UNST 421-560 - Senior Capstone

**Urban Agriculture & Food Systems**

CRN 64076 – 6 credits



Spring 2016

MW 2-3:50 – URBN 311

Professor Nathan McClintock

Toulan School of Urban Studies & Planning

Urban agriculture has been promoted as an alternative to the industrial food system and its detrimental impacts (obesity, farmworker exploitation, pesticides/GMOs, etc.). However, its possibilities are limited for a number of reasons, ranging from the availability and cost of land, to the alienation of most city-dwellers from manual labor and the natural environment. Urban agriculture is also a site of contestation between gardeners and developers, between *use value* and *exchange value*. Most recently, urban agriculture has been drawn into battles over gentrification.

In this Capstone, we will critically examine the limits and possibilities of urban agriculture’s contribution to the food system and to food justice. The course is both reading-intensive/discussion-driven and hands-on. During the first half of class, students will discuss readings seminar-style and hear from guest speakers involved in Portland’s urban agriculture movement. We will devote the second half to work on our Capstone project with our community partner Growing Gardens, an organization establishing urban gardens for low-income residents throughout Portland. For this year's project, we will interview Growing Gardens project participants to add to the PDX Garden Stories website (see <http://pdxgardenstories.weebly.com>). We will also participate in a Saturday garden build, where we will discuss the basics of sustainable food production while getting our hands dirty. Students will also complete 10 additional volunteer hours at a garden outside of class. This capstone is ideal for students interested in community development, public health, social work, urban sociology, urban geography, planning, and sustainability.

**Learning Goals:**

By the end of this course, you will be able to:

* Understand the phenomenon of urban agriculture, ie, why it occurs where it does, who practices it, and for what reasons
* Think critically about the possibilities and limits of urban agriculture and food system localization
* Understand basic fundamental agroecological principles related to urban food production
* Think about how to improve urban agriculture programs using a food justice lens
* Conduct qualitative interviews, transcription, coding, and presentation of oral histories

**University Studies Goals:**

* *Inquiry and Critical Thinking.* The Capstone will facilitate critical thinking in three ways. First, in seminar, we will critically interrogate everyday assumptions regarding urban agriculture and local food systems. You will learn to think relationally about how urban agriculture arises and for what purposes in a particular place, moving beyond simplistic understandings such as “local=good” or “urban agriculture=food security”. Second, we will define a research project based on the needs of Growing Gardens, collect and analyze data, and develop a project that will be evaluated by the instructor, Growing Gardens staff and participants, and peers. Third, we will apply theory taken from the readings and reflect on how it relates to practice in the garden during site visits. The course is interdisciplinary, requiring engagement with perspectives from social science, agroecology, public health, and planning. The Capstone will require you to synthesize these various forms of knowledge in such a way that allows us to *engage critically through participatory action*.
* *Communication.* The final action research project will require you to produce a report and multiv-media website that integrates text and images (photos, maps, graphs, charts, etc). Additionally, you will be required to present your results to Growing Gardens in the form of an oral presentation. During seminar, you will also be responsible for leading discussions of readings, and producing written reflections on the readings.
* *Variety of Human Experience (Diversity).* Through critical investigations of urban agriculture and food justice, we will learn about the inequities of the contemporary agri-food system, a system that disproportionately affects people of color and working classes. Through course readings, seminar discussions, and reading reflections, we will also critically consider if and how urban agriculture and local food systems address these inequities. We will also explore whether such interventions are, in fact, sensitive to racial, ethnic, and class diversity. We will assess both the assumptions inherent to mainstream interventions, as well as reflect on our personal biases and assumptions about what people should or should not eat, how food consumption behavior should or should not be changed, who should decide, and how people might be empowered to make decisions for themselves.
* *Ethical and Social Responsibility.* By connecting you to the work of Growing Gardens through action-research, the Capstone will channel your intellectual and analytical efforts into on-the-ground efforts to make Portland’s food system more equitable and just. It will also require you to think critically about the assumptions underlying how best to go about transforming the food system and whether proposed models actually address race and class inequality. By synthesizing these critical perspectives with hands-on physical labor and skills-training during site visits, we will cultivate an integrated and holistic set of skills that will allow you to actively engage in the building of more livable communities.

