

**FST 402: Feeding the City: Urban Food Systems**

Day and Time  
Building and Room

**Instructor: Evan Weissman, Ph.D.**

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**Prerequisite**

None.

**Course Description**

Investigation of the relationship between food and cities, including the many ways food shapes urban sustainability, public health, community, and economic development. Additional topics include municipal food policies and urban planning for community-based food systems.

**Learning Outcomes**

At the completion of this course students will be able to:

- Identify the components of urban food systems
- Describe the historical relationship between food and urbanization
- Discuss theoretical approaches to understanding urban food systems
- Analyze the causes and consequences of disparities in food access
- Assess different approaches to improving urban food systems

**Required Texts and Readings**

1. Steel, Carolyn. 2008. *Hungry City: How Food Shapes our Lives*. London: Chatto & Windus.
2. Winne, Mark. 2008. *Closing the Food Gap: Resetting the Table in the Land of Plenty*. Boston: Beacon Press.
3. Readings posted to Blackboard

The books are available in the Syracuse University bookstore and through various online booksellers.

**We will utilize blackboard during this course (<http://blackboard.syr.edu>). Please monitor the site, as you are responsible for anything posted or sent via email.**

**COURSE REQUIREMENTS**

<b>Evaluation</b>	<b>Points</b>	<b>Grade Scale</b>	
Class Participation/Attendance . . . . .	200	94 – 100%.....	A
Reflection Papers 4 @ 50 . . . . .	200	90 – 93.9%.....	A-
Short Assignments 2 @ 100 . . . . .	200	87 – 89.9%.....	B+
Final Presentation . . . . .	100	83 – 86.9%.....	B
Final Paper . . . . .	300	80 – 82.9%.....	B-
<b>Total Points. . . . .</b>	<b>1000</b>	77 – 79.9%.....	C+
		73 – 76.9%.....	C
		70 – 72.9%.....	C-
		65 – 69.9%.....	D
		64.9% or below.....	F

### **Class Participation and Attendance (200 points)**

Student participation and full attendance is important for a successful semester, as class time will include both lectures and discussion. Class attendance will be taken during each class meeting. Readings will be completed as assigned BEFORE class and students are expected to participate fully in discussions by presenting meaningful comments and questions derived from the readings. The participation grade is based on the *quantity* and the *quality* of a student's participation, with quality being determined by engaged participation in class and overall preparedness (see grade rubric below). In order to be prepared for class, students need to be *active* readers (e.g., taking notes, jotting in the margin, asking questions, analyzing the argument, looking up any unfamiliar words, etc.).

Each student is allowed one unexcused absence and can still earn full attendance points. Each subsequent unexcused absence results in a 10-point deduction; late arrival to class 5 points. Excused absences must be supported with appropriate documentation and effort must be made to notify me in writing in advance. Among the reasons absences are considered excused include but are not limited to: participating in university authorized activity (e.g., sporting event), death or major illness in a student's immediate family, illness of a dependent family member, religious holiday, serious injury or illness, or interview for job or graduate school which cannot be rescheduled. Participation and attendance are worth 200 points of your final grade. Point value will be as follows:

#### 180-200 points

Student completes all readings before class and always comes to class fully prepared, arrives on time and stays the full length of the class. Student is always attentive and is a regular, active participant in discussion as demonstrated through informed questions and comments.

#### 160-179 points

Student completes most readings and usually comes to class fully prepared. Student is always attentive and actively participates in discussions. Student often speaks in class but usually asks questions rather than offers substantive comments and/or is not always informed.

#### 140-159 points

Student is occasionally unprepared and does not always complete the assigned readings. Student sometimes arrives late or leaves class early. Student rarely engages class discussion. Engagement of student indicated lack of proper presentation or attentiveness.

#### 130-149 points

Student is unprepared for class and is inattentive. Student rarely engages in class discussion and demonstrates lack of involvement. Student asks unnecessary or inappropriate questions.

#### Below 130 points

Student does not attend class and/or displays total disengagement when in attendance. Student's behavior may have a negative impact on class.

#### *Cell Phones and Laptops*

Cell phones and laptops may not be used in class. Cell phones are to be turned off (not vibrate) in class and/or left at home. Your final participation grade will be lowered a full letter if you use a cell phone in class without permission. No warnings.

### **Reading Reflection Papers (200 points)**

Four times throughout the semester you are required to submit a critical reflection paper corresponding to the reading assigned for that day. Reflection papers are short *critical* reactions to the readings (1-2 double-spaced pages or 300-500 words). You are *not* to summarize, but to engage the readings through specific questions or issues you find particularly interesting.

Reflection papers are a simple way for students to demonstrate they have completed the assigned reading and they help students prepare for class discussions. You may include questions about the readings; thoughts on the arguments made in the reading (e.g., agree/disagree with the author); or write about any issues the reading makes you think about. Be sure to focus on one or two specific questions/issues; you do not need to include everything from the reading.

