

Tufts University Department of Urban + Environmental Policy + Planning

UEP 0285-01/NUTR 0285-01
Food Justice: Critical Approaches in Policy and Planning
Fall 2020

Tuesdays 1:30-4:00pm online via Zoom

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My Blog, lots of ideas and links to other Blogs: <http://julianagyeman.com/blog/>

My Twitter site: <https://twitter.com/julianagyeman>

Office hours: **Wednesday 10:00 am – 4:00pm, Zoom, by appointment**

Course Description

This class offers students different lenses, such as critical race theory to see how the intersectionalities of race, class, gender, sexuality, ability and citizenship play out in the development of systemic structural and socio-spatial inequities and injustices in food systems. It develops an understanding and contextualization of the role of food justice activism within the broader narrative of the alternative food movement and offers emerging ideas about how policymakers and planners can take a role in increasing food justice beyond the more mainstream and ultimately contested notions of what is 'local' and 'sustainable.' The course will help participants chart their role(s) in advocating for 'just sustainabilities' as a defining factor in becoming food systems planners and policymakers.

Goals

Goal 1 - Understanding and Contextualizing the Role of Food Justice in the Alternative Food Movement

This class first seeks to build an understanding of food justice in the food system and in the food movement. This entails building the theoretical lenses that bring justice to the forefront of the dialogue. It is through these lenses that we will look at the role of the planner and policy maker in the food system.

Goal 2 - Understanding the Role(s) of the Planner in the Food System: International, National and 'Local' Contexts

The second goal of this course is to build a general understanding of the role of the planner and policy maker in the food system. To do this we will look at the strategies and dialogue, particularly within the APA, regarding the role that planners and policy makers can take in building a stronger food system. This includes dialogue around food policy councils, advocating for urban agriculture (re-)zoning, integrating healthy foods in public schools, including food systems in comprehensive plans and as part of a community economic development planning, supporting direct marketing schemes, etc. The established theoretical lenses will help inform our analysis of this dialogue and our introduction to food systems in planning and policy making.

Goal 3 - Understanding Potential Roles for the Planner in Planning for Food Justice

The third goal of this class involves combining our theoretical approaches and our growing knowledge of current strategies in food systems planning. Here students will have the chance to tease apart the role of policy and planning in an organization or project and consider how social justice plays out in its work in policy and planning on the ground.

Course Book and Readings

The course book is:

Alkon, A., & Agyeman, J. (eds). (2011). [*Cultivating Food Justice: Race, Class and Sustainability*](#). Cambridge, MA: MIT Press. Available at the bookstore here: <https://tinyurl.com/FI9-UEP-285>

The *Required Readings* in this syllabus are either in the Course Book, or are available as PDFs in the Class Description and Reading Assignments under 'Syllabus' on Canvas. Where the relevant reading/video is a web-based resource, simply click on the URL. Clearly, to cover the ground of this syllabus will require that students complete all the Required Readings before each class and come to class ready to discuss these readings. I have also added *Recommended Readings* for some classes.

The course is *reading-intensive*, *discussion-driven*, and *hands-on*. In addition to discussing readings in a seminar-style setting, we will also hear from guest speakers and you will have a practical project to complete as a group.

Assessment

Class Participation 20%

Active class participation is a crucial part of this seminar and makes 10% of your final grade. To achieve full marks in class participation, you will need to make useful and insightful comments *in each class*. Remember however that we respect all opinions and positions and that we treat

every class member and his/her opinions with grace and dignity. Below are our guidelines for our class discussion, please read them and feel free to let either Angélica or Julian know if you'd like to add anything to them:

- Criticize or challenge ideas — not individuals
- Speak from the “I” perspective
- Avoid assumptions about others, especially based on their perceived or identified social group
- Allow everyone the chance to speak (Rule of thumb — wait for 3 others to speak after you before you speak again)
- Call people in (Ex: “I like how in your discussion post, Miranda, you made reference to the intersection between environment and food access.”) This allows someone the opportunity to participate but does not force them to if they are uncomfortable.
- Know and respect that everyone is not static as individuals and learners, the classroom is a space to learn and grow — give your peers the opportunity to do so.
- Oops and Ouch
 - Someone might say something that makes an incorrect assumption, might be offensive or uses language that is hurtful. Saying, ‘Ouch, that affected me in X way’ or ‘Ouch, what you said is a bit problematic in this way,’ allows them to learn and say “Oops, I am sorry” and improve/grow.
- If something personal is shared, it stays in the classroom.