**Course Requirements:**

Come to class and please arrive to class *on time.* I will take attendance first thing, so if you’re late, you’ll be counted absent. If you miss class due to excused illness or a documented emergency, check the syllabus and consult with your classmates upon your return to determine what you missed – please do not ask me, “What did I miss?” *Unexcused absences will seriously impact your grade.* ***You will not pass this class with more than four unexcused absences.***

Readings for each class meeting will be available on D2L in the folder for that particular meeting. Over the first half of the course, plan to do A LOT of reading for this class. Read everything, write your comment/question on D2L and come prepared to discuss. On some days, you’ll come having prepared a reading response (see below) which will help you prepare. ***Read strategically! Not all text is created equal.*** We will discuss this further on the first day.

You will be graded on the following:

Participation (20%): This class demands your active participation at all levels, from reading and discussion, to your labor in a garden, to your contribution to the Capstone project. Your class participation grade is based on your preparation for class, your attendance, and your participation:

* *Discussion forum:* ***You should always come to class having posted a comment and a discussion question on the D2L forum by noon on the day of class***. A question should not be a closed or yes/no question or a request for simple facts (eg, How many tons of carrots did urban farmers in NYC produce in 2014?); rather, the questions should elicit thoughtful discussion that links the readings to broader questions. Alternately, you can thoughtfully respond to another’s person’s comment or question.
* *In-class Discussion*: In seminar classes, we’ll thoroughly discuss the day’s readings. Discussion depends on everyone’s participation. ***Please come prepared.*** Consider having completed the readings as your entry ticket to class. Your discussion postings and reading reflections should help you prepare for discussion. During discussions, ***remember to “share air”, ie, If you are generally shy and have a hard time speaking up, push yourself to participate.*** ***If you tend to dominate conversations, be conscientious and hold back a bit so others can speak.***

Reflections (40%):You are required to turn in six written assignments, all of which should be formatted as follows: ***single-space, 12 pt font, Times New Roman, 1” margins.*** Check your writing for spelling and grammar before printing it out and handing it in! Don’t forget to turn these to D2L by 2pm on the day they are due.

* *Agri-food Autobiography*. Your first reflection is your Agri-Food Autobiography. In 500 to 750 words (1 to 1.5 pages, single-spaced), tell me about your relationship with the agri-food system. Something led you to take this class… what was it? How has your relationship to food production and consumption changed over time, if at all? What values are central to your understanding and beliefs regarding the agri-food system? Finally, what do you hope and expect to get out of this Capstone? Somewhere in there, be sure to tell me where you grew up/where you are from. Due W 4/1.
* *Reading Reflections (RR 1 to 3).* Each of your four reading reflections should be ~1,000 words (2 pages, single-spaced). Take a look at the guiding questions in italics listed just after each session’s topic below. Drawing on your assigned readings*, r*eflect on some or all of these questions. In your reflections, you should not summarize the readings, but rather draw on the key points or “take-aways” that might help you answer the reflection questions. Finally, be sure to include some personal reflections, ie, what questions/feelings did these readings raise for you? For example, do they make you think differently or simply reinforce what you already know? Do they support or challenge your assumptions and values?
* *Final Reflection.* For full credit, be sure to respond to all of the questions (and all parts of each question!). You can answer these either systematically or by incorporating them all into an organized and concise essay). Plan to write about ~1,000 words (2 pages). Be prepared to discuss your responses in class on Week 10a.

1. Drawing on insights from any of the articles we’ve covered this term, what might a more *transformative* urban agriculture entail?
2. Think back to what you wrote in your agri-food autobiography. How has ***your*** individual relationship to/understanding of the food system changed over the course of the class? Did you have any key realizations?
3. Please reflect on your learning process. To what do you attribute any key realizations? What activities did you find most educational (readings, lectures, discussions, videos, hands-on garden work, research, writing)? Which readings or concepts, in particular, were particularly important to you in this process, ie, which were the most thought-provoking or transformative personally?

