

IDS 385/SOC 389: Urban Food Security

Fall 2017

T/Th 1-2:15 PM

Callaway S105

Instructor: Dr. Alice Reznickova

E-mail: alice.reznickova@emory.edu

Office: Tarbutton 208

Office Hours: Wednesday 10 AM - 12 PM

Course Description

According to Feeding America, 15.4% of US adults and 20.9% children have been food insecure in 2014. In Georgia, these numbers are even higher: 17.7% and 26.1% of adults and children respectively were identified as food insecure. Despite growing job security, a number of food banks across the country reported increased demand for their services, as well as changing profile of those who need them. For instance, 59% of households that utilize the Atlanta Community Food Bank's services report having at least one income.

In this course, students will explore the history, present and future of urban food (in)security in the U.S. Together we will address social construction of food insecurity, such as food deserts, and examine how class and racial inequalities can lead to limited food access. Students will engage with the rhetoric of different solutions (emergency food, local food, community food security, food justice, food sovereignty) and critically examine a variety of local and national case studies (food banks, urban farming & community gardens, mobile markets, produce prescriptions etc.). In addition, this course will be supplemented by two individual field trips and a organization leadership and effectiveness project allowing students to reflect on food (in)security in the greater Atlanta community and nationally.

Course goals

- Understand the history, economics, politics, and sociology of representation of hunger/food security in the U.S. context
- Distinguish between different approaches to solutions to such issues including emergency food, local food, food security, food justice, and food sovereignty
- Study and critique solutions-based case studies around the U.S.
- Meet food security leaders from the greater Atlanta area to place these issues into the local context
- Examine a food security/justice focused organizations and work with a group to design best-practices guide

Course outline

The course meets twice a week and is heavily discussion based. Attendance is required. Please, come prepared to discuss assigned readings/videos, share food news, and ask questions. We will have three guest speakers throughout the semester who will talk about the great work they do in Atlanta. This class will also include two required individual field trips.

This class is an interdisciplinary overview of urban food security. It is impossible to discuss all relevant topics and the instructor is not familiar with the view of all disciplines. For these reasons, this class is based on collaborative learning through discussion. Given the often sensitive/political nature of some of the topics, it is absolutely essential that we work together to create a space that is challenging but collaborative and respectful.

Rather than a firm plan, the course schedule serves as a map that will guide us throughout the semester. The schedule and reading list are not finalized; I reserve the right to make changes throughout the semester based on student interest, my research and/or interesting news. Additionally, our course may need to accommodate re-scheduling by speakers. Any changes in topics or readings will be announced one week ahead both in class and on Canvas.

Assessment

The assessment consists of two portions: participation and assignments. *Participation* loosely refers to class preparation and will serve to aid you in discussion. Points are given for the preparation rather than for the discussion itself; however, you are fully expected to attend class and participate. *Assignments* refer to a more formal assessment in form of a group research project with a presentation and a final paper reflecting on your two field-trips. Both projects will require in-depth literature research and proper citations/bibliography. Please note that detailed information about each assignment & grading will be provided on Canvas.

PARTICIPATION - 45%

Exercises (3 x 5%): complete an assigned exercise with a reflection

Memos (3 x 5%): a reflection on a chosen reading

Food in the news (3 x 5%): a short reflection about a news item

ALL PARTICIPATION PAPERS SHOULD BE 300-500 WORDS AND ARE DUE AT 11 AM ON THE DATE INDICATED IN THE SYLLABUS (memos/news due date depend on your group).

ASSIGNMENTS: 55%

Semester project (30%): Solutions to food insecurity

You will be divided into groups of 4-6 students; each group will choose an umbrella topic corresponding to one of the topics we covered in class (farmers' markets, urban farm, food cooperative etc.) and a specific aspect of such organizations (education, providing food etc.) (5% for a proposal). Each student will find an organization of interest to learn about & interview its staff (5%). You will come together as a group to come up with "best practices" for such organizations. recommendations for such organizations; this will be presented to the class at the end of the semester (20%).

Final paper (25%): Field trip reflections

5-6 page paper detailing your field trip experiences and connecting them to literature

Expectations for Attendance/Participation

Respect for one another is a guiding principle in this class: as I prepare to teach every class, you should be prepared to attend (and be on time) and actively participate in every class. While I do not forbid use of technology, I would like to ask you to use it only when you absolutely must. When technology use gets out of hand or when technology is not required (during presentations, discussions etc.), I might ask you to put your computers/phones away.

Because life can sometimes surprise us, you have two free passes for the semester to either be late or to not attend class. After the two free passes, 2% will be subtracted from your final grade for each unexcused absence and 0.5% for each class you come late to (late is defined as more than 5 minutes).

Communication

Please, do not hesitate to contact me – my primary role is to help you learn and to learn from you. I am excited to work with you all this semester! I usually (NOT guaranteed) respond to e-mails

within 24 hours; I do not respond after 6 PM and only sparsely during the weekend/holidays. If I do not respond within 24 hours, please email me again to remind me. I hold regular office hours, but feel free to schedule additional meetings or simply drop-by. If you have any questions about an assignment or a reading, it is your responsibility to contact me at least two days before the assignment is due to allow for a sufficient response time.

The class will use CANVAS for the syllabus, schedule, more detailed versions of all assignments, and all course readings (except the required books – see details below). You will also use it to upload your assignments. I will post grades there and share any course-relevant messages usually 2-3 times a week. It is up to you to check CANVAS often and keep up with all the deadlines.

