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 *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* 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 6) 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 13) your contribution will focus on initial thoughts on your semester long project.

*Assignment 2 The ‘aha’ Chapter! (10%)*

For any chapter in *Cultivating Food Justice: Race, Class and Sustainability* (Alkon & Agyeman, 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 (November 29)

Assignment 3 Semester long project (60%)

There are 5 possible projects that you could undertake this semester. We will discuss them on September 13th 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 6. In addition, I would like to have 2 formal 30-minute check-ins with 4-page written assignment (each 15%):

October 19, Wednesday between 10am-4pm by arrangement to discuss (a) issue/research definition, b) literature/data needs, c) interviewing (where appropriate)

November 23, Wednesday between 10am-4pm by arrangement to discuss final report/presentation. If that presents problems (Thanksgiving, travel, etc.) then we could do Monday 21.
The Projects:

**Groundwork Somerville**  
*Food Justice through School Gardens*  
Contact: Jess Bloomer  
jess@groundworksomerville.org  
(617) 628-9988

**Partner Profile:** 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’s efforts to address food justice issues include the support of ten school gardens, as well as the management of an urban farm where they employ high school aged youth, and a mobile farmers market working to provide fresh produce in areas with little food access at affordable rates.

**Project Description:** Groundwork Somerville directly oversees school gardens in five of Somerville's public elementary schools and two public charter schools, while collaborating with the Somerville School District’s Farm to School project to support the other three Somerville schools. Groundwork sees school gardens as critical early intervention in food access, nutrition, and food justice work, based on documented evidence that early exposure to food production has positive long-term outcomes for consumption of healthful foods. The major framework for this group project is to help Groundwork develop an overall strategy for sustaining and expanding school gardens in Somerville schools. The project is customize-able to the UEP students' interests and skills, but could include: researching case studies on successful school garden models; creating advocacy materials telling the story of the school gardens’ academic, community, and health value, targeted toward key audiences (school principals, community members, district superintendent, neighborhood funders, etc.); making recommendations for activating community engagement in the school gardens; developing materials (signage, curriculum, etc.) that help explain and celebrate the culturally relevant crops grown in the school gardens, which reflect the diversity of the Somerville community; and researching and summarizing the types of funding sources that help sustain school gardens. The goal will be for storytelling portions of this project to become part of the Urban Food Stories blog/website.
Partner Profile: The Metropolitan Area Planning Council (MAPC), is a regional planning agency based in Boston, MA, that serves the people who live and work in the 101 cities and towns in its region in eastern Massachusetts. Its mission is to promote smart growth and regional collaboration. Its regional plan, MetroFuture, guides the agency’s work in engaging the public in responsible stewardship and planning for the region. MAPC’s Public Health team leads initiatives and promotes policy changes to reduce health inequities and chronic diseases. Recent health work includes age-friendly housing and transportation projects and the Massachusetts Local Food Action Plan, which promotes policies to increase the equity, sustainability, and economic strength of local food systems.

Project Description: MAPC is planning a 2-year project with five Metro Area cities to understand and address healthy food access issues facing seniors. With Project Partners, MAPC will promote municipal policy changes to local food systems in order to improve access to nutritious foods and enhance the quality of life of older adults, and encourage healthy living for people of all ages. We will look at policies that foster or inhibit older adults’ ability to access affordable, healthy foods, including policies related to the built environment, transportation, food costs, food availability, community programs and services, caregiving and support networks, and the capacity for older adults to participate in civic processes. In this inclusive, multi-year planning process, we seek to identify and advocate for high impact policy changes that partners can work collaboratively to implement in their cities and across the region.

In the Fall of 2016, Tufts students will contribute to preliminary research to frame the issues and identify potential best practices to address senior food access issues. The purpose of Tufts engagement will be two-part: a) to facilitate developing a deeper understanding by the Project Partners of the conditions that contribute to or impede healthy food access for older adults; and b) to identify model municipal policies that improve senior food access for consideration and potential implementation with the five project cities. Deliverables for this project potentially include a literature review, senior demographic and health summary tables, a summarized list of senior services and resources, and a model municipal policies document.
**Somerville Backpack Program**  
*Food (In)security and School-based Food Assistance Programs*  
Contact: Krissy Scommegna  
kscommegna@gmail.com  
(262) 391-7701

**Partner Profile:** Students are expected to be students 7 days a week, but it can be difficult to concentrate and excel in the classroom Monday morning if they didn't get enough to eat over the weekend. Established in 2014, the Somerville Backpack Program (SBP) provides food to students at eight of ten Somerville Public Schools during the school year to fill this gap. Volunteers gather every Friday morning to pack bags with two breakfasts, two lunches, snacks, and fresh fruit for about 170 students in Somerville. The program acts as a supplement to the school nutrition program that students rely on during the school week, but don't have access to over the weekend.