#### *Reading Questions*

Use the following questions to help you read and *guide* your reflection papers. Please do not answer the questions directly but use one or two as jumping off points for your reflections. Questions to consider while reading and writing reflections include: what are the issues raised by the reading; what questions do you have about the reading; what sort of evidence does the author provide to make his or her argument; do you agree or disagree with the author, why or why not?

Due dates for reading reflections are indicated on course schedule. Reflection papers are worth 50 points each, for a total of 200 points of your final grade.

### **Assignments (200 points)**

During the semester you will be given two short assignments, due on the dates indicated on the course schedule to correspond with specific course topics. You will receive a detailed handout for each assignment. The first assignment is designed to help you understand **foodsheds**. The second assignment will focus on **markets**. Each assignment is worth 100 points, for a total of 200 points of your final grade.

### **Final Paper and Presentation (400 points)**

Feeding the City culminates in a final paper and classroom presentation. The paper will be an individual effort and will focus on a chosen topic related to a program, policy, plan, or organization working to improve an urban food system. You will be given a *detailed handout* for the final paper and presentation. You will also submit a final paper proposal that details your ideas and provides opportunity for me to provide feedback. The presentation is worth 100 points, the paper worth 300 points, for a total of 400 points of your final grade.

The **Writing Center** is available to all students for assistance with assignments in 101 H.B. Crouse Hall (wc.syr.edu).

## CLASSROOM POLICIES

### Late Work & Make-Up Policy

Assignments will be deducted 1/2 letter grade for each day late. I alone reserve the right to accept late assignments without penalty. If I excuse a late assignment I must be notified in advance and all requests must be supported with appropriate documentation.

### Academic Conduct

It is expected that **RESPECT** will be shown to all faculty and classmates at all times.

Cheating in any form will not be tolerated, nor is assisting someone to cheat. The submission of any work in this class is taken as a guarantee that the thoughts and expressions are the student's own unless properly cited. If you break this policy on any assignment you will, at a minimum, receive a failing grade for that assignment and will likely receive a failing grade for the course.

**Plagiarism and cheating will NOT be tolerated. Students caught cheating or plagiarizing will FAIL the assignment and possibly the ENTIRE COURSE.**

## UNIVERSITY POLICIES

### Academic Integrity Statement

Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation "Violation of the Academic Integrity Policy." Students should review the Office of Academic Integrity online resource "Twenty Questions and Answers About the Syracuse University Academic Integrity Policy" and confer with instructors about course-specific citation methods, permitted collaboration (if any), and rules for examinations. The Policy also governs the veracity of signatures on attendance sheets and other verification of participation in class activities. Additional guidance for students can be found in the Office of Academic Integrity resource: "What does academic integrity mean?"

Related Links:

- The Academic Integrity Policy:  
<http://academicintegrity.syr.edu/academic-integrity-policy/>
- Twenty Questions and Answers about the Academic Integrity Policy:  
<http://academicintegrity.syr.edu/faculty-resources/>
- What does academic integrity mean?:  
<http://academicintegrity.syr.edu/what-does-academic-integrity-mean/>

### Religious Observances Policy

SU's religious observances policy, found at [http://supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the *end of the second week of class*.

**Disability Statement**

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations. If you have authorized disability-related accommodations you should provide me with a current Accommodation Authorization Letter from ODS and review those accommodations with me at the beginning of the semester.

## Course Schedule

Steel – *Hungry City*  
Winne – *Closing the Food Gap*  
BB – Blackboard  
**Bold – Assignment**

<b>Date</b>	<b>Class Topic; Assignment</b>
<b>Week One</b>	
Day 1	Course Introduction
Day 2 Reading: Steel, Introduction AND Winne, Introduction	Systems Thinking
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<b>Week Two</b>	
Day 1 Reading: Friedman, “Circles of Growing and Eating” (BB)	Political Ecology
Day 2 Reading: Gandy, “Where Does the City End?” (BB)	Urban Political Ecology <b>Reflection #1 Due</b>
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<b>Week Three</b>	
Day 1 Reading: Steel, Chapter 1	Historical Perspective <b>Assignment #1 Distributed</b>
Day 2 Reading: Davis, “Planet of Slums” (BB)	Urbanization <b>Reflection #2 Due</b>
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<b>Week Four</b>	
Day 1 Reading: Pollan, “Power Steer” (BB)	Industrial Production
Day 2 Reading: Steel, Chapter 2	Transportation and Distribution
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<b>Week Five</b>	
Day 1 Reading: Steel, Chapter 3	Food Markets <b>Assignment #1 Due</b>
Day 2 Reading: Steel, Chapter 4	Cooking
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## Course Schedule (continued)