* *Garden Log.* Over the course of this Capstone, you are required to volunteer for 10 hours in a garden or with other urban agriculture project. We will do this together at a Growing Gardens site on Saturday, April 11th from 10 to 3, but you will need to find another site to complete the remaining five hours. Sorry, it can’t be your own home garden or individual community garden plot, but needs to be one run collectively by an organization or group. Please write a reflection entry in your Garden Log for each gardening experience, including our trip as a class. Include pictures, if possible! Briefly explain what you did and where, but more importantly, reflect on the experience, eg, did you enjoy the work? Why or why not? Did you learn something new? How did the experience complement our discussions readings? Please provide a contact name/email for whoever supervised your participation. Due to D2L by W 6/8 at noon.

Final Project (40%):Working in teams, you will complete a project that addresses the needs expressed by our community partner, Growing Gardens. Developed through conversations between the instructor and Growing Gardens staff, this Capstone project is intended to serve both students, by providing them with an opportunity to engage with Growing Gardens’ efforts and to develop research skills, and Growing Gardens, by providing it with qualitative data in the form of oral histories gathered from participants in their Home Gardens, Growing Huertos, and Youth Grow programs. These stories -- essentially short podcasts accompanied by images – will provide Growing Gardens with valuable information about the work they are doing and will help the organization move forward in its mission “to improve nutrition, health and self-reliance while enhancing the quality of life and the environment for individuals and communities in Portland”. ***The project will be of special interest to students interested in food systems and community development, but also to those interested in podcasts, radio, interviewing, editing, storytelling, and qualitative research.***

The stories you collect and edit will be posted to our [PDX Garden Stories](http://pdxgardenstories.weebly.com/" \t "_blank) website, and will also be linked to the [Urban Food Stories](http://www.urbanfoodstories.com/" \t "_blank) website, a national "community storytelling project“ whose goal is “to broaden the narratives of the 'alternative food movement', thus making it more inclusive.” As project founder Julian Agyeman explains, “The alternative food movement churns out dominant, privileged narratives, strictly defining the way we think about eating. These days, buzzwords like 'local', 'organic', or 'sustainable' are all around us. These trends become a set of unspoken rules for the “right” and “wrong” way to eat. … The stories we have and the way we connect to food are unique; any movement that hopes to create justice in our food system should reflect that. … We are telling stories everyday, but only certain stories are being heard. Urban Food Stories intends to use storytelling as a tool to challenge dominant narratives of race, class, and sex in the food movement by bringing a multitude of voices to the table.”

A more detailed description of the final project timeline and expectations will follow, but roughly, your project grade consists of the following:

* *Draft interview questions (5%). To be completed individually.*
* *Transcripts (25%). Due to D2L W 5/16 by 2pm. Bring a hard copy to class.*
* *Project Deliverable (40%). All files to be uploaded to website by 2pm on W 6/1.*
* *Peer evaluation (30%.) An online survey to be completed online by 11pm on W 6/10.*

**Grading:**

Here is my generic grading rubric. I also give + and – grades (e.g., 100, 90, 80, etc) when the work lies above or between the following categories:

* A (95) 🡪 Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Excellent work.
* B (85) 🡪 Presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
* C (75) 🡪 Shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
* D (65) 🡪 Misunderstands or misrepresents the material, or is so poorly written presented as to obscure the analysis. Inadequate work.
* F (0) 🡪 Nothing turned in. Keep in mind that a receiving a 0 does significantly more damage to your grade than getting a 65 does!

**Co-creating a high quality learning environment:**

Creating a high-quality learning environment takes effort on everyone’s part. I will: provide a provocative and safe environment for exploring ideas; offer a variety of different kinds of learning experiences; respect the knowledge and experiences that you bring with you into the classroom, as all of us are both learners and teachers; provide clear information about what is expected; and encourage improvement. For your part, please …

