

An Academic Community Engagement and A Global Health Course

Instructors

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Tuesday: 9am – 11:45am

Dynamics Building 400, 2015 Ivy Road

Prerequisites

Prior to the course, all students must read **Section III (“Will Work for Food Justice”)** of ***Cultivating Food Justice: Race, Class, and Sustainability*** by **Alison Hope Alkon and Julian Agyeman** and **watch the movie “Fresh.”** This book is available in the bookstore and on reserve in the Fine Arts Library, and the film is on reserve in the Alderman Library.

This course is intended for graduate students and 4th-year students in urban and environmental planning, as well as public health students, women and gender, anthropology, environmental sciences, economics, politics, Batten School public policy and leadership, and engineering and all humanities students. The course meets the MUEP requirement for a PLAC. 3rd-year students may be considered by permission of the instructor. Should there be a wait list, priority will be given to planning students.

Course Description and Method

This course will build upon the previous 7 years of community food system class research, to conduct an assessment of *food justice* for the City of Charlottesville. Student findings will be submitted to the city for consideration in its new Comprehensive Plan and neighborhood plans.

Students will learn and use best practices for community engagement while working with six pre-selected Charlottesville neighborhoods to conduct (and test) a newly developed “food justice audit.” They will interview neighborhood leaders and community residents about their experiences with hunger, access to fresh, healthy food, their perception of food justice, impacts of local food initiatives, and ideas for advancing Charlottesville’s food justice. In addition to conducting research on food justice policies, students will do their field work at the grassroots level, gaining important skills in cultural diversity, observation, listening, and will

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synthesize their experiences in project papers and presentations of research findings to the city, as well as ethnographies guided by advisory faculty, Dr. Kendra Hamilton.

By the end, students will have gained important skills in real world community-based planning and policies, which are now considered essential for numerous professions. They will also gain skills first-hand in working with diverse community groups, gaining insight while working with people whose voices are not typically heard.

Course Requirements

Food Justice Neighborhood Audit	35%	Piece of your individual final paper covering: - the baseline food audit (10 points) - 2 -3 case studies with food policies and strategies from other communities from your research (10 points), and - maps of neighborhood assets/ gaps (5 points). - interviews with at 3 neighborhood thought leaders (the politically savvy folks) to elicit ideas for City planners (10 pts) (Final paper will include all of this: sections on methods, analysis of audit findings, ideas gathered from other communities, neighborhood map)
Food Justice Ethnography	35%	Piece of your individual final paper covering: - your community service (15 points) (includes first ethnographic essay), - discussion and findings from life history interviews (1 formal interview, informal interviews through your service, and archival research), (15 points) - Hunger surveys conducted during field trip (5 points)
Community Presentation	20%	Team preparation and delivery of team final presentation: - design (6 points) - content (9 points) - delivery (5 points)
Class Preparation and Participation	5%	Being prepared for and contributing to class discussions
Final Mini-Essay Reflection	5%	Reflecting on your semester project: what are your major lessons, take-aways, surprises?

Please note that your final research paper will be made public:

- Your findings will be shared with your neighborhood contacts and with the City of Charlottesville.
- Your final ethnography will also be made available to interested academic researchers in the university community.

Community Engagement Requirements

As part of this course, students will be required to work with one of the following community organizations: Habitat for Humanity, Abundant Life, JABA, or Piedmont Housing Alliance. These organizations have provided hours and locations, and students must volunteer for 4-5 sessions during January and February as part of their community engagement. This will aid in becoming embedded in a community and getting to know community leaders, who could be potential interviewees.

Please plan to dress casually, but respectably for these volunteer sessions. Office attire is not required, but mid-drift shirts, pants/shorts without belt loops, and short skirts are not permitted by these organizations.

Course Objectives

Students will:

- Be able to describe the concepts of “justice,” generally, and more particularly “food justice,” as well as the concepts of a food system, food security, and food insecurity.
- Be able to describe a method for assessing food justice in a community, and key conditions and policies contributing to – or detracting from – food justice.
- Be able to describe a range of tools available to food system planners for advancing a community’s food justice.
- Be able to describe internationally accepted (IAP2) “core values,” and their associated best practices, for community engagement.

