Course Description

This class offers students different lenses, such as critical race theory to see how the intersectionality 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 sustainability’ 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:

The *Required Readings* in this syllabus are either in the Course Book, or are available as PDFs in the relevant class “Resources” folder on Trunk, in boxes that fit each class 1-12. Where the relevant reading/video is a web-based resource, simply click on the URL in the syllabus. 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 Additional 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* 10%

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.

*Assignment 1  Weekly Forum contribution 20%*

Beginning after Class 1 (September 8) I’d like you to submit to our Trunk 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. For Class 2 (September 15) your contribution will focus on initial thoughts on your semester long project.
Assignment 2 The ‘aha’ Chapter! (10%

For any chapter in Alkon, A and Agyeman, J (eds) (2011) *Cultivating Food Justice: Race, Class and Sustainability* (MIT Press), 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 12 December 1*

Assignment 3 Semester long project (60%)

There are 4 possible projects that you could undertake this semester. We will discuss them on September 15th and allocate groups. You will meet in your groups with the project leader and begin to map out ways of approaching your work including a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate) d) group-project leader contact and check-ins, e) group member roles and f) possible group meeting times.

The outcomes of these projects will be a Final Report and final presentations to our clients in Class 13 on December 8. In addition, I would like to have 2 formal 30 minute check-ins with 4 page written assignment (each 15%):

October 21, Wednesday between 10-4 by arrangement to discuss (a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate)

November 25, Wednesday between 10-4 by arrangement to discuss final report/presentation. If that presents problems (Thanksgiving, travel etc) then we could do Monday 23.

The Projects:

Commonwealth Kitchen
**Background:** Commonwealth Kitchen, formerly Crop Circle Kitchen, is a locally based culinary incubator whose goal is to provide resources to culinary startups, especially to women and those of from a low-income background, in an effort to support the local food economy. Commonwealth has two kitchens, one based in Jamaica Plain and another in Dorchester. They provide an array of services for new food start-ups (Food Trucks, Caterers, and Whole Food Sellers) including shared kitchen space, food processing, and food business assistance.

**Project:** Commonwealth's mission is to support the local food economy; however often the products produced from CWK can't be sold in low-income neighborhoods and are not particularly accessible or affordable in areas of Boston such as Dorchester/Roxbury/Mattapan. However, CWK's network provides them with a new opportunity to access farmers' excess crops at a free or discounted rate. They can process these vegetables into pureed tomatoes, pesto, etc. but do not currently have an easy sales outlet, and from an organizational perspective, are not set up to be running a sales and distribution operation. Within the current structure of food, health, distribution, and retail organizations and companies in Dorchester/Roxbury/Mattapan, how can CommonWealth Kitchen get their product out to neighborhood residents? What are the ideal partnerships to link the growing, processing, and selling food in these areas to promote eating healthy foods and to support locally run organizations and local jobs?

To aid CWK in answering these questions, students will first assess the current ecosystem of local food, health, and growing organizations and companies in the Dorchester/Roxbury/Mattapan area, to get an understanding of the current health and food distribution structure that is being developed. Students will get a scope of the structures already in
place and programs attempting to tackle this problem, and then do an economic and organizational analysis to determine the logistics, economics, and necessary partnerships that would need to be made in order get local food into lower-income neighborhoods in the Boston area, providing CWK with recommendations to further their mission.

**Groundwork Somerville**  
*Community Assessment of Food Access*  
Contact: Jess Bloomer  
jess@groundworksomerville.org  
617.628.9988

**Background:** Groundwork Somerville is a locally based organization that focuses on the development of community-based partnerships, which empower people, businesses, and organizations to promote environmental, economic and social well being. Groundwork runs a mobile farmers market in the Somerville area trying to provide fresh produce in areas with little food access at affordable rates.