Assignment 1 Weekly Reflection and Class Discussion (20%)

Beginning after Class 1 (September 8) I'd like you to submit to our Canvas Forum by Friday at 5.00pm each week, a 500-750 word 'thought piece' on your reflections on the week's readings/speakers including your own thoughts (challenges, conflicts, agreements, disagreements) about how you as an intending policy/planning professional relate to the readings and class discussion. Beginning after Class 1, there will be a sign-up sheet for two students each week to lead class discussion at the beginning of class each week. This discussion will be focused on the weekly reflection posts from the previous week and gives each student the opportunity to be involved in classroom discussion.

Assignment 2 The 'aha' Chapter! (10%)

For any chapter in [Cultivating Food Justice: Race, Class and Sustainability](#) (Alkon & Agyeman, MIT Press), or any other reading for class, write a 2 page, single space 'aha' piece on a) why the chapter has excited you and b) how it might inform your professional practice (I know you don't know what job you may be doing!).

Due Class 11 (November 24)

Assignment 3 Case Study (50%) : A food justice-related organization

Choose an existing food justice-related organization according to your interests (it could be local, regional, national, international) and undertake a Case Study on it. You should incorporate as many data sources as possible including policy documents, web materials, leaflets, media outputs, and interviews.

Examples of previous case studies are available on Canvas in the XX Folder

Your case study of roughly 10 pages (and a 10-minute PowerPoint) should attempt to address the following:

- 1) What is the history, mission and scope of the organization?
- 2) What sources of funding does the organization use?
- 3) Who are the Board/Staff members?
- 4) What is the organization's definition of food justice?
- 5) What can you say about the demographics of the populations served by the organization?
- 6) How does the organization do outreach?
- 7) Does the organization have a policy on DEI (Diversity, Equity and Inclusion)?
- 8) What are the Strengths, Weaknesses, Opportunities and Threats in the organization's work?
- 9) Using whatever criteria you deem useful, assess whether the organization is 'successful' in achieving its mission
- 10) If you were to recommend 5 key readings from class that you think would help the organization both strategically and organizationally, which would they be, and why?

Due Class 13, December 8 as both a PowerPoint presentation and a Case Study report.

Tufts Academic Integrity and Code of Conduct

You will be responsible for following Tufts Academic Integrity Policy and the Student Code of Conduct. Both of these are found on the [Student Affairs - Publications web site](#). *Please read these carefully!* Note this site also describes the *Student Judicial Process* that describes your rights as a student at Tufts and the process to follow if you feel these have been violated.

Plagiarism will not be tolerated. Tufts faculty are *required* to report any instance of plagiarism to the Dean's office - at that point, we have no control over the situation. Please read and review [Preventing Plagiarism](#) on the Tufts Academic Resources Center site to understand the various types of plagiarism, including those you may not be aware of. If you have ANY questions, please contact either instructor early in the semester before you write any assignments. Otherwise we will assume you clearly understand the plagiarism guidelines.

Style Guidelines

All written work must be consistent with the style guidelines of one of the two major style guides used at UEP - the *Chicago Manual of Style* (MLA) or the *Publication Manual of the American Psychological Association* (APA). Both provide clear guidelines for referencing and citing other works. You may buy either of these - they will be a useful long-term reference. The [Purdue Online Writing Lab](#) also has extremely good guidance to both styles.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the [Tufts Accessibility Services](#) office.

