

UP 525: Food Systems Planning

Tentative syllabus - subject to change

I. Basic Information

Semester: Fall 2012

Course location: 2108 A+AB

Course meeting time: Mon/Wed 10:30a.m. – 12p.m.

Instructor: Lesli Hoey

Contact information: Office 3137 A+AB, lhoey@umich.edu

Office Hours: Mon 1p.m. to 3 p.m. / Wed 12p.m. to 2p.m.

II. Description and Purpose

This course introduces ways of understanding, analyzing and shaping food systems. Food systems are inherently ‘wicked’ problems, affected by multidimensional issues and interdependent actors at multiple scales. Food, therefore, serves as an important platform for any future activist, action researcher, planner or policymaker to learn critical analytical, planning, and communication skills for understanding and addressing other equally complex public problems. When it comes to re-imagining food systems, there are no ‘right’ answers. Efforts to improve food systems often remain paper plans or only make slow progress, however, because they overlook unique and dynamic contextual factors, emphasize particular aspects at the expense of others – economic priorities rather than social, health or environmental, for instance – or pay too little attention to local buy-in or resource and capacity constraints. The immediate purpose of this course is to prepare you to facilitate more effective food system change, whether in your own neighborhood, as a city planner, researcher, or as part of a non-governmental organization. To do this, the course will 1) expose you to the inherent complexities of food systems and 2) introduce you to strategies and skills useful for analyzing and planning food systems.

We will do this by critically examining historical and contemporary trends in food systems from environmental, socio-political, health and economic perspectives along with emerging strategies for facilitating the development of more equitable, sustainable and healthy food systems. Our readings will cover food system planning tools, theoretical debates, empirical findings, policies, grassroots movements, and governance strategies. Most examples come from the US, but discussions will also draw on global issues and lessons. No prior course work is required. While the course is geared towards master’s students in Urban and Regional Planning, the content is appropriate for (and would benefit from the involvement of) students in a variety of other fields.

III. Learning Objectives

Specifically, by the end of this course, you should be able to:

1. Effectively communicate about food systems with different audiences
2. Contrast the evidence and underlying values/perspectives shaping major food policy debates
3. Analyze social, economic, health, environmental, urban and globalized dimensions of food systems
4. Apply strategies for food system assessment and planning

IV. Course Format and My Assumptions

I expect that students will have a range of knowledge and experience related to food systems – those perspectives will offer critical contributions to our discussions. At times, we will be discussing controversial issues. I expect us to all create an atmosphere that is respectful – to aim to not necessarily agree, but to gain deeper understanding. We will use CTools for downloading readings, supplemental resources, and for posting reading responses. You should feel free to read each other’s comments ahead of time to discuss in class. I will also create a section in CTools where any of us can post links that **relate directly** to the class, including links to food-related Ann Arbor/Detroit or other regional events, talks, film reviews, blogs, news articles, youtube.com videos, additional readings you’d recommend.

V. Grading Procedure

Your performance in this class will be based on a combination of participation (which includes two presentations and written responses to the readings) and three assignments.

Grading Weights

- 15% Participation (10 reading responses, presentations, involvement in discussions, etc.)
- 25% APA/Farm Bill Policy Brief
- 25% Food Actor Practitioner Profile
- 35% Food systems assessment tool or strategy analysis

Grading Scale:

98 or more = A+	80 to 82 = B-
93 to 97 = A	78 to 79 = C+
90 to 92 = A-	73 to 77 = C
88 to 89 = B+	70 to 72 = C-
83 to 87 = B	60 to 69 = D

Feedback options

You have the option to choose a deadline that matches the kind of help you want with your writing.

Deadline I: If you turn in your paper 7 days before the posted deadline (e.g., by October 10 if the posted deadline is October 17), you'll get it back with comments. Rewrite and resubmit the paper for grading at Deadline III.

Deadline II: If you turn in your final version 3 days before the posted deadline (e.g., by October 14 if the posted deadline is October 17), you'll get it back with comments and a grade. With this option, you do not rewrite and resubmit the paper.