**Project:** For this project, students will develop a community needs-based map to demonstrate the areas within the community that have the least access to food, so that Groundworks can use this in identifying the location of their mobile farmer’s markets. Students will develop objective criteria to identify which areas do not have access to food after finishing a comprehensive literature review on food access. Students should also consider cultural barriers to food access within this map. One of Groundwork’s concerns is ensuring that their farmer’s markets are culturally appropriate to the communities they are trying to support. Students are encouraged to connect with Carolyn Moore, who is doing an evaluation of the Mobile Farmers Market and to collect demographic data in conjunction with their site mapping and analysis, and other potential information to help Groundworks make their farmers markets more culturally accessible as well. Students should attend several Groundworks Somerville supported events, including farmers markets and speak with
farmers market attendees, while also engaging with Somerville student interns throughout the semester.

**Food 4 Free**

*From Food Salvage to Food Security Evaluation*

**Contact:** Ross Richmond  
ross@foodforfree.org  
617-794-3664

**Background:** Food For Free is a Cambridge based food rescue organization. They rescue fresh food- food that might otherwise go to waste- and distribute it within the local emergency food system where it can reach those in need. They serve 100+ organizations each year including shelters, day care centers, after school programs, etc. They also run their own quarter-acre lot of land on Lindentree Farm to help supplement their program with nutrient dense vegetables, and run their own Home Delivery Program serving 90-100 housebound elders and people with disabilities.

**Project:** Food for Free is partnering with the Somerville Backpack Program and Somerville Public Schools to bring meals to students and families in moments of crisis. Food for Free is hoping to create the framework for an evaluation of this new program and seeks a team to help in identifying measurable metrics of success as well as aid in creating best management practices for running their program. This project is all encompassing, combining food waste and salvaging with food security and food needs. Food being used for this program is donated hot bar food from Harvard and MIT, which helps these Universities to comply with a recent ban on organic food waste in Massachusetts. Food is then being distributed to students identified as high need in moments of “crisis” as determined by high school officials.

In this project students will evaluate the need and impact of these meals for student participants, identify best management practices for distributing
food, as well as how to effectively communicate and gather information from participants to most effectively run the program.

Everett Community Gardens

_Evaluating the Future of ECG through Urban Food Stories_

Contacts: Kathleen O’Brien Kathleen.Obrien@tufts.edu
Emily Nink emilynink@gmail.com
414-828-7312

Background: Everett Community Growers (ECG) works for food justice and health equity in Everett. By creating spaces across the city for growing food and engaging community gardeners, ECG is working to improve food access, build community among diverse members, include marginalized voices in public processes, and beautify underutilized spaces. Currently ECG runs two Community Garden plots, but wants (and needs) lots more food growing spaces across the city.

Project: A team of up students will work with Emily Nink and Kathleen O’Brien to interview members of the Everett Community regarding their relationship to their food system (culturally, politically, economically, and physically). Students will research new platforms and outlets for institutional storytelling to improve the visibility of ECG. An initial investigation will include Kim Ettingoff’s thesis (former UEP student) about institutional storytelling and ECG, an existing story map and interviews from 2014, and an inventory of platforms and methods for storytelling and sharing, both online and offline. After recording interviews with community members--both involved and not already involved in ECG--students will synthesize materials to produce a visual resource that can be used by ECG to really bring food narratives to life. Students may use stories, recipes, and traditions from interviews with key actors. Students will also work to develop a food vision for the community based upon their interviews that can be used by ECG as a mission/vision. Ideally, students with Spanish experience or program evaluation background would be especially interested in and beneficial to this project.
Please see www.everettcommunitygrowers.wordpress.com and http://arcg.is/1xNhl1R for more information.

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

In this class we first review the course of 13 classes, 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

Carolyn Steel 2009 *How Food Shapes Our Cities* TED Talks


Class 2. September 15 Projects Discussion

Each of the project leaders who you will be working for this semester will first introduce their projects and then spend some time helping your group think about and begin to map out ways of approaching your work including a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate) d) group-project leader contact and check-ins, e) group member roles and f) possible group meeting times.

Class 3. September 22 Theoretical Lenses - Critical Race Theory, gender, feminism and White Spaces

This class introduces a variety of lenses from which we will approach food justice topics throughout the semester.