Tentative schedule

Class	Date	Topic	Other notes
1	Sept. 8	Temporal and Spatial Contexts of Food Systems and Movements	
2	Sept. 15	Theoretical Lenses - Critical Race Theory, Gender, Feminism, Settler-Colonialism and White Spaces	Case Study choices to Angélica
3	Sept. 22	The Foundation: American Planning and Food	
4	Sept. 29	Current Policy and Planning Tools 1 - City and State Food Strategies	
5	Oct. 6	Current Policy and Planning Tools 2 – Legal Approaches.	Guest: Amy Laura Cahn, CLF
6	Oct. 13	Access and ‘Food Deserts’	Case Study Check In
7	Oct. 20	Current Programming: Public Schools, Nutrition Assistance (SNAP, WIC), and Health Impact Assessments	
8	Oct. 27	Urban and Rural Transitions	
9	Nov. 3	Food Sovereignty in the Global North and Global South	Case Study Check In
	Nov. 10	NO CLASS	Wednesday schedule on Tuesday
10	Nov. 17	Food Workers, Farmworkers, Migration, and Gender	
11	Nov. 24	Autotopography, Food Trucks, and Place Making	‘Aha’ Chapter paper due Nov. 24
12	Dec. 1	The Immigrant-Food Nexus: Food Systems, Immigration Policy, and Immigrant Foodways in North America	Sydney Giacalone to Zoom into class
13	Dec. 8	Case Study presentations	Case Study report due

Your weekly forum is due each Friday by 5:00pm.

Class 1. September 8: Temporal and Spatial Contexts of Food Systems and Movements

In this class we first review the course, then, in the second half of the class, we review the history and context of the food movement from mainstream to radical perspectives. This is intended to give you a brief reminder of where things stand as regards some of the key food justice issues.

Required Readings

Steel, C (2009). "How food shapes our cities." *TED Talk*.

https://www.ted.com/talks/carolyn_steel_how_food_shapes_our_cities?language=en

Alkon, A. H., & Agyeman, J. (2011). Introduction: The food movement as polyculture. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability* (1-20). Cambridge, MA: MIT Press.

Holt-Giménez, E. (2011). Food security, food justice, or food sovereignty. Crises, food movements, and regime change. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability* (309-330). Cambridge, MA: MIT Press.

Allen, P. (2008). Mining for justice in the food system: Perceptions, practices, and possibilities. *Agriculture and Human Values*, 25(2), 157-161. (PDF)

Glennie, C and Alkon, A (2018) Food justice: cultivating the field *Environmental Research Letters* 13 (PDF)

Institute for Agricultural and Trade Policy. (2013). *Principles of Food Justice*. (PDF)

Class 2. September 15: Theoretical Lenses - Critical Race Theory, Gender, Feminism, Settler-Colonialism and White Spaces.

This class introduces a variety of lenses from which we will approach food justice topics throughout the semester. After the class video and a brief presentation on 'critical' research and food system racial equity metrics, reading groups will summarize their texts and open discussion will follow.

In Class Video: <https://www.youtube.com/watch?v=HRhttqj-vA4> Alison Hope Alkon, Assistant Professor, University of the Pacific, Stockton, CA.

Before class, please watch: Redmond, L. (2013). "Food + Justice = Democracy." *TedX Talks*.
<https://www.youtube.com/watch?v=ydZfSuz-Hu8>

Required Reading for all

Rodman-Alvarez, S. & Colasanti, K. (2019) *Measuring Racial Equity in the Food System: Established and Suggested Metrics*. East Lansing, MI. Michigan State University Center for Regional Food Systems (PDF)

Required Readings by Group:

Each group will present for 10 minutes using a Powerpoint to cover: a) key points in the readings, and b) how do your readings advance y/our understanding of power relations in food systems?

GROUP A

Omi, M., & Winant, H. (1994). Racial Formation. In *Racial Formation in the United States: From the 1960s to the 1990s* (53-76). New York, NY: Routledge. (PDF)

Guthman, J. (2011). "If they only knew": The unbearable whiteness of alternative food. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (263-281). Cambridge, MA: MIT Press.

McClintock, N (2018). Urban agriculture, racial capitalism and resistance in the settler-colonial city. *Geography Compass* 12(6) (PDF)

GROUP B

Pulido, L. (1996). A critical review of the methodology of environmental racism research. *Antipode*, 28(2), 142-159. (PDF)

Potorti, M (2014) Feeding Revolution: The Black Panther Party and the Politics of Food. *Radical Teacher* No. 98 (PDF)

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. (PDF)

Norgaard, K.M., Reed, R., & Van Horn, C. (2011). A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (23-46). Cambridge, MA: MIT Press.