Community Service Objectives:

Students will:

- Gain skill in observing, listening to, and learning from community residents.
- Gain insight into the impacts of race, gender, education, income and other sources of interpersonal and institutional bias and barriers, that contribute to the conditions creating hunger and food insecurity.
- Identify three to five residents who could be considered community 'thought leaders' and who can be interviewed about food justice.
- Conduct interviews with these three to five 'thought leaders' to a) share 'big picture' findings from the food justice audit, b) share ideas of what other communities are doing to improve food justice, and c) elicit residents' understanding of food justice in their neighborhood, and residents' ideas and suggestions for how C'ville can improve food justice.
- [Still being discussed/ not finalized] Conduct 5 (or more) "short form" hunger surveys for the Community Action on Obesity/ Blue Ridge Area Food Bank.

READINGS

Core Texts:

Food Justice by Robert Gottlieb and Anupama Joshi (2010)

Cultivating Food Justice: Race, Class and Sustainability, by Alison Hope Alkon and Julian Agyeman (2011)

Optional Texts:

Reclaiming Our Food by Tanya Denckla Cobb (2011)

All articles and book chapters not in the core texts listed above are available on Collab, unless otherwise noted. Readings and assignments are due on the date under which they are listed.

Tuesday, January 15: Introduction

Discuss readings and Fresh film done over the break.

Tuesday, January 22: Cultural Sensitivities: Race, Gender & More Cultural Competency Training and Orientation to Ethnography

Gottlieb "Food Justice" pages 1-38

Wendell Berry packet, Chapter 1 (COLLAB)

"From Porch Swings to Patios" (Available at

http://www2.vcdh.virginia.edu/afam/raceandplace/oralhistory_porchswings.html, students should review all, particularly Ray Bell, Drewary Brown, Lionel Key, and Mattie Tompkins)

Jarocz, "Understanding Agri-Food Networks as Social Relationships"(COLLAB)

Craig, "Culture and Politics of Alternative Food Networks" (COLLAB)

Tuesday, January 29: Food Systems Planning

Basics of Food System Planning and Orientation to Food Justice Audit Tool

Gottlieb "Food Justice" pages 39-73

Wendell Berry packets, chapters 2-4 (18 pages) (COLLAB)

Allen "Mining for justice in the food system: perceptions, practices, and possibilities." (COLLAB)

APA Policy Guide on Community and Regional Food Planning (COLLAB)

Tuesday, February 5: Orientation to Charlottesville

Panel Discussion Featuring Guest Speakers of Food Justice in Charlottesville

Gottlieb "Food Justice" pages 75-97

Jacobson "Food Matters: Community Food Assessments as a Tool for Change" (COLLAB)

Alkon and Agyeman, "Cultivating Food Justice" Chapter 14, pages 309-328

VDH Resources - Phelps Stokes Papers (COLLAB)

- Habitat team: Barksdale, James Worsham, A Comparative Study of Contemporary White and Negro Standards in health, education, and Welfare in Charlottesville, Va. (1949)
- JABA team: Chamberlain, Bernard Peyton, The Negro and Crime in Virginia (1936)
- PHA team: Irwin, Marjorie Felice, The Negro in Charlottesville and Albemarle County: An Explanatory Study (1929)
- Abundant Life team: Pinchbeck, Raymond Bennet, The Virginia Negro Artisan and Tradesman (1926)

Tuesday, February 12: Working in the Community

Best Practices for Community Engagement and Interview Training

Gottlieb "Food Justice" pages 99-119

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Heynen, Kurtz, and Trauger "Food Justice, Hunger and the City" (COLLAB)
Alkon and Agyeman "Cultivating Food Justice" Chapter 1, pages 1-16

Tuesday, February 19: Health and Labor Equity

Discussion of Equity in Public Health and Access for Farm Workers, Guest Speakers