**Project Description:**

As the Somerville Backpack Program continues to develop and grow, the organization hopes to gain a better understanding of food needs at each school it serves, as well as the impacts of providing supplemental food to students predominantly on the weekend. In the spring of 2017, SBP plans to work with Somerville Public Schools to administer a survey in several of the elementary schools to learn more about the state of food (in)security, the needs of each school community and if trends exist, and see how the organization can play a role in better serving students. Looking into the future, SBP would like to know if the food it provides is reaching target populations or if their need would be better fulfilled through different types of school-based food assistance programs outside of the school breakfast and lunch programs. In the longer term, SBP plans to evaluate the impact of the Backpack Program in the schools where it operates.

In this project, Food Justice students will research best practices for executing school-based food security assessments and work with SBP to develop a survey assessment tool that will provide a comprehensive assessment of the state of food (in)security at the individual school level, including qualitative and quantitative data. Students will consider what metrics should be used to determine the state of food (in)security in each school; how to assess the experiences of food insecure students and families including services accessed, remaining needs, etc.; and potential options for providing services that do not conflict with existing school nutrition programs.

There are 3 main deliverables. First, a literature review of best practices for school-based food security assessments. Second, students will create an assessment tool that can be administered later in the year. Third, students will be asked to develop an overview of school-based food assistance programs and/or a review of best practices for evaluating impact of such programs.
**Partner Profile:** 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 green underutilized spaces. Currently ECG runs three community gardens, including one site that donates all produce to a local food pantry.

**Project Description:** A team of up students will work with Emily Nink and Kathleen O'Brien to evaluate ECG’s programs with special regard to mission alignment. Students will assemble and analyze program evaluations from community gardeners, and will review ECG’s application materials and other operational documents to assess the effectiveness of program delivery with respect to ECG’s mission. Furthermore, students will work with ECG leaders and community members to gather preliminary information intended to inform research questions for a potential Community Food Assessment (CFA) in 2017. This aspect of the project—consisting of conversations/focus groups with community members—will also help to define ECG’s role in the Everett food system and the upcoming CFA. Ideally, students with Spanish proficiency or program evaluation background would be especially interested in and beneficial to this project.

*Please see [www.everettcommunitygrowers.wordpress.com](http://www.everettcommunitygrowers.wordpress.com) and [http://arcg.is/1xNh11R](http://arcg.is/1xNh11R) for more information.*
**Boston Area Gleaners**

*Assessing Needs, Opportunities, and Potential for Expanding Distribution of Gleaned Produce*

**Contacts:**
Matthew Crawford [coordinator@bostonareagleaners.org](mailto:coordinator@bostonareagleaners.org)
Laurie “Duck” Caldwell [director@bostonareagleaners.org](mailto:director@bostonareagleaners.org)
Rebecca Fennel [development@bostonareagleaners.org](mailto:development@bostonareagleaners.org)

(781) 894-3212

**Partner Profile:** Boston Area Gleaners, Inc. is a 501(c)(3) non-profit organization dedicated to rescuing surplus farm crops for people in need. We distribute high quality, local produce to food pantries and meal programs by working closely with farmers, providing volunteer labor to harvest what would otherwise be plowed under. Our goal is to build a reliable supply chain of surplus produce from local farms to people in need.

**Project Description:** Boston Area Gleaners currently distributes produce to communities in seven counties in Eastern Massachusetts. Given that the organization’s gleaning totals are outpacing the current capacity of their partner agencies, they are looking to expand their distribution program. Boston Area Gleaners would like to identify communities in greater need of fresh produce as well as agencies within those communities that could accept fresh produce. The organization is also looking for opportunities to collaborate with new agencies that want to start new distribution models that provide a wider reach to those who need access but may not qualify according to current poverty measures; examples may include low-cost farmers markets and processing and job training programs that can utilize large volumes of surplus.