GROUP C

Slocum, R. (2006). Anti-Racist Practice and the Work of Community Food Organizations. *Antipode*, 38(2), 327-349. (PDF)

Ramírez, M. M. (2015). The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces. *Antipode*, 47(3), 748-769. (PDF)

Sbicca, J. (2012). Growing food justice by planting an anti-oppression foundation: opportunities and obstacles for a budding social movement. *Agriculture and Human Values*, 29(4), 455-466. (PDF)

GROUP D

Kobayashi, A., & Peake, L. (2000). Racism out of place: Thoughts on whiteness and an antiracist geography in the new millennium. *Annals of the Association of American Geographers*, 90(2), 392-403. (PDF)

Giancattarino, A., & Noor, S. (2014). *Building the case for racial equity in the food system*. New York, NY: Center for Social Inclusion. (PDF) → *Read at least the Executive Summary*

Harper, B. A. (2011). Vegans of Color, Racialized Embodiment, and Problematics of the “Exotics.” In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (221-238). Cambridge, MA: MIT Press.

Class 3. September 22: The Foundation - American Planning and Food

This class builds an understanding of the current context for food systems planning within the planning field. It situates food justice within the context of the American Planning Association. 2007. “*Policy Guide on Community and Regional Food Systems*,” which has sections on ‘Food Systems and Equity’ and ‘Native and Ethnic Food Cultures’

Required Readings:

Pothukuchi, K., & Kaufman, J. L. (2000). The food system: A stranger to the planning field. *Journal of the American Planning Association*. 66(2), 113-124. (PDF)

Born, B., & Purcell, M. (2006). Avoiding the local trap scale and food systems in planning research. *Journal of Planning Education and Research*, 26(2), 195-207. (PDF).

DuPuis, M.E., Lindsey Harrison, J and Goodman, D (2011) Just Food. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (283-308). Cambridge, MA: MIT Press.

American Planning Association. (2007). *Policy Guide on Community and Regional Food Systems*. American Planning Association. (PDF)

Horst, M, McClintock, N, & Hoey, L (2017) The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature, *Journal of the American Planning Association*, 83:3, 277-295, (PDF)

Campbell, M. C. (2004). Building a Common Table: The Role for Planning in Community Food Systems. *Journal of Planning Education and Research*, 23(4), 341-355. (PDF)

McClintock, N. (2014). Radical, reformist, and garden-variety neoliberal: coming to terms with urban agriculture's contradictions. *Local Environment: The International Journal of Justice and Sustainability*, 19(2), 147-171. (PDF)

Recommended Readings

Pothukuchi, K. (2009). Community and regional food planning: Building institutional support in the United States. *International Planning Studies*, 14(4), 349-367. (PDF)

Raja, S., Born, B., & Russell Kozlowski, J. (2008). A Planner's Guide to Community and Regional Food Planning: Transforming Food Environments, Facilitating Healthy Eating. *Planning Advisory Service (PAS) Series*, (554). Chicago and Washington, DC: American Planning Association. (PDF)
→ Especially Chapters 1, 2, and 6

Cadji, J., & Alkon, A. (2014). One day, the white people are going to want these houses again: Understanding gentrification through the North Oakland farmers market. In S. Zavestoski and J. Agyeman (eds), *Incomplete streets: Processes, practices and possibilities* (154-175). London: Routledge. (PDF)

Class 4. September 29: Current Policy and Planning Tools I - City and State Food Strategies

This class looks at how some cities and states are currently addressing the food system through declarations, food action plans, food strategies and urban food policy plans. In what ways is a space for food-based policy making being created and what roles can planners take? Where are issues of equity either included or lacking in these public documents? What will be necessary to realize the goals stated in these documents?

In Class Exercise: SWOT Analysis of Seattle Food Action Plan and Massachusetts Local Food Action Plan

Required Reading

This first reading will serve as a framework for considering what is possible in municipal and state food plans with respect to food justice. The next two readings offer examples of city and state food plans and will be used for SWOT analysis.

