

PLAC 569 Healthy Communities, Healthy Food Systems (Part I: Assessment)

Spring 2009: A Global Health Course

School of Architecture, Dept of Urban & Environmental Planning

Instructors:

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Tuesday: 2:00 to 4:45 pm

Room: 108, possibly other rooms as announced

3 Credits

Prerequisites

Prior to the course, students should read Michael Pollan's book, *The Omnivore's Dilemma*, (New York: Penguin Press). No other prior course work or sequence is required. Preference is given to planning students, and *first preference* is given to graduate students. This course is also open to public health students with a Global Public Health Minor as well as to students in other disciplines such as anthropology, environmental sciences, economics, politics, and planning.

Background and Course Description

Few things have the potential to affect individuals and communities in the way the food and food production do. Production and consumption of food affects our health, individually and collectively, the quality of our environment, and the strength of our local and regional economies. Our present increasingly globalized systems of food production and distribution, however, serve to profoundly disconnect us from food. Food on average travels more than 1500 miles from where it is grown to where it is eaten, and that distance is growing. Rising obesity and Diabetes Type II rates in children and adults, urbanization threats to productive farmland, and continuing trends of poverty and undernourishment in many parts of our country, suggest that new ways of thinking about and planning for food are needed. Added concerns in our post-911 climate about the vulnerability of our food supply (either to rising fuel costs or terrorist actions), raise additional concerns about the long term safety and cost of our present long-distance, globalized food systems.

Community food system planning – a new field of planning recognized by the American Planning Association – involves taking a critical look at all aspects of a community food system and working systematically towards a different (more sustainable and more localized) model. This PLAC starts from the assumption that food—its availability, quality, and the impacts associated with its production—ought to be a primary local planning concern. Having a safe and secure food production and distribution system is an essential kind of local infrastructure, as important as water and sewer systems, roads and schools and other more conventional forms of community infrastructure.

Planned course activities:

- a) Lectures and class discussions – including Beatley, Denckla Cobb, and guest lecturers drawn from the wide range of disciplines addressing community health. Topics will include:
 - a. Understanding a food system and its importance for community planners.
 - b. Conducting an assessment of a community food system, and the role and value of benchmarks.
 - c. Elements of our food system:
 - i. *production* (ag terminology/methods, trends and issues in food production, urban ag),

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- ii. *distribution* (impacts on community economies)
 - iii. *access and social justice issues*.
- d. Impacts of our food system on community health.
- b) **Semester Community Project (with community engagement and service component):** Students will work in small teams of 2 to 3 for their semester community project. Building on the preliminary regional food assessment conducted by the 2006 class, the 2009 class will develop “benchmarks” for assessing a community’s food sustainability and security. Student will consider the question:
 - a. *How can we know if a community is doing well in the area of creating a sustainable and secure food system? What specific conditions, activities, programs in the community enable us to determine a community's progress toward a sustainable and secure food system?*
 - b. Student teams will develop meaningful “benchmarks” or ways of measuring one aspect of a community food system – to determine its level of security and sustainability. As part of their work, students are expected to communicate with at least two (or more) community organizations whose work relates to that aspect of the community food system – *seeking their guidance, input and feedback*. After developing “benchmarks,” the team will use those benchmarks to assess how well the TJPDC (5 county, 1 city) region is doing.
 - c. Aspects of our food system that might be studied include:
 - i. production (availability of arable land, land in food production, sustainable labor force),
 - ii. distribution (food dollar leakage, waste, security during crisis),
 - iii. access (food deserts, farmers markets, schools, food quality/nutrition), and
 - iv. social justice (hunger, emergency food system, malnutrition).
 - d. Each project will involve research, GIS mapping, and community engagement.
 - e. At the end of the semester, team findings and recommendations for specific “benchmarks,” as well as its assessment of how well our community is doing according to those benchmarks, will be presented formally to the community.
- c) **Food Heritage Video:** Students will develop short videos (3-10 minutes) on “glocal” food heritage – local food traditions and global food heritage of the region.
- d) **2 Field trips:** Students are required to attend (1) all-day scheduled field trip to the Shenandoah Valley, and (2) a two-hour field trip doing hunger survey work for the Blue Ridge Area Food Bank.
- e) **Community Presentation:** Students will present their semester projects and findings to the community. To prepare for this, students will conduct a “dress rehearsal” to a guest panel, which will provide constructive criticism and feedback, to help students finalize presentations. Students will also help organize the invitations, logistics, and refreshments for their final presentation to the community.