Alkon and Agyeman, "Cultivating Food Justice" Chapter 4 pages 65-82

Gottlieb "Food Justice" pages 123-149

Freudenberg, McDonough, Tsui "Can a Food Justice Movement Improve Nutrition and Health?
A Case Study of the Emerging Movement in NYC" (COLLAB)

Tuesday, February 26: Planning Approaches and Tools

Community Planning Methods and Tools Featuring Guest Speakers from Charlottesville Planning Department

Denckla Cobb "Reclaiming Our Food" (Available on Reserve in Fine Arts Library)

- PP 8-21 (Home Growing Project, Growing Gardens);
 - PP 60-62 (P-PATCH, SELROSLT, Southside Community Land Trust-- could drop this);
 - PP 73-86 (Growing Power, People's Grocery, Beardsley);
 - PP104-135 (Janus Youth, Lynchburg Grows, Nuestras Raices);
 - PP158-160 (Jones Valley Urban Farm);
 - PP278-286 (DC Central Kitchen, photo essay);
 - PP 292-295 (Gleaning-Society St Andrews, Foraging, Marin Organic)
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Tuesday, March 5: Our Class Findings

Semester Project Class Clinic

Gottlieb "Food Justice" pages 151-176

Tuesday, March 12: Spring Break

No Class

Tuesday, March 19: Food Sovereignty

Culture, Food Justice and Hunger, Guest Speakers

Alkon and Agyeman, "Cultivating Food Justice" Chapter 13 pages 283-302

Gottlieb "Food Justice" pages 177-219

Meade "The Problem of Changing Food Habits" (COLLAB)

Tuesday, March 26: Hunger

Field Trip

Alkon and Agyeman, "Cultivating Food Justice" Chapter 5 pages 89-116 (skim; the conclusion is the most important)

Hesterman "Fair Food", Chapter 4, pages 77-92 (COLLAB)

Gottlieb "Food Justice" pages 221-238

Tuesday, April 2: Our Class Findings

Semester Project Class Clinic

Winne "Closing the Food Gap", chapter 9 pages 149-172 (COLLAB)

Tuesday, April 9: Food Justice Is...?

Wrap Up and Final Discussion about Food Justice

Alkon and Agyeman, "Cultivating Food Justice" Chapter 12, pages 263-278

Brand, "Whole Earth Discipline," Chapter 5, pages 169-205 (COLLAB)

Tuesday, April 16: Refining Recommendations

Dry Run of Final Community Presentations

No reading due.

Tuesday, April 23: Food Sovereignty

Food Choice and Democracy, Possible Panel Discussion and Film on GMO's

No reading due.

Monday, April 29: Final Community Presentations Due

Final Community Presentations are due by noon on Monday. These will be submitted to the TA and she will give further instructions for submission prior to the due date.

Tuesday, April 30: Community Presentations

Final community presentations followed by final class de-brief

Location: TBD

Tuesday, May 7

Final papers and personal reflection essays due by 12 Noon

Web Address URL: COLLAB site TBA

Number of Students Authorized to Enroll: 18 - 21

DELIVERABLE SCHEDULE & ASSIGNMENTS

The information below pertains to the food justice audit and ethnography assignments. Unless otherwise noted, assignments are due by noon on the Monday before class.

Tuesday, January 15: Introduction

Tuesday, January 22: Cultural Sensitivities: Race, Gender & More Cultural Competency Training and Orientation to Ethnography

Ethnography Tasks: "Insider-Outsider" Assignment Due in Class

Audit Tasks: Teams will be assigned in class, teams will begin to develop a workplan

Tuesday, January 29: Food Systems Planning

Basics of Food System Planning and Orientation to Food Justice Audit Tool

Ethnography Tasks: Learning to Observe Assignment Due in class
Begin Volunteer Sessions

Audit Tasks: Team Workplan Due in class
Begin Baseline Audit Research in Assigned Neighborhood