Rocha, C. (2016) Opportunities and Challenges in Urban Food Security Policy: the case of Belo Horizonte, Brazil. In Deakin, M., Borrelli, N. and Diamantini, D., eds, *The Governance of city food systems: Case studies from around the world*. Milan: Fondazione Feltrinelli. Pages 29-40 (PDF)

Milan Urban Food Policy Pact (2015) <http://www.milanurbanfoodpolicypact.org>

City of Seattle. (2012). *Food Action Plan*. (PDF)

Metropolitan Area Planning Council, Franklin Regional Council of Governments, Pioneer Valley Planning Commission, and Massachusetts Workforce Alliance. (2015). *Massachusetts Local Food Action Plan*. (PDF)

Available at <http://mafoodsystem.org/wp-content/uploads/2015/12/MLFSPFull.pdf>

→ Please focus on the Plan Summary (p. 1-10); Introduction (p. 11-19); Food Access, Security, and Health (p. 118-137); and one additional section of choice.

Sonnino, R. (2009). Feeding the City: Towards a New Research and Planning Agenda. *International Planning Studies*, 14(4), 425-435. (PDF)

Recommended Readings

Dilisio, C., & Hodgson, K. (2011). *Food Policy Councils: Helping local, regional, and state governments address food system challenges*. Chicago, IL: American Planning Association. (PDF)

UEP Field Project Team 8. (2013). "Urban Farming in Boston: A Survey of Opportunities."(PDF)

Bohn, K., & Viljoen, A. (2011). The edible city: Envisioning the continuous productive urban landscape (CPUL). *FIELD*, 4(1), 149-161. (PDF)

Class 5. October 6: Current Policy and Planning Tools II – Legal Approaches.

This class offers a consideration of various tools at the planner and policy maker's disposal for addressing food systems issues. We will use case studies of Philadelphia gardens and farms to examine how policy, planning, and the law—as well as residents themselves—shape neighborhoods and their food systems. We will consider a range of tools, including zoning, land use, and tax policy; food policy councils; data; land trusts; land banks; lawsuits; community organizing; and the commons, all through a racial equity lens.

Guest speaker: Amy Laura Cahn

Senior Attorney and Interim Program Director, Healthy Communities & Environmental Justice, Conservation Law Foundation

Required Readings

Amy Laura Cahn and Paula Z. Segal, You Can't Common What You Can't See, 1 Fordham Urb. L.J. 43 (2016) available at <https://ir.lawnet.fordham.edu/ulj/vol43/iss2/1/>

Boston Redevelopment Authority. (2013). Article 89 Urban Agriculture. <http://www.bostonredevelopmentauthority.org/getattachment/a573190c-9305-45a5-83b1-735c0801e73e>

ChangeLab Solutions. (2012). *Licensing and Zoning: Tools for Public Health*. Oakland, CA: ChangeLab Solutions. (PDF)

Interface Studio, Philadelphia Land Bank Strategic Plan & Disposition Policies (2015) available at <http://www.philadelphialandbank.org/Content/PDF/Land%20Bank%20Strategic%20Plan%202%2023%202015%20lo%20res.pdf>

Recommended Readings

Mahbubur Meenar, Alfonso Morales & Leonard Bonarek Regulatory Practices of Urban Agriculture: A Connection to Planning and Policy, *Journal of the American Planning Association*, 83:4, 389-403 (2017).

Becky L. Witt, Towards a Human Right to Food: Implications for Urban Growing in Baltimore City, Maryland, 43 *Fordham Urb. L.J.* 405 (2016).
Available at: <https://ir.lawnet.fordham.edu/ulj/vol43/iss2/5>

Nate Ela, Urban Commons as Property Experiment: Mapping Chicago's Farms and Gardens, 43 *Fordham Urb. L.J.* 247 (2016).
Available at: <https://ir.lawnet.fordham.edu/ulj/vol43/iss2/2>

Class 6. October 13: Access and 'Food Deserts'

Contrary to what many economists might tell us, food deserts aren't simply a market abnormality but are created through a combination of industrial location, city planning, and racist mortgage lending practices. (Case study check-in)

Required Readings

Finley, R. (2013). "A guerilla gardener in South Central LA" *TED Talk*.
https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en

McClintock, N. (2011). From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (89-121). Cambridge, MA: MIT Press.