Special Accommodations

If you need specific accommodations, please contact me early in the semester.

Academic Integrity

Please, do not engage in any behavior that violates the University Honor Code; if you have any questions, contact me. All work must be completed individually and on your own unless otherwise specified (in this class, the only group work allowed is for the group project) and all sources must be properly cited. You should refresh your knowledge the Emory Honor Code here: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

Due Dates and Late Assignments

All participation assignments are due online as specified in the schedule. Please, let me know if there are any circumstances preventing you from finishing your work prior to the deadline. If we are not in communication about it, late assignments will be marked down by half a letter grade (e.g. A to A-, A- to B+ etc.) every 24 hours after due date and not accepted after 72 hours.

Academic Help

Emory College has numerous programs to support students academically, including academic coaching and the writing center (which also offers ESL support). More information can be found here: <http://college.emory.edu/oue/student-support/>.

Assigned Readings

You will need to purchase the following book (available at the campus book store):

- Poppendieck, J. (1999). *Sweet Charity?: Emergency Food and the End of Entitlement*. Penguin Books.

All other books and articles can be found online. The books can be accessed via Emory libraries website; Emory owns a license to online copies. Articles with * are available on electronic course reserves on Canvas. Locations of all other materials will be announced via Canvas a week before the readings are due.

- Alkon, A.H. (2012). *Black, White, and Green: Farmers Markets, Race, and the Green Economy*. University of Georgia Press.
- Alkon, A.H., & Agyeman, J. (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. MIT Press.

Date	Topic	Readings	Assignments
Aug 22	SUMMER BREAK – NO CLASS		
Aug 24	Introduction, expectations, motivation		
Aug 29	Food systems issues review I: Industrial food	<i>Food Inc.</i>	
Aug 31	Food systems issues review II: Farmers & Farm workers	<i>Harvest of Shame</i>	Memo 1: A News 1: C
Sep 5	Food choice I: Food choices, rights, privilege	SNAP Judgment (2013) (Slate) <i>Place at the Table</i>	Memo 1: B News 1: D
Sep 7	Food choice II: How do we know what to eat?	Biltekoff (2013): Chapter 1	Memo 1: C News 1: A
Sep 12	Hunger & food insecurity: Definitions, history	Poppendieck: 3, 4	Exercise: Budgeting for food
Sep 14	Emergency Food Systems (EFS) I: Givers & Receivers	Poppendieck: Ch 2, 5, 6 Recommended: Intro, Ch 1	Memo 1: D News 1: B
Sep 19	EFS II: The seven deadly “ins”	Poppendieck: 7, 8, 9 Recommended: Conclusion	Memo 2: A Memo 2: C
Sep 21	EFS III: Updates	READ ONE: *Vitiello et al. (2014) *McIntyre et al. (2015)	Memo 2: B News 2: D
Sep 26	Intersections: Farm-to-School	TBD	Memo 2: C News 2: A
Sep 28	Local Food I: Concepts, Issues, Directions	*Cohen, M. (2016). <i>Futures of Consumer Society: Localism</i>	Exercise: Where does your food come from?
Oct 3	Local Food II: The Green Economy	Alkon: Chapter 2	Memo 2: D News 2: B
Oct 5	<i>Local Food III: Farmers' Markets in Atlanta – visit from Rachael Kane from Wholesome Wave Georgia</i>	No readings	
Oct 10	FALL BREAK – NO CLASS		
Oct 12	Local Food IV: Race & Class	Alkon: 5 *Guthman (2011) Recommended: Alkon Ch 7	Memo 3: A News 3: C PROPOSAL DUE FRIDAY OCT 13 at 5 PM
Oct 17	Food politics & Neoliberalism	Neoliberalism (The Guardian) *DeLind, L.B. (1999)	Memo 3: B News: D

Oct 19	Food Security I: Food deserts	Nabhan (2011) (The Grist) How junk food can end obesity (The Atlantic)	Exercise: Map your food environment
Oct 24	Food Security II: Obesity & Environments	Guthman (2012): Chapter 4	Memo 3: C Memo 3: A
Oct 26	Food Security III: Local initiatives & Critiques	READ ONE *Allen (1999), *Guthman (2008)b, *DeLind (2011)	Memo 3: D Memo 3: B
Oct 31	Food Justice I: Overview	Alkon & Agyeman (2011) Ch 13 (DuPuis et al.)	
Nov 2	Food Justice II: Case Studies	READ ONE: Alkon & Agyeman (2011) Ch 7 (Morales) OR Ch 9 (Mares & Pena)	
Nov 7	<i>Farmers I: Urban ag regulations - visit from Mindy Goldstein</i>	NO READINGS	
Nov 9	Farmers II: Urban agriculture, current issues	TBD	
Nov 14	Farmers III: Immigrant & refugee farming	The Health Toll of Immigration (NY Times) *Minkoff-Zern (2012)	
Nov 16	<i>Farmers IV: Global Growers - Visit from Barrett Smith</i>	NO READINGS	Interviews due in class
Nov 21	Free class: Project lab	NO READINGS	
Nov 23	THANKSGIVING BREAK - NO CLASS		
Nov 28	Presentations		
Nov 30	Presentations		
Dec 5	Final class: Review, reflection	Alkon & Agyeman (2011) Conclusion	
FINAL	Final paper due during finals		

*readings can be found on course reserves, for everything else locations can be found in Announcements