Requirements

Participation in all field trips, class discussions, and community presentation	20%
Short (You-Tube) video on food heritage (3-5 min)	20%
Team Semester Project:	60%
<ul style="list-style-type: none"> - demonstrable equity of contribution to team work (5%), - workplan, community engagement and documentation of community engagement (20%) - powerpoint (10%) - research and written paper (15-20 pgs, not including photos, bibliography, resources) (20%) 	
Total for classroom 3 credits	100%

Readings

Electronic texts will be made available on COLLAB. The following books will also be required:

Pre-requisite: Pollan, Michael. 2006. *The Omnivore’s Dilemma*. (New York: Penguin Press).

At the bookstore:

1. Lappé, France Moore and Anna Lappé. 2002. *Hope’s Edge*. (Tarcher/Penguin).
2. Winne, Mark. 2008. *Closing the Food Gap*. (Boston: Beacon Press).

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3. Pothukuchi, Kami, et al, *What's Cooking in Your Food System: A Guide to Community Food Assessment* (Community Food Security Coalition).
4. Raja, Samina, Branden Born, and Jessica Kozlowski. *A Planners Guide to Regional and Community Food Planning: Transforming Food Environments, Facilitating Healthy Eating* (APA Report No. 554, 2008)

COLLAB Address: 091 PLAC569-1 (SARC)

COLLAB EMAIL: 091-plac569-1@collab.itc.virginia.edu

Past Food Planning Class Info and Student Projects: www.virginia.edu/ien/courses.htm#food

Number of Students Authorized to Enroll: 15

Satisfies MUEP Requirement for PLAC

SEMESTER TEAM PROJECTS

Goals for Community Projects in the five-county Thomas Jefferson Planning District Commission region:

1. *Assess one part of our regional food system:*
 - a. *Develop “benchmarks” for measuring the sustainability and effectiveness of that part of the food system; Conduct a literature search for this*
 - b. *Actually assess our region according to those benchmarks*
 - c. *Develop visual representations of your findings (maps, graphs, or other)*
2. *Work with community citizens and organizations to:*
 - a. *Measure or understand a part of the food system*
 - b. *Provide a tangible benefit to the participating organization/ citizens*
 - c. *Learn how to effectively engage community organizations*

SEMESTER PROJECT DESCRIPTIONS

1. Regional Land for Food (Food Production)

1. Develop benchmarks for:
 - a. Amount of *land-per-person* (or land per 1,000 people) that is needed and/or desirable to have in food production. *Consult* Ecology Action/John Jeavons and other sources who have studied acres needed per person. Analyze/research benchmarks for “how much is enough” to be produced *locally*? What kinds of targets for local production of food have been set by cities (Chatanooga, Toronto, Portland, others?)
 - b. How much should be in *what kinds of food production*. Is it best to measure by percent, or by lbs produced, or other?
2. Assess our region by these benchmarks:
 - a. How much land in our region is in food production? What kinds of food? *Consult* work by earlier classes to get some baseline data, especially 2007 Urban Ag report that provides a GIS map of available land within the city.
3. Local community resources:
 - a. Piedmont Environmental Council – Melissa Wiley, Rex Linville, John (Josh?) Foster (for soil maps),
 - b. Virginia Cooperative Extension staff – Michael LaChance, Peter Warren
 - c. Virginia Farm Bureau -
 - d. Thomas Jefferson Planning District Commission, Ann Whitham
 - e. Local high schools as a resource for local farm data collection
 - f. Tim/ Tanya
4. Community engagement: *High School Class data collection (with Megan's help)*
 - a. Create a list of knowledge gaps – farms whose production is unknown (horses, hay, or food?)
 - b. Engage/ work with high school classes (1 in each county/city) to: i) have them conduct photo survey - montage of food production in the county, and ii) investigate/ research the farms where data is needed by you
 - i. Contacts with teachers and short lesson plan will be developed by Megan to pave the way.