Clifton, K. J. (2004). Mobility strategies and food shopping for low-income families a case study. *Journal of Planning Education and Research*, 23(4), 402-413. (PDF)

Alkon, A. (2008). Paradise or pavement: the social constructions of the environment in two urban farmers' markets and their implications for environmental justice and sustainability. *Local Environment*, 13(3), 271-289. (PDF)

Zitcer, A. (2015). Food Co-ops and the Paradox of Exclusivity. *Antipode*, 47(3), 812-828. (PDF)

Raja, S., Ma, C., & Yadav, P. (2008). Beyond food deserts measuring and mapping racial disparities in neighborhood food environments. *Journal of Planning Education and Research*, 27(4), 469-482. (PDF)

Whelan, A., Wrigley, N., Warm, D., & Cannings, E. (2002). Life in a 'food desert'. *Urban Studies*, 39 (11), 2083-2100. (PDF)

Cachelin, A, Ivkovich, L, Jensen, P & Neild M (2019) Leveraging foodways for health and justice, *Local Environment*, 24:5, 417-427 (PDF)

Recommended Readings

Hagan, E., & Rubin, V. (2013). *Economic and Community Development Outcomes of Healthy Food Retail*. Oakland, CA: Policy Link. (PDF)

Class 7. October 20: Current Programming: Public Schools, Nutrition Assistance (SNAP, WIC), and Health Impact Assessments

What food justice issues are embedded in nutrition assistance programs, and how have these shifted over time? How prescriptive should public assistance programs be? Do we see a lack of cultural competencies embedded in the framework of these programs?

Guest Speaker: Angélica Valdés Valderrama, PhD Candidate in Food Policy and Applied Nutrition, Friedman School of Nutrition Science and Policy.

Required Readings

Council of Economic Advisers (2018). Expanding work requirements in non-cash welfare programs. White House. Washington DC. (PDF)

Murphy, S.P, Yaktine, A.L., Sutor, C.W., & Moats, S., eds. (2011). *Child and Adult Care Food Program: Aligning Dietary Guidance for All*. Washington, D.C.: National Academics Press. [Read Summary, pp. 1-14] (PDF)

Schwartz, M. (2017). Moving beyond the debate over restricting sugary drinks in the Supplemental Nutrition Assistance Program. *American Journal of Preventive Medicine*, 52(2S2): S199-S205. (PDF)

USDA Food and Nutrition Service. (2011). The benefits of increasing the Supplemental Nutrition Assistance Program (SNAP) participation in your state (PDF)

Class 8. October 27: Urban and Rural Transitions

How do urban and rural food insecurities and access issues play out? How are they similar and how are they different (and what does this mean when trying to plan for food justice)? Who is affected? How can planners take into account rural-urban relationships and value each, when working in food systems planning?

Required Readings

Hagey, A., Rice, S., & Flournoy, R. (2012). *Growing Urban Agriculture: Equitable Strategies and Policies for Improving Access to Healthy Food and Revitalizing Communities*. Oakland, CA: PolicyLink. (PDF)

McEntee, J. (2011). Realizing Rural Food Justice: Divergent Locals in the Northeastern United States. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (239-262). Cambridge, MA: MIT Press. (UEP alum)

Gilbert, J., Sharp, G., & Felin, M. S. (2002). The Loss and Persistence of Black-Owned Farms and Farmland: A Review of the Research Literature and Its Implications. *Southern Rural Sociology*, 18(2), 1-30. (PDF)

McCutcheon, P. (2011). Community Food Security By Us, For Us. The Nation of Islam and the Pan African Orthodox Church. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (177-196). Cambridge, MA: MIT Press.

Class 9. November 3: Food Sovereignty in the Global North and Global South

Does 'food sovereignty' as both a concept and a movement, fundamentally differ in the Global North and the Global South? What is the relationship or tension between A) communities

taking control of their food system to create democratic and just production and access frameworks through things like land takeovers and guerrilla farming and B) the role of the cities, local governments, legal frameworks and private ownership in granting access to resources 'legitimately?' In what ways can the planner liaise between these groups, facilitating relationships that foster legal rights/ownership to land (i.e. facilitate city policy change, legal representation for community groups etc.)?

There are three required readings for all students. Each group will present for 10 minutes using a Powerpoint to cover: a) key points in the readings, and b) how do your readings advance y/our understanding of food sovereignty? Open discussion to follow.

