems
Video: Lester Brown—Facing Global Environmental Challenges Together. The Changing Dynamics of US-Japan Relations, Tateuchi Foundation UW lecture 5/19/2004
- 10/7 Globalism, localism, challenges, and the role(s) of planning
Video: the Future of Food
- 10/14 Industry, Regulation, and Trade: understanding the globalist perspective
Video: the Global Banquet: Politics of Food
- 10/21 Alternatives to globalization, US farm policy
- 10/28 Alternative Food Systems Concepts and Initiatives
- 11/4 Land use, agriculture, and urban agriculture
Video: Broken Limbs: Apples, Agriculture and the New American Farmer
- 11/11 No Class: Veterans Day
- 11/18 The emergency food system and alternatives in distribution, access, grocery stores, and institutional purchasing
(Will Allen visit?)

- 11/25 Social movements and food democracy, community-based food security, sustainability
Book Review discussions
- 12/2 Urban food systems and community food security: planning and policy
Video: The Real Dirt on Farmer John
- 12/9 Planning and food policy now and into the future
Project presentations

Discussion Facilitation (Adapted from CEP 301)

Summary

The idea of the discussion facilitators is to have one or more students for every discussion who serve as facilitators of the discussion. There will be student leaders for almost all of the classes that involve discussions of readings. Each of you will facilitate discussion at least once during the quarter. You can sign up for the class you want to facilitate on the circulating sign-up sheet.

Specifics

Facilitators should begin each session by briefly outlining (on the board and/or orally) what the facilitators plan to do in discussion. Then, the discussion facilitators will assist the class in an exploration of the important ideas in the readings. Facilitators have some freedom to decide on the format of the class exploration. A few possibilities are sketched on the following page. Your job is to help the class engage in an energetic exchange of ideas and opinions.

In preparing their material, the facilitators should complete the readings well in advance and formulate the content of discussion and its structure. The idea is for the discussion facilitators to inspire everyone to explore the reading in insightful ways. I encourage leaders to consult with me in developing your plan. Everyone should sign up early and spend lots of time preparing your class. In general, the more preparation facilitators do, the better the discussion goes.

The Rest of You

The existence of the discussion leaders is in **no way** an opportunity for the rest of the class to take it easy. The discussion facilitators will guide the discussion, but they should by no means do most of the talking. Their role is to stimulate *you* to engage in an insightful discussion. Thus the rest of the class should digest the readings as usual and come prepared to participate fully along the lines laid out by the facilitation group.

Techniques for Planning a Discussion

These are just *some* possible structures. You should feel free to invent new ones as you like. Remember, though, the goal is to focus the class on a productive discussion of the readings. Don't let a too-elaborate structure interfere with that primary goal.

Whole group—everyone engages in discussion together at one time. This is good because you can get a greater range of ideas and opinions with a larger group. Large groups are sometimes tricky to manage well though, so having a good set of stimulating questions is important so you

can shape the discussion to move in insightful directions that you have thought out beforehand. Large-group can also be a more intimidating setting in which to speak.

Small-group discussion—the class is broken up into small groups to discuss. They can have the same topic to discuss, or they can have different topics. In **jigsaw**, the groups each discuss different aspects of a larger topic, and then they rejoin into a whole group to see how each group's issues/conclusions fit together.

Rotate (invented by student leaders in Geography 301, Spring 2001)—each leader develops questions on a particular sub-topic of the day's topic. The class is divided up into small groups so that there is the same number of small groups as there are discussion leaders. Then, the leaders move in shifts from group to group so that each leader has a chance to lead each group. That way, each group gets a chance to discuss each aspect of the day's topic. At the end, you can bring the group back into whole-group to share insights.

Structured debates—where two sides of a specific issue are pitted against each other, usually given roles to play, and their interaction is moderated by a moderator.

Four-square—the leaders set aside four corners labeled “agree,” “tend to agree,” “tend to disagree,” and “disagree.” They then make a statement, for example: “nationalism is a good thing.” Then each person in the class goes to the corner they decide best describes their reaction to the statement. The group in each corner discusses for a while why they agree/disagree/etc. with the statement. The class then goes back into large group to engage in debate the issue. At the end, the leaders ask if anyone would like to change corners. Those that do are asked to share why their position changed during the debate.

Brainstorming—the leaders ask the class to come up with ideas about a given topic (say, “reasons why you oppose the war in Iraq” and “reasons why you support the war in Iraq”). The product of that brainstorming (usually written on the board) can then serve as the basis for discussion, or it can be a way to sum up a discussion.

Fishbowl—here one small-group engages in discussion and the rest of the class observes their discussion. Different small-groups can rotate into the fishbowl—they can discuss different topics or the same topic.

Role-playing—is a general technique that can be applied to any of the above methods. A person or group is given a role to play (rather than playing themselves), which gives them a certain point of view to argue from. This is particularly helpful when there is an issue you think most people (when playing themselves) will agree on; you can have people play roles that are in opposition to the common opinion. It can be difficult, however, to keep conversational meaningful.

Each of these can be used in combination, or alone. Of course this list is not exhaustive—there are other possible techniques.