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

Required Readings

LaDonna Redmond (2013) Food + Justice = Democracy https://www.youtube.com/watch?v=ydZfSuz-Hu8 at TEDxManhattan

What is ‘critical’ research?
http://www.strath.ac.uk/aer/materials/1educationalresearchandenquiry/unit4/whatiscriticalresearch/


Peggy McDonald (1989) White Privilege: Unpacking the Invisible Knapsack


Center for Social Inclusion (2014) *Building the case for racial equity in the food system*. Copyright ©2014 by the Center for Social Inclusion (PDF)

*Read at least the Executive Summary*

**Additional Readings**


Class 4. September 29 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:


Additional Readings
Class 5. October 6 Current Policy and Planning Tools 1

This class offers a consideration of various tools at the planner and policy maker’s disposal for addressing food systems issues. These include zoning (which our guest speaker will talk about), licensing, food policy councils, community food assessments, food hubs/regional food infrastructure, health impact assessments, collaboration/community dialogue facilitation, networking, monitoring and evaluation, green infrastructure/inter-agency collaboration with landscape designers, etc.

Guest speaker: Jennifer Rushlow, Staff Attorney, CLF Massachusetts

Jennifer will discuss urban agriculture regulation and planning in two major cities in New England (Boston and Burlington), and show processes at different stages of development.

Required Readings

Boston Redevelopment Authority Urban Agriculture Rezoning Website, read the most recent version of Draft Article 89 (pertaining to commercial agriculture land uses in Boston)
http://www.bostonredevelopmentauthority.org/getattachment/a573190c-9305-45a5-83b1-735c0801e73e

Burlington Food Council, Urban Agriculture Task Force Report to Burlington City Council:


Additional Readings


Class 6. October 13 Current Policy and Planning Tools 2 - City Food Strategies

This class looks at how some cities 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?

Class Exercise: SWOT Analysis of Seattle and Toronto Action Plans

Required Reading


Toronto Food Policy Council (2012) “Grow Toronto Action Plan” (PDF)

City of Seattle (2012) “Food Action Plan” (PDF)


Additional Readings


APA (2009) “Food Policy Councils” (Written by UEP alumna Christina DiLisio) (PDF)

UEP Field Project Team 5 (2010) “Planning for Urban Agriculture in Somerville” (PDF)

Class 7. October 20 Access & ‘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.

Required Readings

Ron Finley (2013) A guerilla gardener in South Central LA
https://www.youtube.com/watch?feature=player_embedded&v=EzZzZ_qpZ4w

Cultivating Food Justice


Additional Readings

PolicyLink 2013 “Economic and Community Development Outcomes of Healthy Food Retail” (PDF)


Class 8. October 27 Current Programming: Public Schools & Nutrition Assistance (SNAP, WIC), 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: Jennifer Obadia, PhD, Adjunct Faculty, Friedman School of Nutrition Science and Policy

Required Readings


Amuda, A (2011) Boston Farmer’s Market incentive programs: Increasing access to fresh and local produce. Boston. The Food Project (PDF)

Class 9. November 3 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


McCutcheon, Priscilla. 2011. “Community Food Security By Us, For Us. The Nation of Islam and the Pan African Orthodox Church ” p. 177 Cultivating Food Justice

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.)

Required Readings


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)


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” (PDF)


Class 11. November 24. 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?

Class Video: Harvest of Dignity (29 mins)

Required Readings

Center for Social Inclusion (2014) Shining a light in dark places: Raising up the work of Southern Women of Color in the food system. Copyright ©2014 by the Center for Social Inclusion (PDF)


Additional Readings

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

**Class 12. December 1. 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 authentic places and streetscapes?

*Required Readings*


Valiente-Neighbours. 2012.“Mobility, Embodiment and Scales: Filipino Immigrant Perspectives on Local Food.” *Agriculture and Human Values* Vol. 29, Issue 4, pp 531-541 (PDF)


Urban Vitality Group. ND “Food Cartology: Rethinking Urban Spaces as People Spaces.” (PDF)

“Portland Food Carts: Twitter Me This: Taco Trucks and Cupcakes - Gentrification, Evolution or Something in Between?” (2010) APA (PDF)

**Class 13. December 8 Presentations.**

Details to follow