Required Readings

ALL GROUPS

Nyéléni. 2007. *Declaration of Nyéleni*. Available from <http://nyeleni.org/spip.php?article290>

Brent, Z. W., Schiavoni, C. M., & Alonso-Fradejas, A. (2015). Contextualising food sovereignty: the politics of convergence among movements in the USA. *Third World Quarterly*, 36(3), 618-635. (PDF)

Alonso-Fradejas, A., Borras Jr, S. M., Holmes, T., Holt-Giménez, E., & Robbins, M. J. (2015). Food sovereignty: convergence and contradictions, conditions and challenges. *Third World Quarterly*, 36(3), 431-448. (PDF)

GROUP A

Block, D. R., Chávez, N., Allen, E., & Ramirez, D. (2012). Food sovereignty, urban food access, and food activism: contemplating the connections through examples from Chicago. *Agriculture and Human Values*, 29(2), 203-215. (PDF)

Patel, R. (2009). What does food sovereignty look like? *The Journal of Peasant Studies* 36(3), 663-673. (PDF)

GROUP B

Gibb, N., & Wittman, H. (2013). Parallel alternatives: Chinese-Canadian farmers and the Metro Vancouver local food movement. *Local Environment*, 18(1), 1-19. (PDF)

Wattnem, T. (2016). Seed laws, certification and standardization: outlawing informal seed systems in the Global South. *The Journal of Peasant Studies*, 1-18. (PDF)

GROUP C

(2011). "Local Food and Community Self-Governance: An Ordinance to protect the Health and Integrity of the Local Food System in the Town of _____, _____ County, Maine." (PDF)

Hassanein, N. (2003). Practicing food democracy: a pragmatic politics of transformation. *Journal of Rural Studies*, 19(1), 77-86. (PDF)

Lambek, N., & Claeys, P. (2016). Institutionalizing a fully realized right to food: Progress, limitations, and lessons learned from emerging alternative policy models. *Vermont Law Review*, 40, 743.

GROUP D

Bedore, M. (2010). Just urban food systems: A new direction for food access and urban social justice. *Geography Compass*, 4(9), 1418-1432. (PDF)

Edelman, M., Weis, T., Baviskar, A., Borras Jr, S. M., Holt-Giménez, E., Kandiyoti, D., & Wolford, W. (2014). Introduction: critical perspectives on food sovereignty. *Journal of Peasant Studies*, 41(6), 911-931. (PDF)

Recommended Readings

Campaign to Take Back Vacant Land. (2011). *Put Abandoned Land in Our Hands: A City-Community Partnership to Transform Blight into Jobs, Homes and Parks*. Philadelphia, PA: Campaign to Take Back Vacant Land. (PDF)

Heynen, N., Kurtz, H. E., & Trauger, A. (2012). Food Justice, Hunger and the City. *Geography Compass*, 6(5), 304-311. (PDF)

November 10: NO CLASS

Class 10. November 17: Food Workers, Farmworkers, Migration, and Gender

What can the planner or policy maker do to ensure justice and equity for farm and food workers, in a globalized marketplace? Advocate for labor halls? Facilitate discussions between unionizers and policy makers? How should the planner or policymaker speak on behalf of this population?

In Class Video: Harvest of Dignity (29 mins) <http://pic.tv/harvest/video/harvest-of-dignity/>

Required Readings

Ammons, S. (2014). *Shining a light in dark places: Raising up the work of Southern Women of Color in the food system*. New York, NY: Center for Social Inclusion. (PDF)

Minkoff-Zern, L., Peluso, N., Sowerwine, J., & Getz, S. (2011). Race and Regulation: Asian Immigrants in California Agriculture. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (65-86). Cambridge, MA: MIT Press.

Brown, S., & Getz, C. (2011). Farmworker Food Insecurity and the Production of Hunger in California. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (121-146). Cambridge, MA: MIT Press.

Liu, Y.Y., & Apollon, D. (2011). *The Color of Food*. Oakland, CA: Applied Research Center (now called Race Forward: The Center for Racial Justice Innovation). (PDF)

Oliva, J. (2011). *The Restaurant Opportunities Center*. Food Movements Unite! P.173-186 (PDF)

Recommended Readings

Farmworker Advocacy Network/NC Council of Churches *Harvest of Dignity Study Guide*

Class 11. November 24: Autotopography, Food Trucks, and Place Making ('Aha' Chapter due today)

To what extent can agriculture and food be used by low-income communities, people of color and immigrants to create social inclusion, 'authentic' places and streetscapes?