Deadline III: This is the FINAL deadline posted on the syllabus. If you turn in your paper at this time, you will get it back with a grade, but no comments.

Extra credit options

You have the option of gaining extra points if you attend any events, talks or watch other films, TED talks or other relevant videos (an hour or longer) that clearly relate to food AND if you write a 600 word response (about how it related to topics covered in the course). For each response you write about these additional activities, you will receive one extra point (and you can do this three times, to receive a total of three extra points toward your final grade). These can be turned in anytime until December 3.

VII. Course Requirements

You will receive additional information about each of the assignments below as we do them. You are expected to complete several activities for the "participation" grade, and three assignments.

Participation

Your participation grade will be based on your completion of several types of activities that will not be formally graded, though all will be counted as 'complete' or 'not complete'. These include:

- **Short in-class exercises** we will do in class (minute papers, anonymous quizzes, class opinion polls, etc.) to help me learn about your prior knowledge, comprehension of concepts we cover, remaining questions you have, and offer me feedback so that I can correct major gaps in your learning and adjust the course over time.

University of Michigan

- **Two class presentations/discussions** you and/or a partner will lead to give us all a chance to cover more ground (in relation to understanding the implications of the Food Bill) and learn from each other about the variety of methods for doing food system analysis and unique ideas for reshaping food systems. Trying to condense your written assignments on these topics into a short amount of time – 10 to 20 minutes (depending on the size of the class) – will also be useful for you to focus your writing. The feedback you receive, the discussion that ensues, and what you learn from other presentations will also be useful for strengthening your final written assignments.
- **Written responses** you will complete on the readings and documentaries to improve your ability to retain the ideas discussed while strengthening your overall writing (by being concise!) and prepare for class discussions. I encourage you to do more than the number I require - the mini annotated bibliography you'll create will be useful for the assignments in this course and future courses/work. In your responses, do not simply summarize the main points. Instead, ask questions the readings raised for you, challenge the ideas/findings discussed, consider the practical implications of the readings for your future work/research, explain what was surprising and why, discuss issues the author did not raise, etc. Note that you must turn in 10 out of 19 responses (roughly one every other class) over the course of the semester, based on any of the topic areas we will cover. Responses should focus on the readings for the upcoming class and must be between 150 and 300 words. Postings are due by 9a.m. on the day that class meets.

Practitioner Profile

For this assignment, identify someone (preferably in the surrounding region so you can meet face-to-face) involved in efforts to strengthen food systems in some way. Your interview will follow the methodology of “practitioner profiles” (for examples and more explanation see <http://courses2.cit.cornell.edu/fit117/>) which allow you to see into the realities of doing food systems planning and action. Your analysis section should refer to relevant readings and topics we discussed over the semester that help interpret the food actor’s strategies. Focus on misperceptions in the broader public about this type of work, the challenges of this work, additional questions raised, unique ideas about how to improve food systems, other issues or ideas not touched on in the literature, etc. We will discuss how to do practitioner profiles in more depth in a few weeks. Your write-up will include the transcribed interview along with your analysis and reflection. For a one-hour interview, the final paper with the analysis should be approximately *20 to 30 pages, double spaced, 12pt font, 1-inch margins*. This can be turned in at any time until the last day of class. Consult me about your ideas of who to interview before moving forward.

Policy Brief on Farm Bill Implications for Community and Regional Food Planning

For this assignment, you will work in pairs (of your own choosing) to conduct an analysis suggested in the *Policy Guide on Community and Regional Food Planning* adopted by the American Planning Association (APA) in 2007, which states: “Analyze how different titles of the Farm Bill affect communities and regions, pose barriers to achieving goals of community and regional food planning, and in particular, how they may affect planners' ability to implement actions recommended in General Policies #1 through #6. (p. 18).” This exercise – particularly the presentations everyone will give in class – will allow us divide up our time to study the unwieldy Farm Bill while allowing you each to become familiar in-depth with one particular aspect that interests you. Everyone should use the policies APA has suggested food-related planners follow as a framework (which any food activist, practitioner or action researcher would be interested in following), but your team can also choose to think about the implications of a certain Farm Bill section for local food systems strengthening in a low-income country. Along with the 15-20 minute presentation/discussion you will lead with the class (depending on the class size), you should write a policy brief summarizing your findings: *5-pages, double-spaced, 12-pt font, 1-inch margins*. Each pair will receive the same grade.