* **Exhibit “electronic courtesy**” so that you and others can be focused and fully present. Turn off cell-phones. ***Do not text or check your email on your phone***. You are welcome to use a computer to take notes in class, but checking Facebook, Twitter, email, or any other distraction is not OK. To resist temptation, I suggest ***turning off your wi-fi*** as soon as you arrive. Failing to exhibit electronic courtesy is disrespectful to me and your peers.
* **Be on time** so we can start right at 2PM. Wandering in late is distracting and disrespectful to all.
* **Come prepared.** Complete the assigned reading prior to class, be able  to summarize the main points, and note anything that confuses you. Also note things that  you find particularly provocative.
* **Be fully present** **in class.** Yes, this means showing up for class, but it also means focusing on the discussions, lectures, and other activities taking place during class time. Your attention and participation is the glue that holds the class together. Participate in class discussions by both contributing your ideas and listening to what others say.
* **Take notes** **on material covered in class.** Class lectures and discussion are an integral part of this learning experience, and may include issues not covered in your readings. Please note that if I use PowerPoint slides, they are often merely placeholders (or subject headings) for lectures and discussion… *simply writing down what’s written on the slide is not enough!* So, come prepared to take notes and get notes from others if you miss class.
* **Show respect for your fellow students.** Listen respectfully to each other and try to understand ideas from various perspectives with the goal of mutual learning. If you disagree with what someone says, you are welcome to present your perspective or offer facts that support a different point of view.
* **Take pride in your work**. Make sure that the work is your own (see Academic Conduct and Integrity below), and make sure that it is represents you well. Please re-read and revise your assignments before turning them in. Check first for a logical flow of ideas and clarity of expression and make any needed edits. Then read it a second time to proofread. Spelling, grammatical, and other mechanical errors will have a negative impact on your grade.

**Academic conduct and integrity:**

You are upper-level students and adults so I don’t need to elaborate on this. I take this seriously, as I expect you to. PSU defines the following as conduct subject to disciplinary action (PSU Student Conduct Code # 577-031-0136):

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
2. All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**Academic accommodations:**

If you are a student with a documented disability and are registered with the Disability Resource Center (DRC), please contact me immediately to facilitate arranging academic accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150.

**Contact information:**

Office: 350-E URBN

Office Hours: MW 4 – 4:45 or by appointment

Email: [n.mcclintock@pdx.edu](mailto:n.mcclintock@pdx.edu)

Office phone: 503-725-4064

Come to office hours to discuss the course, your interests or future endeavors. While it’s okay to just pop in during office hours, it’s better to set up a specific time and date so you don’t end up waiting if someone else is already there.

Please don’t email me through D2L unless you’ve changed your reply-to settings to your email… otherwise it bounces back. Better to email me straight from your account, but ***please write “Capstone” at the start of the subject line of all email correspondence***. I will usually respond to your emails within 24 hours. Also, please make sure your D2L mail preferences are set so that announcements sent via D2L go straight to your email.

**Other resources you should know about:**

For information on food, housing, financial, utility, and childcare assistance, please visit: <http://www.pdx.edu/studentaffairs/CISFS>

The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low-income and others facing special challenges.  <http://www.pdx.edu/dmss/>

The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. <http://www.pdx.edu/tutoring/>

The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online and their website also suggests ideas and strategies for completing writing projects. <http://www.writingcenter.pdx.edu/>

PSU's [Student Code of Conduct](http://www.pdx.edu/dos/codeofconduct) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion. *If you have not done so already, please complete the required* [*Safe Campus Module*](https://www.pdx.edu/sexual-assault/safe-campus-module) in D2L. If you or someone you know has been harassed or assaulted, you can find resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at [http://www.pdx.edu/sexual-assault.](http://www.pdx.edu/sexual-assault)

**Course Topics / Readings:**

**Week 1a Course Overview / Introduction to Growing Gardens**

**Week 1b NO CLASS**

I will be at the Annual Meeting of the American Association of Geographers in San Francisco from Tuesday to Saturday this week. Please use this time to read the 3 short readings on storytelling, and to get started on your reading for next week. Remember that your Agri-Food Autobiography is due to D2L even though we don’t have class.

**Week 2a The Roots of UA**

*Why does UA occur? How does this differ in the Global North and South? How have the drivers of UA in the Global North changed over the last century? How does UA attempt to address the ecological, social, and individual aspects of a “metabolic rift”?*

* McClintock, N. 2010. Why farm the city? Towards a theory of urban agriculture. *Cambridge Journal of Regions, Economy, and Society* 1(3):191-207
* Bassett, T.J. 1981. Reaping on the Margins: A Century of Community Gardening in America. *Landscape* 25(2): 1-8.
* Weissman, E. 2010. Community Gardens. In L.A. Duram (ed) *Encyclopedia of Organic, Sustainable, and Local Food*. Santa Barbara: ABC-CLIO, pp. 189-193.