Required Readings

Minkoff-Zern, L. A. (2012). Pushing the boundaries of indigeneity and agricultural knowledge: Oaxacan immigrant gardening in California. *Agriculture and Human Values*, 29(3), 381-392. (PDF)

Agyeman, J. (2011, October 13). New agricultures, cultural diversity and foodways. Retrieved from <http://julianagyeman.com/2011/10/new-agricultures-cultural-diversity-and-foodways/>

Valiente-Neighbours, J. M. (2012). Mobility, embodiment, and scales: Filipino immigrant perspectives on local food. *Agriculture and Human Values*, 29(4), 531-541. (PDF)

Saldivar-Tanaka, L., & Krasny, M. E. (2004). Culturing community development, neighborhood open space, and civic agriculture: The case of Latino community gardens in New York City. *Agriculture and Human Values*, 21(4), 399-412. (PDF)

Mares, T.M., & Peña, D. (2011). Environmental and Food Justice: Toward Local, Slow, and Deep Food Systems. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, (197-220). Cambridge, MA: MIT Press.

Agyeman, J, Matthews, C and Sobel, H (2017). Introduction. In Agyeman, J, Matthews, C and Sobel, H (eds) *Food trucks, cultural identity and social justice: From Loncheras to Lobsta Love*. (PDF)

Off The Grid (2018) *Think Mobile, Act Local*. Off the Grid Mobile Food Trends & Insights Report. (PDF)

Kapell, H., Katon, P., Koski, A., Li, J., Price, C., & Thalhammer, K. (ND). *Food Cartology: Rethinking Urban Spaces as People Spaces*. Portland, OR: Urban Vitality Group. (PDF)

Christensen, S, Malberg Dyg P & Allenberg, K (2019) Urban community gardening, social capital, and "integration" – a mixed method exploration of urban "integration-gardening" in Copenhagen, Denmark, *Local Environment*, 24:3, 231-248, (PDF)

Class 12. December 1: *The Immigrant-Food Nexus: Borders, Labor, and Identity in North America*

Guest speaker: Sydney Giacalone, co-editor, *The Immigrant-Food Nexus: Borders, Labor, and Identity in North America* (MIT Press) and PhD student, Anthropology, Brown University.

Immigrants understand the performativity, materiality, and intimacy of food carried across time and space. They understand the multiplicity of cultural, religious, and social meanings embedded within the cuisines they create and consume. These foodways are anything but static. Migrants carry complex and life-affirming foodways with them as both memories and dreams, creating an umbilical link between where one is from and where one is now. Food thus provides a grand stage for the performance of trans-local identities, boundary transformation, belongings and becomings in a new land.

In the wake of the 2016 US presidential election, media pundits and academics scrambled to provide insights into the likely effects of the new administration's controversial immigration policy goals: stricter enforcement and mass-deportation of 11 million undocumented immigrants living and working in the US. One area of question emerged prominently: how would the proposed immigration policies impact our food system?

The Immigrant-Food Nexus: Borders, Labor, and Identity in North America (MIT Press) is available free, online at <https://direct.mit.edu/books/book/4614/The-Immigrant-Food-NexusBorders-Labor-and-Identity>

Please read:

Agyeman, J and Giacalone, S *Introduction* p 4-22

Schmid, M *Enterprising Women of Mexican-American Farming Families in Southern Appalachia* p 52-76

Joassart-Marcelli, P and Bosco, F *Contested Ethnic Foodscapes: Survival, Appropriation and Resistance in Gentrifying Immigrant Neighborhoods* p 177-205

Huang, S *Food from Home and Food from Here: Disassembling Locality in Local Food Systems with Refugees and Immigrants in Anchorage, Alaska* p 227-250

Linton, J *The Canadian Dream: Multicultural Agrarian Narratives in Ontario* p 251-274

Class 13 December 8: Presentations

Students will be given up to 10 minutes to present key findings from their Case Studies, and the Project team will have 20 minutes.