University of Michigan

Analysis of a Food Planning/Assessment Tool or Strategy for Strengthening Food Systems

For this assignment, you will choose a food systems assessment tool or strategy to study. You should draw on the readings earlier in the class to frame your analysis (i.e. does it do a good job of covering food justice issues but not economic implications or the reverse? etc.), and you should also consult as many outside sources that offer critiques and lessons learned about the assessment tool/strategy strengths and weaknesses. This is not intended to be a case study (a study of one program or place), or a hypothetical review of an assessment method, but a comparative analysis of a food assessment tool or strategy tried in two or more places, so that we can begin to see how contextual factors influence the outcomes or require adaptations. A few weeks into the semester, we will discuss the range of food systems analysis tools and strategies that could serve as good paper topics (e.g., food systems analysis can include food policy councils, search conferences, the Household Food Insecurity Access Scale, Community Food Assessments, etc. while strategies for strengthening food systems can include conditional cash transfer programs focused on nutrition, school food programs, vertical farming, etc). You are also welcome to analyze another food systems assessment approach or strategy as long as there is sufficient and varied secondary data, studies, critique, documentation, etc. from which to draw to inform your analysis. Along with the 15-20 minute presentation/discussion (depending on the class size) you will lead with the class on your paper topic, the final paper should be approximately 15-20 *pages, double-spaced, 12-pt font, 1-inch margins.*

VIII. Course Policies

Academic Integrity:

If you are concerned that you might be plagiarizing – using the words, data, images or ideas of others without clear attribution – you probably are. You are responsible for knowing the guidelines established by the University of Michigan Rackham Graduate School for documenting the use of source materials (http://www.rackham.umich.edu/policies/academic_and_professional_integrity/). Scott Campbell also has a useful site for explaining plagiarism (and other useful advice for improving your writing) (<http://www-personal.umich.edu/~sdcamp/up540/writingtips.html>). If you are confused, speak to me.

Accommodations for students with disabilities

In compliance with the University of Michigan Rackham Graduate School policy, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Office of Services for Students with Disabilities to determine eligibility for appropriate accommodations. See: http://www.rackham.umich.edu/policies/accommodations_for_graduate_students_with_disabilities/

IX. Readings

There is no required textbook for this class. Course readings (below) will be made available via CTools (all articles or chapters of books) and/or through library reserves in the Art, Architecture and Engineering Library.

The only book I encourage you to get costs \$12 to \$14 on Amazon: [Food Fight: The Citizen's Guide to the Next Food and Farm Bill](#). This will be essential reading for the APA/Farm Bill assignment you will do in early October, and it serves as a great reference book for a variety of background material on food policy. Two copies will also be on reserve at the Art, Architecture and Engineering Library.

X. Course Calendar and Reading List

Wednesday Sept 5 – First Class

Monday Sept 10 – Framing food systems

- Pinstrup-Andersen, P. 2011. *Food Policy for Developing Countries: The Role of Government in Global, National and Local Food Systems*. **READ: Chapter 1. pp. 1-25**
- Heller, M and Keoleian, G. 2000. Life Cycle-Based Sustainability Indicators for Assessment of the US Food System. Ann Arbor, MI: University of Michigan Center for Sustainable Systems. **READ pp. 6-10, 36-48, and one section of your choice between pages 10 and 36 (i.e. the Origin of Source section or the End of Life section, etc.)**
- Kloppenberg, J., Hendrickson, J. and Stevenson, G. 1996. Coming to the foodshed. *Agriculture and Human Values* 13(3). **READ pp. 1-14**

Wednesday Sept 12 – Framing food systems

- Pelletier, D. 2008. Beyond partial analysis. In Semba, R. and Bloem, M. *Nutrition and Health in Developing Countries*. Totwa, NJ: Human Press. **READ pp. 1-26**
- Lang, T. 2005. Food control or food democracy? Re-engaging nutrition with society and the environment. *Public Health Nutrition*, 8(6A). **READ pp. 730-736.**