Tuesday, February 5: Orientation to Charlottesville

Panel Discussion Featuring Guest Speakers of Food Justice in Charlottesville

Ethnography Tasks: Artifacts via Texts and Hypertexts Assignment Due in class
Continue Volunteer Sessions, Students should have completed two sessions

Audit Tasks: Continue baseline audit research and research 2-3 food justice initiatives in other cities

Tuesday, February 12: Working in the Community

Best Practices for Community Engagement and Interview Training

Ethnography Tasks: Get on the Bus Assignment Due

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Continue Volunteer Sessions, Students should have completed three sessions

Audit Tasks: Continue baseline audit research and research 2-3 food justice initiatives in other cities

Tuesday, February 19: Health and Labor Equity

Discussion of Equity in Public Health and Access for Farm Workers, Guest Speakers

Ethnography Tasks: Personal Narrative Assignment due in class

Continue Volunteer Sessions, Students should have completed four sessions

Audit Tasks: Continue baseline audit research and research 2-3 food justice initiatives in other cities

Monday, February 25

Baseline Audit Due by Noon (10% of grade)

- Submit on Collab
- Include brief write-up of 2-3 food justice initiatives (planning tools, programs, policies) in other cities (1 or 2 brief paragraphs on each, on what you propose to choose as your “case studies” in your final paper)
- (We’ll give you feedback on these, for incorporation into your final paper)

Tuesday, February 26: Planning Approaches and Tools

Community Planning Methods and Tools Featuring Guest Speakers from Charlottesville Planning Department

Ethnography Tasks: Continue Volunteer Sessions, Students should have completed five sessions. Decide who you would like to do your “life history” interview with. Receive confirmation/ approval from your Service agency supervisor, and share name and contact information (if possible) with instructors and T.A.

Audit Tasks: Continue audit research (neighborhood mapping, other neighborhood research) and begin writing up the 2-3 case studies on food justice initiatives (planning tools, programs, policies) in other cities

Tuesday, March 5: Our Class Findings

Semester Project Class Clinic

Ethnography Tasks: Conduct “life history” Interview (more than 1 session may be needed; or if one person is extremely short, you may want to do two), Compile Notes

Audit Tasks: Continue neighborhood research, mapping of assets, and receive approval of your selection of the three “thought leaders” you’d like to interview from your Service agency supervisor, and share the names and contact information (if possible) with instructors and T.A.

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If you need help with identifying these people for interviews, let us know. (NOTE: If you want to get started on your interviews sooner, you may receive approval sooner)

Tuesday, March 12: Spring Break

No Class.

Tuesday, March 19: Food Sovereignty

Culture, Food Justice and Hunger, Guest Speakers

Ethnography Tasks: Continue with “life history” Interview, Compile Notes

Audit Tasks: Continue neighborhood research, mapping of assets, and begin “thought leader” resident interviews

Monday, March 25

Ethnographic Essay Due by Noon

- Submit on Collab

Tuesday, March 26: Hunger

Field Trip

Audit Tasks: Continue neighborhood research, mapping of assets, and complete resident interviews.

Monday, April 1

Food Justice Audit, Maps, and Other Components Due by Noon

- Submit on Collab

Tuesday, April 2: Our Class Findings

Semester Project Class Clinic

Begin preparing final community presentations. Determine if additional interviews are needed.

Tuesday, April 9: Food Justice Is...?

Wrap Up and Final Discussion about Food Justice

Prepare final community presentations. Outline and begin work on final paper.

Tuesday, April 16: Refining Recommendations

Dry Run of Final Community Presentations

Dry Run of Final Community Presentations. Work on final paper.

Tuesday, April 23: Food Sovereignty

Food Choice and Democracy, Possible Panel Discussion and Film on GMO's

Prepare final community presentations. Work on final paper.

Monday, April 29: Final Community Presentations Due

Final Community Presentations are due by noon on Monday. These will be submitted to the TA and she will give further instructions for submission prior to the due date.

Tuesday, April 30: Community Presentations

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Tuesday, May 7

Final papers and personal reflection mini-essays due by 12 Noon

- Submit on Collab