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- c. Presentation by high school students, and invite classes/teachers to final class presentation

2. Regional Emergency Food Network (Food Access and Justice)

1. Develop benchmarks for:
 - a. Percent of population using emergency food system (benchmarks reflecting “poor” to “excellent”)
 - b. Diversity of types of emergency food facilities (in-school, after school, pantries, kitchens, food banks)
 - c. Trends in use (increasing, decreasing)
 - d. Criteria for access to emergency food facilities
 - e. Emergency food characteristics
 - i. When facilities are open
 - ii. What they offer (kinds of food desirable)
 - iii. Storage facilities for donations
 - iv. Timing/ when can accept donations
2. Assess our region by these benchmarks
3. Local community resources:
 - a. Tony Tracy, Blue Ridge Area Food Bank
 - b. Dave Norris of PACEM
 - c. Barrett Afterschool Learning Center (Donna Jenkins)
 - d. Madison House
 - e. Harold Foley, Virginia Organizing Project, Westhaven Afterschool Program
 - f. Salvation Army
 - g. Local food pantries
4. Community engagement: *Gleaning case studies*
 - a. Identify and interview both sides of a “gleaning” (pantry recipient and donor, e.g., Golden Corral)
 - b. Identify barriers to gleaning
 - c. Assist with a gleaning “run”
 - d. Explore interest by other restaurants in participating in a gleaning effort in the future

3. Low-Income Access to Food (Food Access and Justice)

1. Develop benchmarks for:
 - a. Sources of food
 - i. Stores, schools, etc
 - b. Low-income travel access to food
 - i. Distance to travel
 - ii. Cost of travel
 - iii. Time of travel
 - c. Availability of fresh, nutritious food
 - i. Diversity available
 - ii. Seasons available
 - iii. Cost
2. Assess our region by these benchmarks
 - a. Identify “food deserts” and conduct 2 case studies (1 rural, 1 urban)
 - i. Assess travel access
 - ii. Assess availability and cost (3 shopping cart experiment: 1 cart highest calories, 1 cart food pyramid, 1 cart all local)
 - iii. Space dedicated to healthy food
 - iv. Capacity to expand to offer healthy food
 - v. Willingness to expand to offer fresh/local/healthy food
 - b. Build on Megan’s GIS work in City and Albemarle County
3. Local community resources:
 - a. Susan Pleiss (and Karen Waters), Quality Community Council
 - b. Gretchen Ellis, Rory Carpenter, Mary Francis Porter: Commission on Children and Families, for data on women/children on food stamps, WIC, etc.
 - c. Samina Raja’s work and Megan (article from Buffalo)
 - d. Lynda Fanning’s dietitian interns – to assess nutritional content of shopping carts (they should be invited to accompany carts)
 - e. Christina Pitsenberger, Albemarle County Schools, Director of Nutrition – menus for children/ SOLs on nutrition/ Other measures

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- f. Donna Jenkins, Barrett Afterschool Learning Center
 - g. Rydell Payne, Charlottesville Abundant Life Ministries
 - h. Harold Foley, Westhaven After School Program
 - i. Holly Edwards, Joy Johnson (and Cora and Margaret): Westhaven Clinic
 - j. Barbara Yager, Childhood Obesity Task Force
4. Community engagement: Multiple Shopping cart expeditions
- a. Try to get the shopping cart contents donated by store (provide store with results, invite to presentation)
 - b. Identify families to receive the 2 good shopping carts
 - c. Invite 1 member from each family to accompany shopping cart trip
 - d. Organize shopping cart expeditions that other students in class will undertake for you

REFERENCES



4. Sustainable Farm Worker Labor Force (Food Production)

1. Develop benchmarks for:
 - a. Farmer education programs (what kind, how many, when, cost, and accessibility)
 - b. Farm labor recruitment/ management programs (what kind, how many, seasons, cost to be a part of it, and accessibility by farmers in need of help)
 - c. Farm worker conditions (pay, living conditions, working conditions, health risks, health care)
2. Assess our region by these benchmarks
3. Local community resources:
 - a. Local farmers (Catherine Tatman, Susan Swales, other),
 - b. Michael Harvey at local EDC,
 - c. Virginia Cooperative Extension staff, Community colleges,
 - d. Virginia Assn of Biological Farmers (Katherine Smith),
 - e. Virginia Farm Bureau Federation
 - f. Virginia Dept of Ag & Consumer Services, Charles Green – report on farmers’ markets and migrant labor
 - g. Jeanette Abi-Nader, Community Food Security Coalition
 - h. Legal Aid, Crescendios Juntos
 - i. Migrant worker education contacts
 - j. Research states considered by local contacts to have model programs
4. Community engagement: *Not yet determined (work with Megan, Tanya, Tim to develop)*