Monday Sept 17 – History

- Friedmann, H. and McMichael, P. 1989. Agriculture and the state system: The rise and decline of national agricultures, 1870 to the present. *Sociologia Ruralis*, XXXIX(2). **READ: 93-114.**
- Nestle, M. 2007 (2nd Ed). Chapter 1. In *Food Politics: How the Food Industry Influences Nutrition and Health*. **READ: 31-50.**
- Patel, R. 2007. Ch 8 (partial): Checking out of supermarkets. *Stuffed and Starved: The Hidden Battle for the World Food System*. Brooklyn, NY: Melville House Publishing. **READ: 215-242**
- Donofrio, G. 2007. Feeding the city. *Gastronomic: The Journal of Food and Culture*, 7(4). **READ: 30-39.**

Wednesday Sept 19 – Corporate role

- Harriet Friedmann. 2005. From colonialism to green capitalism: social movements and emergence of food regimes. In F.H. Buttel and P. McMichael, eds, *New Directions in the Sociology of Global Development*. **READ: 17-26**
- Daniel Jaffee and Philip H. Howard. 2009. Corporate cooptation of organic and fair trade standards, *Agriculture & Human Values*. **READ: 1-11**
- Caroloan, M. 2011. *The Real Cost of Cheap Food*. NY: Routledge. **READ: CH 9 190-217**

Monday Sept 24 – Corporate role

- Holt-Gimenez, E. and Patel, R. 2009. Ch 3 – Root causes: How the industrial agrifoods complex ate the South. In *Food Rebellions. Crisis the Hunger for Justice*. Oakland, CA: Food First Books. **READ: 23-59 (skip the pull out boxes).**
- Pinstrup-Andersen, P. 2005. Ethics and economic policy for the food system. *American Journal of Agricultural Economics*, 87(5). **READ: 1097-1110.**
- Pretty, J. 2002. Ch. 6: The Genetics Controversy. In *Agri-Culture. Reconnecting People, Land and Nature*. **READ: 126-145**
- Shiva, V. 2000. Ch 5 – The stolen harvest of Seed. *Stolen Harvest*. Canada: South End Press. **READ: 79-93.**

University of Michigan

Wednesday Sept 26 – Environment (biofuels and natural resource management)

- Charles, M., Ryan, R., Ryan, N. and Oloruntoba, R. 2007. Public policy and biofuels: The way forward? *Energy Policy Energy Policy*, 35. **READ: 5737-5745.**
- McMichael, P. Ch. 5 – Biofuels and the financialization of the global food system. In Rosin, C., Stock, P. and Campbell, H. 2012 *Food Systems Failure: The Global Food Crisis and the Future of Agriculture*. NY: Earthscan. **READ: 60-76.**
- Pinstrup-Andersen, P. 2009. The food system and sustainable natural resource management. Paper presented at the Tenth Annual Conference of the Global Development Network, Kuwait, February 3-5, 2009. **READ: 1-23**

Monday October 1 – Environment (impacts of food systems processes)

- Sage, C. 2012. Ch 5 – Final foods and their consequences. *Food and Environment*. NY: Routledge. **READ: 156-198.**
- Lang, T. and Heasman, M. 2004. Ch. 6 - The Quality War: Putting public and environmental health together. In *Food Wars*. **READ: 214-256S.**

Wednesday October 3 – Environment (food miles and transportation)

- McWilliams, J. 2009. *Just Food: Where Locavores Get it Wrong and How We Can Truly Eat Responsibly*. NY: Hachette Book Group. **READ: 17-52**
- Pothokuchi, K. and Wallace, R. 2007. Ch 7 - Sustainable Food Systems. Perspectives on Transportation Policy in *Healthy, Equitable Transportation Policy: Recommendations and Research*. PolicyLink and Prevention Institute. **READ 115-129.**

Monday October 8 – The Farm Bill and Food Planning (student presentations)

Wednesday October 10 – The Farm Bill and Food Planning (student presentations)