**Week 2b** **Our Food System**

*What is the state of the dominant food system and how did it get this way?*

* Center for Sustainable Systems Factsheets, US Food System
* Lyson, T.A. 2004. *Civic Agriculture: Reconnecting Farm, Food, and Community*. Medford: Tufts University Press. Ch. 3 (pp. 30 – 47)
* Gottlieb, R. & A. Joshi. 2010. *Food Justice*. Cambridge: MIT Press. Ch. 2: Accessing Food (pp. 39-58)
* Dayen, D. 2014. [The Farm Bill Still Gives Wads of Cash to Agribusiness. It's Just Sneakier About It](http://www.newrepublic.com/article/116470/farm-bill-2014-its-even-worse-old-farm-bill)**. *New Republic*.**

Guest Speaker: Growing Gardens Executive Director Lynn Fitch will be here at 3pm to discuss interviewing and recording techniques.

**Week 3a Agroecological Alternatives**

*What might a more ecologically sustainable alternative look like? What can UA contribute to ecosystems services? What environmental obstacles lie in the way of producing food in the city?*

* Bittman, M. 2011. [Sustainable farming can change the world?](http://opinionator.blogs.nytimes.com/2011/03/08/sustainable-farming/) NY Times Opinionator.
* Altieri, M.A. 2002. Agroecological principles for sustainable agriculture. In N. Uphoff (ed) *Agroecological Innovations: Increasing Food Production with Participatory Development*. London: Earthscan (pp. 40-46)
* The Christensen Fund, Soil-to-Sky of Agroecology vs. Industrial Agriculture ([infographic](http://www.grain.org/bulletin_board/entries/4884-soil-to-sky-agroecology-vs-industrial-agriculture))
* Wortman, S. & S.T. Lovell. 2013. Environmental challenges threatening the growth of urban agriculture in the United States. *Journal of Environmental Quality* 42:1283-1294

**Week 3b** **Understanding Hunger** **& Health**

*What are the root causes of hunger? How does the current food system unfairly impact low-income populations and populations of color? What are the limits to dominant anti-hunger approaches? What role might urban agriculture play in improving nutrition?*

* Oregon Food Bank Fact Sheet
* Fisher, A. Getting Off the Anti-Hunger Treadmill
* Bittman, M. 2014. [Don’t ask how to feed the 9 billion](http://www.nytimes.com/2014/11/12/opinion/dont-ask-how-to-feed-the-9-billion.html), *NY Times*.
* Food First, [12 Myths About Hunger](http://www.foodfirst.org/en/node/1480)
* Turpin, A. 2010. [Study on school gardens brings fresh results](http://civileats.com/2010/10/01/study-on-school-gardens-brings-fresh-results/). *Civil Eats*.

Guest Speaker: TBD

**Week 4a Localism & Its Limits**

*Is local food the answer to the problems we’ve seen thus far? In Portland and elsewhere, many people take this as a given. Remember Colin the Chicken on Portlandia? But what are the arguments against localism, both from the kneejerk mainstream (such as Sexton and Longworth) and more thoughtful academic arguments (such as those of Born and Purcell and DeLind)? What do we gain by eating locally? What is lost when we seek a spatial solution?*

* [Ten Reasons to Eat Local](http://fogcity.blogs.com/downloadable_docs/10reasons.pdf)
* Longworth, R.C. 2011. [Forget urban farms. We need a Wal-Mart.](http://www.good.is/posts/forget-urban-farms-we-need-a-wal-mart/) *Good.In*.
* Born, B., and M. Purcell. 2006. Avoiding the Local Trap: Scale and Food Systems in Planning Research. *Journal of Planning Education and Research* 26:195–297.
* DeLind, L.B. 2010. Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture & Human Values* 28(2):273-283.
* Carlisle, L. 2014. [The downside of eating too locally](http://www.nytimes.com/2014/11/27/opinion/the-downside-of-eating-too-locally.html). *NY Times Op-Ed*.