5. Food Dollar Impacts on the Regional Economy (Food Distribution)

1. Develop benchmarks for:
 - a. Quantity of food dollars is desirable to be kept in community (what are targets to shoot for: 1%, 15%, 50%?)
 - b. Minimum – maximum economic ripple effect from food dollars spent locally
 - c. Breadth/ depth of impact of those dollars (all economic points connected to food production, distribution, consumption)
2. Assess our region by these benchmarks
 - a. Use Ken Meter’s research (presentation to Va Food Security Summit) a beginning point, and also Cooperative Extension’s study.
3. Local community resources:
 - a. JABA, Michael Harvey @ Economic Development Commission
 - b. Virginia Cooperative Extension (Matt Benson, Eric Benfeldt)
4. Community engagement: Educational flyer/poster/pamphlet about these impacts
 - a. Develop flyer/poster/pamphlet
 - b. Conduct survey at different local stores (at least 2) to determine impact of this information on consumer shopping behavior
 - c. Develop/determine benefit to shopper for participating in survey
 - d. Invite to attend final class presentation

SCHEDULE

JAN 20: OVERVIEW OF CLASS: HEALTHY COMMUNITIES/ HEALTHY FOOD SYSTEMS

- Introductions – meaning of food security, food system, your personal food system
- Diversity exercise
- Diversity video??
- Class develops its own “guidelines for community engagement”
- Food Security: definitions, what is, what does it mean and entail?
- Review team projects, community engagement projects, videos, field trip
- Review syllabus
- Poll for best dates for Field Trip and Evening hunger survey
- Identify who will be gone for APA – and availability of last class in April
- Sharing examples of local food (sign up)
- Sign-up sheet for project preferences (last page of syllabus)

NOON, JAN 23: VIA EMAIL (BOTH TD6N & TB6D) – Please Submit Last Page Of Syllabus With Project Preferences

JAN 27: UNDERSTANDING A FOOD SYSTEM AND ITS IMPORTANCE TO PLANNERS

- (10) Food news briefs
- (45) (Tanya) Overview of a food system; mapping your local food system; values and assumptions
- (45) (Tim) Discussion of the emerging process and methods of community food systems planning. Case studies of community food planning in other places (e.g. Toronto, Hartford, Eugene); Community Institutions for food planning, e.g. review trend in direction of community food councils
- (10) Break @ 3:30
- (40) Small group discussion of readings
- (20 min) Overview of semester workplan method; team selections; case study selections (1st-2nd choices); first team meetings
- Readings:
 - Lappe and Lappe, Preface and Chapter 1
 - Peruse examples of community food assessments, available online, for the following places: Vancouver, BC, Austin, TX, Trenton, NJ, Madison, WI, among others. Links to these reports can be found on the website of the Community Food Security Coalition: <http://www.foodsecurity.org/>

FEB 3: - INTRODUCTION TO CONDUCTING A FOOD ASSESSMENT

- **DUE: Team Workplan Due: FEB 1, Sunday midnight (upload on COLLAB)**
- (10) Food news briefs
- (60) Elements of a Food Assessment: Discussion of Pothukuchi's *Guide*, 2006 class assessment, and Raja's *Guide* (Tanya & Tim, together)
- (30) Small groups (divided by types of projects): review/discuss community project work plans
- (10) Break @ 3:30
- (45) **Guest speaker: Rebecca Cooper: Research Methods**
- Readings:
 - Lappe, *Hope's Edge* – Chapter 2-4
 - Kami Pothukuchi et al, *What's Cooking in Your Food System: A Guide to Community Food Assessment* (Community Food Security Coalition). Scan entire guide.
 - Read 2006 “Preliminary Community Food Assessment” of the C'ville Region (PDF on IEN website): <http://www.virginia.edu/ien/courses.htm#food>
 - Raja, et.al. *A Planners Guide to Regional and Community Food Planning*, Chapters 1-3.