Monday October 15 – FALL BREAK

Wednesday October 17 – Waste

****FINAL DEADLINE in class and on CTools at 10:30a.m.: Farm Bill & APA policy brief****

- Sage, C. 2012. Ch 5 – Final foods and their consequences (last part of this chapter). *Food and Environment*. NY: Routledge. **READ: 199-207.**
- Assad, Ragui. Formalizing the Informal? The Transformation of Cairo's Refuse Collection System. *Journal of Planning Education and Research* Pages 115-126.
- Read two newspaper articles about garbage pickers in Brazil:
<http://latino.foxnews.com/latino/health/2012/06/03/latam-largest-garbage-dump-closes-in-brazil/>
http://www.huffingtonpost.com/eric-ehrmann/brazils-garbage-becomes-a_b_921982.html

Monday October 22 – Health

- Bryce et al. 2008. Maternal and child undernutrition: effective action at national level. *Lancet* (Feb 9). **READ: 10-24**
- Patel, R. 2007. Ch 9 (partial): Chosen by Bunnies. In *Stuffed and Starved: The Hidden Battle for the World Food System*. Brooklyn, NY: Melville House Publishing. **READ: 267-291**
- Trust for America's Health and Robert Wood Johnson Foundation. 2011. *F as in Fat*. On CTools and also available at: <http://www.healthyamericans.org/assets/files/TFAH2011FasInFat10.pdf> **READ: 3-40, 95-98, skim the rest.**
- Mikkelsen, L Chehimi, S., and Cohen, L. 2007. *Healthy Eating and Physical Activity: Addressing Inequities in Urban Environments*. **READ: 1-20.**

University of Michigan

Wednesday October 24 – Food deserts

- Policy Link. 2010? *The Grocery Gap: Who Has Access to Healthy Food and Why It Matters*. **READ: 11-22**
- Walker, R., Keane, C., and Burke, J. 2010. Disparities and access to healthy food in the United States: A review of food deserts literature. *Health and Place*, 16. **READ: 876-882.**
- Shaw, H. 2006. Food deserts: Towards the development of a classification. *Human Geography*, 88(2). **READ: 231-246.**
- Gallagher, Mari. 2007. *Examining the Impact of Food Deserts on Public Health in Detroit*. **READ 3-15.**

Monday October 29 – Food justice

- Morales, A. 2011. Ch 7 – Dismantling racism through sustainable food systems. In *Cultivating food justice: race, class, and sustainability*. Cambridge: MIT Press. **READ: 149-176**
- Alkon, A and Norgaard, K. 2009. Breaking the food chains: An investigation of food justice activism. *Sociological Inquiry*, 79(3). **READ: 289-302.**
- Minkoff-Zern, L et. al. 2011. Ch. 4 – Race and regulation: Asian immigrants in California agriculture. In *Cultivating food justice: race, class, and sustainability*. Cambridge: MIT Press. **READ: 65-86.**

Wednesday October 31 – Food justice

- Bello, W. 2009. Ch 9 – Resistance and the Road to the Future. In *The Food Wars*. Brooklyn, NY: Verso. **READ: 125-149.**
- Wekerle, G. 2004. Food justice movements: Policy, planning and networks. *Journal of Planning Education and Research*, 23. **READ: 378-385**
- Guthman, J. 2008. Bringing good food to others: Investigating the subjects of alternative food practice. *Cultural Geographies*, 15. **READ: 431-444.**

Monday November 5 – Food justice

- Allen, P. and Sachs, C. 2007. Women and Food Chains: The Gendered Politics of Food. *International Journal of Sociology of Agriculture and Food* 15(1):1023. **READ: 1-16**
- Power, E. 1999. Combining social justice and sustainability for food security. In Koc et al (Eds). *For Hunger-Proof Cities: Sustainable Urban Food Systems*. Ottawa, ON, Canada: International Development Research Center. **READ: 30-35.**
- Gottlieb, R. and Joshi, A. 2010. Section I. An unjust food system; Chapter 1. Growing and producing food (partial). In *Food Justice*. Cambridge: MIT Press. **READ: 11-26.**
- Altieri, Miguel and Nicholls, Clara. 2009. Scaling up Agroecological Approaches for Food Sovereignty in Latin America. *Development* 51(4). **READ: 472-479**
- Badgley, C. et al. 2007. Organic agriculture and the global food supply. *Renewable Agriculture and Food Systems*, 22. **READ: 86-94.**