**Week 4b Food Deserts and Beyond**

*Food deserts have become a widely used term and many UA projects have been launched to tackle the issue of food access in these food deserts. What constitutes a food desert? How do they arise? How might knowing this impact how we perceive of possible solutions? What are many people missing when they approach food access through using a food desert lens?*

* USDA AMS [Food Deserts website](http://apps.ams.usda.gov/fooddeserts/fooddeserts.aspx)
* Bornstein, D. 2012. [Time to Revisit Food Deserts](http://opinionator.blogs.nytimes.com/2012/04/25/time-to-revisit-food-deserts/). *New York Times* Opinionator Blog
* McClintock, N. 2011. From Industrial Garden to Food Desert: Demarcated Devalution in the Flatlands of Oakland, California. In *Cultivating Food Justice: Race, Class, and Sustainability*, eds. A. H. Alkon and J. Agyeman. Cambridge: MIT Press. (pp. 89–120)
* Shannon, J. 2016. Beyond the Supermarket Solution: Linking Food Deserts, Neighborhood Context, and Everyday Mobility. *Annals of the American Association of Geographers* 106 (1):186–202.
* Griffin, A. 2013. [East Portland’s frustrating quest for more, better grocery stores](http://www.oregonlive.com/portland/index.ssf/2013/08/east_portland_grocery.html). *The Oregonian* 23 August.

**Week 5a Race, Class, and Food Justice**

# *Why doesn’t UA resonate with everyone? How might dominant framings of UA contribute to the problem? How can understanding privilege help us better engage with diverse communities? What else might be necessary for a more reflexive and inclusive UA?*

* Broad, G. M. 2016. *More Than Just Food: Food Justice and Community Change*. Berkeley: University of California Press. (excerpt from Ch. 2, pp. 48-59)
* [Racial Equity Tools](http://www.racialequitytools.org/ci-concepts.htm) (click on and read all 4 topics)
* Guthman, J. 2008. Bringing good food to others: investigating the subjects of alternative food practice. *Cultural Geographies* 15(4): 431-447
* Ramírez, M. M. 2014. The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces. *Antipode* doi:10.1111/anti.12131.

**Week 5b** **Growing More than Just Food**

*How are some groups using UA not only to grow food, but also to work for social justice? What are some major obstacles facing activist UA groups, particularly those led by people of color? What steps can be taken to overcome these?*

* Reynolds, K. and N. Cohen. 2016. *Beyond the Kale: Urban Agriculture and Social Justice Activism in New York City*. Athens: University of Georgia Press.
  + Ch. 3: Growing More than Just Food
  + Ch. 6: Addressing Uneven Power and Privilege
  + Ch. 8: Taking a Collective Step Beyond the Kale

**Week 6a Conflict with Capital?**

# *What is the relationship between capital, land values, and UA, and gentrification? Does UA contribute to gentrification? Can we use UA to combat gentrification?*

* Tortorello, M. 2015. [In Community Gardens, a New Weed?](http://www.nytimes.com/2015/02/12/garden/in-community-gardens-a-new-weed.html) *The New York Times*, 11 February.
* MacMillan, L. 2012. [Vast Land Deal Divides Detroit](http://green.blogs.nytimes.com/2012/12/10/vast-land-deal-divides-detroit/). *NY Times Green Blog*, Dec. 10.
* Crouch, P. 2012. [Evolution or gentrification: Do urban farms lead to higher rents?](http://grist.org/food/evolution-or-gentrification-do-urban-farms-lead-to-higher-rents/) *Grist*, October 23.
* McClintock, N., C. Miewald, and E. McCann. forthcoming. The politics of urban agriculture: Governance, policy-making, and contestation. In *Handbook on Spaces of Urban Politics*, eds. A. Jonas and K. Ward. London: Sage Publications.
* SF Urban Agriculture Alliance, [Position on Gentrification](http://www.sfuaa.org/position-on-gentrification.html)

**Week 6b Scaling Up through Policy & Planning**

*What tools are cities using to scale up UA? What role does UA play within broader efforts to plan for sustainable food systems? What should cities keep in mind?*