FEB 10: INTRODUCTION TO METRICS (BENCHMARKS) & COMMUNITY ENGAGEMENT

- (10) Food news briefs

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- (30) Discussion of Lappe chapters-to-date: global issues and communities
- (60) (Megan) Introduction to Benchmarks –methods, values, utility; Discussion of Center for Whole Communities benchmarks, Planner’s Guide “measures”
- (10) Break @ 3:30
- (30) Applications of benchmarks to class projects
- (30) How to avoid the risk of plagiarism (Tanya)
- Readings:
 - Center for Whole Communities: “Whole Measures”
 - Center for Whole Communities: “Draft Whole Measures for Food Security”
 - Raja, et.al. *A Planners Guide to Regional and Community Food Planning*, Chapter 5-6.
 - Ken Meter, “Linked Indicators of Sustainability Build Trust,” pp 183-199, from *Sustainability and Communities of Place*, edited by Carl A. Maida, 2007.
 - Fifty-Year Vision & Indicators for a Sustainable Minneapolis, Minneapolis Sustainability Roundtable, September 16, 2004 (Ken Meter)

FEB 17: UNDERSTANDING OUR FOOD SYSTEM: A PRIMER ON SYSTEMS THINKING

- (10) Food news briefs
- (20-30) Small group discussion of readings and food issues
- (50) (Tanya) Introduction to key aspects of systems thinking and relevance to assessment/planning,
- (10) Break @ 3:30
- Readings:
 - Lappe, *Hope’s Edge* – Chapters 4-10, plus pp 328-335 (thought traps)
 - <http://www.nytimes.com/2008/10/12/magazine/12policy-t.html>
 - Gwendolyn Hallsmith, *The Key to Sustainable Cities*, Chapter 9 “Leverage Points” (pp. 169-184), and Chapter 11 “Success” (pp. 204-125)

FEB 24: UNDERSTANDING OUR FOOD SYSTEM: A PRIMER ON DISTRIBUTION, BUSINESS MODELS, AND COMMUNITY ECONOMIES

- **DUE: DRAFT INDICATORS – BRING COPIES or FILE THAT CAN BE PROJECTED**
- (10) Food news briefs
- (20-30) Class review of draft indicators
- (60) (Tim) Primer on Distribution and Community Economies: CSAs, innovative urban food processing and business incubators, food dollar leakage (Ken Meter work), ASD model; food miles
- (10) Break @ 3:30
- (60) (Tim) Primer on Urban Ag
- Readings:
 - Raja, et.al. *A Planners Guide to Regional and Community Food Planning*, Chapters 4,.
 - Mohammed Yunus, *Creating a World Without Poverty*, “One Cup of Yogurt at a Time” (p149-164)
 - Pros and cons of food miles:
 - Watch E2 Trailer on Food Miles:
http://www.pbs.org/e2/episodes/309_food_miles_trailer.html
 - Food Miles Hard to Digest: <http://www.ipsnews.net/news.asp?idnews=41183>
 - Engelhaupt: Do Food Miles Matter?
 - The Validity of Food Miles as an Indicator of Sustainable Development, Executive Summary (UK)
 - Robert Gottlieb, *“Environmentalism Unbounded,”* Chapter on “Politics of Food”

MAR 3: NO CLASS –SPRING BREAK

MAR 10: STUDENT PROJECT CLINIC

- **DUE: Updated/revised Team Workplan (SEE TEMPLATE ON COLLAB) – including detailed community engagement plan**
MAR 8, Sunday midnight (upload on COLLAB)
- (10) Food news briefs
- (20-30) Small group discussion of readings and food issues

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- (60) Large group – review and revise class indicators (and draft benchmarks)
- (10) Break @ 3:30
- (60) Small groups (divided by types of projects): review/discuss updated/revised community engagement work plans

MAR 17: UNDERSTANDING OUR FOOD SYSTEM: FOLLOW THE YELLOW CORN ROAD – HOW DID WE GET HERE?