Wednesday November 7 – Farm workers

- Wald, S. 2011. Visible farmers/invisible workers. Locating immigrant labor in food studies. *Food, Culture and Society*, 14(4). **READ: 567-581**
- Brown and Getz. 2011. Ch 5 - Farmworker food insecurity and the production of hunger in California. In *Cultivating food justice: race, class, and sustainability*. Cambridge: MIT Press. **READ: 120-140.**
- McMillan, Tracie. 2012. Chapter 3: Cutting Garlic, in *The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table*. New York: Scribner. **READ: 57-78.**

University of Michigan

Monday November 12 – Food as economic driver

- Farmsworth, L. and Morales, A. 2011. Satiating the demand: Planning for alternative models of regional food distribution. *Journal of Agriculture, Food Systems and Community Development*, 2(1). **READ 227-243.**
- Cantrell, P. et al. 2006. *Eat Fresh and Grow Jobs, Michigan*. The MOTT Group and Michigan Land Institute. **READ: 2-19.**
- Horst, M. et al. 2011. Toward a more expansive understanding of food hubs. *Journal of Agriculture, Food Systems and Community Development*, 2(1). **READ: 209-222.**
- Brinkley, C. 2012. Evaluating the benefits of peri-urban agriculture. *Journal of Planning Literature*, 27(3). **READ: 259-266.**

Wednesday November 14 – Localization debates

- Born, B. and Purcell, M. 2006. Avoid the local trap: Scale and food systems in planning research. *Journal of Planning Education and Research*, 26. **READ 195-205**
- Hinrichs, C. 2003. The practice and politics of food system localization. *Journal of Rural Studies*, 19. **READ: 33-43**
- DuPuis, E. and Goodman, D. 2005. Should we go “home” to eat?: Toward a reflexive politics of localism. *Journal of Rural Studies*, 21. **READ: 359-369.**
- Sonnino, R. 2010. Escaping the local trap: Insights on re-localization from school food reform. *Journal of Environmental Policy and Planning*, 12(1). **READ: 23-37.**

Monday November 19 – Urban agriculture

- Lawson, L. 2005. *City Bountiful: A Century of Community Gardening in America*. Berkeley, CA: University of California Press. **READ: 1-22, 113-116, 205-212.**
- Sonnino, R. 2012. Feeding the city: Towards a new research and planning agenda. *International Planning Studies*, 14(4). **READ: 425-434.**
- Page, B. 2002. Urban agriculture in Cameroon: An anti-politics machine in the making? *Geoforum*, 33. **READ: 41-53.**

Wednesday November 21 – Urban agriculture

- Thibert, J. 2012. Making local planning work for urban agriculture in the North American context... *Journal of Planning Education & Research*, 32(3). **READ: 349-355.**
- Colasanti, K. Hamm, M. and Litjens, C. 2012. The city as an “agricultural powerhouse”? Perspectives on expanding urban agriculture from Detroit, Michigan. *Urban Geography*, 33(3). **READ: 348-365.**

THANKSGIVING (Nov 22-Nov 25)

Monday November 26 – Film or speaker, TBD

Wednesday November 28 – Food systems assessments and strategies presentations

Monday December 3 – Food systems assessments and strategies presentations

Wednesday December 5 – Food systems assessments and strategies presentations

Monday December 10 – Last Class

NOTE: The FINAL deadline for your assessment/strategy analysis is 7 days after your presentation:

If you presented Nov 28 – paper is due Dec 5 at 10:30, in class and on CTools

If you presented Dec 3 – your paper is due December 10 by 10:30 a.m., in class and on CTools

If you presented December 5 – your paper is due December 12 by 10:30a.m. on CTools

Tuesday December 18th

**** FINAL DEADLINE at 12p.m., NOON on CTools (if not completed earlier): Practitioner profiles****