* Wooten and Ackerman. 2012. [Seeding the City: Land Use Policies to Promote Urban Agriculture](http://changelabsolutions.org/sites/default/files/Urban_Ag_SeedingTheCity_FINAL_%28CLS_20120530%29_20111021_0.pdf). NPLAN/ChangeLab Solutions. (read pp. 4-16)
* [Urban Food Zoning Code Update: Enhancing Portlanders’ Connection to their Food and Community](http://www.portlandoregon.gov/bps/article/398119) (read pp. 1-7, 32-41)
* Mazurek, B. 2013. [New law breaks ground for urban ag in California](http://civileats.com/2013/10/04/new-law-breaks-ground-for-urban-ag-in-california/). *Civil Eats*.
* Cohen, N., and K. Reynolds. 2014. Urban Agriculture Policy Making in New York’s “New Political Spaces” Strategizing for a Participatory and Representative System. *Journal of Planning Education and Research* 34(2):221-234

Guest Speaker: Steve Cohen, Portland Bureau of Planning & Sustainability

**Week 7**a WORKSHOP

**Week 7b** WORKSHOP

**Week 8b** WORKSHOP – Growing Gardens staff here to discuss preliminary results

**Week 8b** WORKSHOP

**Week 9a** WORKSHOP

**Week 9b** WORKSHOP

**Week 10a** NO CLASS – MEMORIAL DAY

**Week 10b** FINAL PRESENTATIONS

**Class Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | | **Date** | **Topic/Activity** | **Readings** | **Due** |
| 1 | a | M 3/28 | Introductions / Course Overview / Meeting our Community Partner | | |
| b | W 3/30 | NO CLASS  Complete your Agri-Food Autobio and read read read! (3 short readings on storytelling, and get started on Week 2 readings) | | Agrifood Autobio |
| 2 | a | M 4/4 | The Origins of UA | Philpott; McClintock; Bassett; Weissman |  |
| b | W 4/6 | Our Food System /  Storytelling & Recording | CSS Factsheet; Lyson; Oliver video; Gottlieb & Joshi; Dayen |  |
| Sa 4/9  10am – 3pm | | | FIELD TRIP – Growing Gardens | | |
| 3 | a | M 4/11 | Workshop /  Agroecological Alternatives | Bittman; Altieri; Soil-to-Sky infographic; Wortman & Lovell | RR1 /  Draft Qs due |
| b | W 4/13 | Understanding  Hunger & Health | OFB fact sheet; Fisher; Bittman; Food First; Turpin |  |
| 4 | a | M 4/18 | Localism  & its Limits | 10 Reasons; Longworth; Born & Purcell; DeLind |  |
| b | W 4/20 | Food Deserts, Food Hinterlands… & Beyond | USDA; Bornstein; McClintock; Shannon; Griffin | RR2 |
| Sa 4/23  10am – 3pm | | | OPTIONAL FIELD TRIP – Growing Gardens (Alternate Date) | | |
| 5 | a | M 4/25 | Race, Class,  & Food Justice | Broad; Racial Equity Tools; Guthman; Ramirez |  |
| b | W 4/27 | Growing More than Just Food | Reynolds & Cohen Chs. 3, 6 & 8 |  |
| 6 | a | M 5/2 | Conflicts with Capital | McClintock et al.; Tortorello; MacMillan; Crouch; SFUAA | RR3 |
| b | W 5/4 | Scaling Up Through Policy & Planning | Seeding the City; Portland; Mazurek; Cohen & Reynolds |  |
| 7 | a | M 5/9 | Workshop | |  |
| b | W 5/11 | Workshop | |  |
| 8 | a | M 5/16 | Workshop /  Growing Gardens staff here to discuss preliminary results | | Draft transcripts due |
| b | W 5/18 | Workshop | |  |
| 9 | a | M 5/23 | Workshop | |  |
| b | W 5/25 | Workshop | |  |
| 10 | a | M 5/30 | NO CLASS – Memorial Day | | |
| b | W 6/1 | FINAL PRESENTATIONS – Final interviews/media should be uploaded to pdxgardenstories.weebly.com by 2pm | | |
| Exam Week | | W 6/8 | Complete peer evaluation and upload final reflection and garden log to D2L by noon | | |

RR = Reading Reflection