- (10) Food news briefs
- (75) (Tanya) A brief history of agriculture, types of agriculture, and the role of corn and food policies in our current obesity and diabetes epidemic
- (60) **Guest Speaker on Access & Social Justice Issues: Tony Tracy, Blue Ridge Area Food Bank: Training for Hunger Survey and Conducting Survey**

MAR 24: REQUIRED HUNGER SURVEY AND VIDEO SHOOT

- NOON-1: MANDATORY HUNGER SURVEY (1 SURVEY = 45 min): 1st Baptist Church, 632 Main;
- OR 9-2 at JABA

2:00 VIDEO CLINIC

- DUE: Must have already taken the video production training from lab
- DUE: List of Community Stakeholders contacted during your team project
- Organized video shooting in pre-determined 2 or 3 locations

MAR 31: UNDERSTANDING OUR FOOD SYSTEM: TBD

- (10) Food news briefs
- (20) **Prepare for Final Community Presentation**: Class assignments for coordination (invitations, posters/flyers, a-v, food, other)
- (60) Discussion of readings: *Where are we going now?*
- (10) Break @ 3:30
- **TIME TBD** –
- Readings:
 - Michael Pollan's Oct 9, 2008 open letter to President-Elect Obama: "Farmer in Chief"
 - Winne, *Closing the Food Gap* (entire book)
 - Scan summary and other parts that may interest you of the latest USDA Food Insecurity report: "Household Food Security in the U.S. 2007" - <http://www.ers.usda.gov/Publications/ERR66/>
 - Scan these:
 - Johnson, Mitchell. "Stocking Our Community Pantry: Here's how activists in Seattle glean free food... the 'urban harvest' of the future," *Communities: Life in Cooperative Culture*, Summer 2007.
 - Pinstrup-Andersen, Per and Fuzhi Cheng. "Still Hungry: One eighth of the world's people do not have enough to eat." *Scientific American*, September 2007. Pp. 96-103.
 - Reading to be announced (President Obama's policies, platforms)
 - Collier, Paul, "The Politics of Hunger: How Illusion and Greed Fan the Food Crisis," *Foreign Affairs*, November/December 2008. *Online article*: <http://www.foreignaffairs.org/20081001faessay87605/paul-coller/how-to-solve-the-food-crisis.html>
Or Podcast: <http://www.cfr.org/publication.html?id=17522>

APR 7: UNDERSTANDING OUR FOOD SYSTEM: GUEST SPEAKERS

- **Due: Invitations/flyers/ etc already delivered to all community engagement members**
- (10) Food news briefs
- To be determined *Possible guest speakers on farm bill, impacts on our food system, trends-future*
 - *Possible speakers on distribution and economies* -
 - Phil Petrini from Chipotle; Anthony Flaccovento on his model; Charlie Jackson on his model; Local farmers – Catherine Tatman, Susan Swales, Megan from Roundabout; Matt from Best of What's Around; Michael Waldmann from St. Andrews Society

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- (10) Break @ 3:30
- (45) Small group discussion of readings and food issues
 - Readings
 - Read Online – History of Farm Bill, Outlining the Debate, Analysis, Status and Next Steps:
<http://www.farmland.org/programs/farm-bill/default.asp>

APR 14: REQUIRED FIELD TRIP - LEAVE FROM IEN PARKING LOT AT NOON

- True and Essential Meats, Joe Cloud, Harrisonburg
- The Little Grill Cooperative
- Radical Roots Farm
- Shenandoah Auction (Mennonite Farmer)

APR 21: DRESS REHEARSAL - PPT PRESENTATIONS, AND VIEWING OF VIDEOS

- Project team PPT presentations of findings/ recommendations
- Feedback from in-house guest panel (faculty and students from previous years)
- Videos

APRIL 28 OR FRIDAY MAY 8: FINAL CLASS (MEETS AT JEFFERSON SCHOOL) INCLUDES FINAL PRESENTATION IN EVENING)

- Evaluation/ discussion of class (plus-delta)
- Highlights, take-aways, learning
- Paragraph for PLACs
- **EARLY EVENING COMMUNITY PRESENTATION**

APRIL 28: POSSIBLE NO CLASS (APA CONFERENCE)

*****DUE: FINAL TEAM PPT'S & VIDEOS - UPLOAD ON COLLAB: MIDNIGHT TWO NIGHTS PRIOR TO PRESENTATION**

***** DUE: FINAL TEAM PROJECT PAPERS: TUE, MIDNIGHT, APRIL 28*****

FINAL PAPERS MUST BE IN COMPRESSED PDF FORMAT FOR UPLOADING ON WEB

NO EXCEPTIONS ON DEADLINE – DON'T EVEN ASK!

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GUIDELINES FOR ALL POWERPOINT PRESENTATIONS (SEMESTER PROJECTS)

* Powerpoint Presentations should be **no longer than 15 minutes (max)** in length; **please practice in advance**. **No exceptions!**

* Guidelines for Powerpoint length: advise 10-12 slides, maximum no. of slides should be 12, or 1 per minute.