<b>Date</b>	<b>Class Topic; Assignment</b>
<b>Week Six</b>	
Day 1 Reading: Steel, Chapter 5	Eating
Day 2 Reading: Steel, Chapter 6	Waste <b>Assignment #2 Distributed</b>
<b>Week Seven</b>	
Day 1 Reading: Winne, Chapter 2	Hunger <b>Reflection #3 Due</b>
Day 2 Reading: Johnson & Mitchell, "Syracuse Hunger Project" (BB) AND Lane, et al, "Structural Violence, Urban Retail Food Markets, and Low Birth Weight" (BB)	Syracuse as Case Study
<b>Week Eight</b>	
Day 1 Reading: Winne, Chapters 6 AND 7	Food Access and Disparities
Day 2 Reading: Winne, Chapter 5	Food Banks & Emergency Food <b>Assignment #2 Due</b>
<b>Week Nine</b>	
Day 1 Reading: Pothukuchi & Kaufman, "The Food System: A Stranger to Urban Planning" (BB) AND Soma & Wakefield, "The Emerging Role of a Food System Planner" (BB)	Planning and Design
Day 2 Reading: Franck, "Food for the City, Food in the City"	Architecture <b>Final Paper Proposal Due</b>
<b>Week Ten</b>	
Day 1 Reading: Jarosz, "The City in the Country" (BB)	Alternative Food Networks
Day 2 Reading: Winne, Chapter 3	Farmers' Markets <b>Reflection #4 Due</b>

## Course Schedule (continued)

<b>Date</b>	<b>Class Topic; Assignment</b>
<b>Week Eleven</b>	
Day 1 Reading: Winne, Chapter 4	Urban Food Production
Day 2 Reading: Widener, et al. "Developing a Mobile Produce Distribution System for Low-Income Urban Residents in Food Deserts" (BB)	Mobile Markets
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<b>Week Twelve</b>	
Day 1 Reading: Winne, Chapter 9 AND "Food Systems" in <i>Syracuse Sustainability Plan</i> (BB)	Policy
Day 2 Reading: Levkoe & Wakefield, "The Community Food Centre" (BB) AND Jablonski, et al., "Food Value Chain Development in Central New York" (BB)	Community Food Systems
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<b>Week Thirteen</b>	
Day 1 Reading: Winne, Chapter 10	Beyond Hunger
Day 2 Reading: Steel, Chapter 7 AND Winne, Conclusion	Sitopia
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<b>Week Fourteen</b>	
Day 1	<b>Student Presentations</b>
Day 2	<b>Student Presentations</b>
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<b>Final Papers Due DATE AND TIME</b>	

### **Additional Required Reading**

Note: The following articles are required in addition to the required books, as indicated in list of required texts and readings above. The readings are all posted to the course blackboard site and are to be completed for class on the days indicated in the schedule above.

City of Syracuse Bureau of Planning and Sustainability. 2013. "Chapter 3: Food Systems." *City of Syracuse Sustainability Plan*. Retrieved March 1, 2013 ([http://www.syracuse.ny.us/Sustainability\\_Plan.aspx](http://www.syracuse.ny.us/Sustainability_Plan.aspx)).

David, Mike. 2004. "Planet of Slums." *New Left Review* 26. Retrieved March 1, 2013 (<http://newleftreview.org/II/26/mike-davis-planet-of-slums>).

Franck, Karen. 2005. "Food for the City, Food in the City." *Architectural Design* 75(3):35-42.

Friedman, Harriet. 2000. "Circles of Growing and Eating: The Political Ecology of Food and Agriculture." Pp 33-57 in *Food in Global History*. Raymond Grew, ed. Boulder, CO: Westview Press.

Gandy, Matthew. 2012. "Where Does the City End?" *Architectural Design* 82(1):128-33.

Jablonski, Becca, et al. 2011. "Food Value Chain Development in Central New York." *Journal of Agriculture, Food Systems, and Community Development* 1(4):129-41.

Jarosz, Lucy. 2008. "The City in the Country: Growing Alternative Food Networks in Metropolitan Areas." *The Journal of Rural Studies* 24:231-44.

Johnson, Dale & Don Mitchell. 2004. "Syracuse Hunger Project." Syracuse, NY: Syracuse Community Geography. Retrieved March 1, 2013 (<http://www.communitygeography.org/index.php/projects/syracusehungerproject>).

Lane, Sandra, et al. 2008. "Structural Violence, Urban Retail Food Markets, and Low Birth Weight." *Health & Place* 14(3):415-23.

Levkoe, Charles & Sarah Wakefield. 2011. "The Community Food Centre: Creating Space for a Just, Sustainable, and Healthy Food System." *Journal of Agriculture, Food Systems, and Community Development* 2(1):249-68.

Pollan, Michael. 2002. "Power Steer." *The New York Times*, March 31. Retrieved March 1, 2013 (<http://www.nytimes.com/2002/03/31/magazine/power-steer.html?pagewanted=all&src=pm>).

Widener, Michael, et al. 2012. "Developing a Mobile Produce Distribution System for Low-Income Urban Residents in Food Deserts." *Journal of Urban Health* 89(5):733-45.