Students will identify communities with greater need of access to high quality, local produce, as well as look at how well the organization is serving communities. The groups’ skills will influence the project methodology; however, this project will likely include meta-analysis of current data, reports, and publications on food deserts and food access in the region; an inventory of food access agencies/projects working in communities with high need; and may also include interviews of “end users” (staff at the current or potential partner agencies and/or produce recipients). Guiding questions for this project include:

- Based on current distribution data, how well does Boston Area Gleaners currently serve local communities?
  - Assessing impact may take on a storytelling aspect that could be used in the organization’s development efforts
- Where is the greatest need in eastern MA for access to low-or-no-cost fresh produce?
  - Current food deserts, regions of eastern and central MA where there is need, and other deprived microclimates within our food shed
- What are some other mechanisms that currently have some success in serving these areas? Can Boston Area Gleaners develop partnerships with them in order to increase their own distributive reach?
  - Agencies currently running food distribution programs
  - Community-based grassroots initiatives that may be “under the radar”
The deliverable for this project will be a report focusing on the organization’s impact in its current distribution as well as potential for expansion of distribution models and geographies.
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

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Other notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 6</td>
<td>Temporal and Spatial Contexts of Food Systems and Movements</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept. 13</td>
<td>Projects Discussion</td>
<td>Guests: Project Partners</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 20</td>
<td>Theoretical Lenses - Critical Race Theory, Gender, Feminism, and White Spaces</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 27</td>
<td>The Foundation: American Planning and Food</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Oct. 4</td>
<td>Current Policy and Planning Tools 1</td>
<td>Guest: Jennifer Rushlow</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 11</td>
<td>Current Policy and Planning Tools 2 - City and State Food Strategies</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct. 18</td>
<td>Access and ‘Food Deserts’</td>
<td>Oct. 19 – Check in with Julian for group project</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 25</td>
<td>Current Programming: Public Schools, Nutrition Assistance (SNAP, WIC), and Health Impact Assessments</td>
<td>Guest: TBA</td>
</tr>
<tr>
<td>9</td>
<td>Nov. 1</td>
<td>Urban and Rural Transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov. 8</td>
<td>NO CLASS</td>
<td>Friday schedule on Tuesday</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 15</td>
<td>Food Sovereignty in the Global North and Global South</td>
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<tr>
<td>11</td>
<td>Nov. 22</td>
<td>Food Workers, Farmworkers, Migration, and Gender</td>
<td>Nov. 21 or 23 – Check in with Julian for group project</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 29</td>
<td>Autotopography, Food Trucks, and Place Making</td>
<td>‘Aha’ Chapter paper due Nov. 29</td>
</tr>
<tr>
<td>13</td>
<td>Dec. 6</td>
<td>Project Presentations</td>
<td></td>
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Your weekly forum is due each Friday by 5:00pm.
There will be no weekly forum due on November 11.
Class 1. September 6
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


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

Class 2. September 13
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 20
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. After the class video and a brief presentation on ‘critical’ research, reading groups will summarize their texts and open discussion will follow.

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


Required Readings by Group:

GROUP A


GROUP B


GROUP C


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

→ Read at least the Executive Summary

Class 4. September 27
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:


Recommended Readings


→ Especially Chapters 1, 2, and 6

Cadjii, 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 5. October 4  
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, Senior 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

http://www.bostonredevelopmentauthority.org/getattachment/a573190c-9305-45a5-83b1-735c0801e73e


Recommended Readings

Class 6. October 11
Current Policy and Planning Tools 2 - 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.


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.


Recommended Readings


Bohn, K., & Viljoen, A. (2011). The edible city: Envisioning the continuous productive urban landscape (CPUL). *FIELD, 4*(1), 149-161. (PDF)
Class 7. October 18
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.

Required Readings


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)


Recommended Readings


Class 8. October 25
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: TBA

Required Readings


Class 9. November 1
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


November 8 – NO CLASS (Friday schedule on a Tuesday)
*Please note, there is no forum post due this week.*
Class 10. November 15
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. Additional required readings will be assigned by groups. Each reading group will summarize their texts and open discussion will follow.

Required Readings

ALL GROUPS


GROUP A


GROUP B

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)


GROUP D


**Recommended Readings**


Class 11. November 22
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?


**Required Readings**


**Recommended Readings**

Farmworker Advocacy Network/NC Council of Churches *Harvest of Dignity Study Guide*
Class 12. November 29
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


Flores, A. (2010, May). *Portland Food Carts: Twitter Me This: Taco Trucks and Cupcakes - Gentrification, Evolution or Something in Between?* PowerPoint presentation at the APA Contesting the Streets Conference, Los Angeles, CA. (PDF)

Details to follow.