* Verbiage on slides should be *sparse!* Plan to say *far more* than what is simply written on the slide! Do not just read the bullets on the slide.

FOUR (4) “DELIVERABLES” FOR SEMESTER COMMUNITY PROJECTS

1) A **workplan** that provides all the information below, including a timeline. **DUE BY ???, MIDNIGHT**

- a. Project overview & goals (including the potential use/impacts of the benchmark you plan to develop)
- b. Project method: specific steps to be taken
 - a. Community organizations/people you will consult/ work with; how you will work with/consult them
 - b. Specific map(s) you intend to produce, and how
- c. Timeline: Who will do what pieces of the project, by when (specific project milestones)

2) A **PPT team presentation**, **DUE BY ???, APR ??, MIDNIGHT**

3) A **15-20 page team project paper (not including photos, appendices, maps, resources):**

- a. USE: Font Times New Roman 12, 1” margins, double-spaced, *minimum page length 15 pages, maximum 18 pages – NOT INCLUDING photos, maps*
- b. Six headings: *Overview of project and project goals; Project Method; Findings; Analysis (includes reflections on implications, surprises, unexpected results); Proposed Benchmark (include description of how you imagine it will be applied and useful to community planning); References (include all references, personal contacts, other sources); Maps*
- c. **DUE BY ???, APR ???, MIDNIGHT**

4) A **complete contact list** of all local people contacted during your project: name, organization, position, phone, email. **DUE BY ???, MIDNIGHT**

5) Final contact with all of your community contacts: thank you’s, providing them with your final report, inviting them to attend the presentation (CC Tanya, Megan)

5) EVERYTHING DUE MUST BE UPLOADED TO COLLAB, OR NO GRADE WILL BE PROVIDED

GUIDELINES FOR SHORT VIDEOS

- Develop a short (3-5 minute) video on “glocal” food heritage – local food traditions, and global food heritage of new and old immigrants to the region. *Anything goes!*
- Your video must be in a format for uploading to You-Tube, and on the A-School website.

Contract for a Grade
Healthy Communities, Healthy Food Systems (Part I: Assessment)

Student Name: _____

Computing ID or Student Number: _____

An “A” is offered for outstanding work (92pts or more of 100)

A “B” is offered for work which is truly satisfactory (85-91 pts)

A “C” is unacceptable for graduate participants (84 or less pts)

I hereby contract with Tanya Denckla Cobb and Tim Beatley to undertake the work of this graduate-level course (PLAC 555), and pledge to do the work necessary to obtain a graduate-level grade of at least a B (85-91 pts).

If I choose to aim for a higher grade of an A (92-100 pts), I realize that this will require a consistently higher effort throughout the semester, reflecting a level of excellence at the graduate level.
Please initial here if you opt to aim for this higher grade: _____.

I understand that my grade will result from my participation in class discussions (15 pts), my development of a case study (poster, paper and presentation) (25 pts), my development of two journal essays (10 pts), my work on a team project (workplan, paper and presentation) (45 pts), and my contribution to coordination of the final class presentation to the community (5 pts).

Should either of the instructors or the class T.A. judge that my participation or work may result in a grade *lower* than the one contracted above, they agree to alert me to this possibility as soon as possible. At that time we will discuss what additional steps or work I may undertake to receive the grade contracted.

Your signature

Date

**Please complete and provide to instructors
NO LATER THAN NOON, FRIDAY JANUARY 23**

YOUR NAME: _____

PREFERRED CONTACT EMAIL FOR THE SEMESTER: _____

PREFERRED PHONE CONTACT FOR THE SEMESTER: _____

Please indicate your top preferences for your class team project (please consult list of ideas in syllabus or the Heifer Foundation website). Please remember the focus of this semester PLAC project is on *healthy communities through the lens of the community food system*.

1. _____

2. _____

3. _____

Please indicate any particular skills/ knowledge base you think you might bring or contribute to the team (e.g., GIS, working with community people/groups, research, writing, powerpoint presentations, etc.)

Please indicate any background/experience you have in areas involved in community food systems (e.g., agriculture/ growing, marketing, distribution, hunger/poverty, environmental justice, rural development, etc.) (No experience/ background is necessary, but we would like to balance teams with people who may have different experiences!)
