

University of Washington

URBAN PLANNING AND THE FOOD SYSTEM URBAN DESIGN AND PLANNING 598S & POE CAPSTONE; FALL 2011

CLASS TIME AND LOCATION

Wednesday, 4:00-6:50, 100 Gould Hall

Instructors

Branden Born
410H Gould Hall
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OFFICE HOURS

T/Th 11:30-12:30, or by appointment

Kara Martin
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by appointment

COURSE OBJECTIVES

This course is designed to build knowledge of the food system, how it functions, and how it interacts—or could—with planning and public policy. The intent of the course is to familiarize students with basic issues in the production, distribution, marketing, and disposal of food, particularly with regard to those elements that may be influenced by civic action and public regulation. The class is also designed to familiarize students with the data and methodologies used to characterize the food system, and includes an applied research project along these lines. It is structured both as a *seminar* and a *studio* and will develop and challenge participants' thinking through reading, discussion, and research. At the end of the class, students should have an increased understanding of food systems as a planning and community development topic, how it looks in the Puget Sound region, the forces shaping food systems, dimensions of conventional and alternative models for conceptualizing its organization, and their own relationship and choices with regard to the(ir) food system.

BOOKS AND MATERIALS

- Most readings will be available through the course website as either .pdf files or as journal titles available through the UW Library's E-Journals website.
- [Sweet Charity: Emergency Food and the End of Entitlement](#). Janet Poppendieck. 1998.
- Several videos may be assigned or will be optional throughout the course.

STRUCTURE

The course is structured (roughly) into topics by week. Readings for each week will be discussed in seminar sessions led by student facilitators. As this is a discussion-based class *it is expected that you will have done the reading before the class session*. This is crucially important; you should come prepared to discuss the material. A few class sessions include videos (two online) to inform our discussions or research project; we may also bring in guest speakers.

A field trip will be scheduled in the second week, to take place one Friday in early November (?).

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GRADING AND COURSE WORK

The readings and discussions are meant to develop your knowledge and challenge and clarify your thinking. To facilitate discussions and assist in synthesizing your thoughts, occasional short writings will be assigned. They are to be submitted using the online dropbox accessed through the class website before class begins. You might want to bring a copy to class for your use. The research project, an examination of the Puget Sound foodshed (100 miles around Seattle), will serve to "make real" our academic discussions, and will be informed by American Farmland Trust and an informal advisory group.

Class participation is a crucial part of seminar and success, and will be a component of the grading as well—this includes your leadership of one session, to be coordinated with Branden and/or Kara (see below), as well as your contributions to the class research project.

Requirements and Approximate Percent of Grading:

Class participation	20
Short writing assignments	40
Term project	40

If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments, please contact me, or Disabled Student Services, within the first week of the quarter. DSS is available at 685-1511, or at http://www.washington.edu/students/gencat/front/Disabled_Student.html, and will be able to provide you with information and review appropriate arrangements for reasonable accommodation.

Finally, I expect students to uphold university policies on academic integrity. Failure to uphold academic integrity will be dealt with in accordance with university procedures. The UW's policy on academic integrity and plagiarism is located at: <http://depts.washington.edu/grading/issue1/honesty.htm>. Any issues that arise will be elevated to the dean's office as per CBE policy.

COURSE SCHEDULE: SEE READING LIST FOR TOPICS AND MATERIALS, PROJECT SCHEDULE TBD.

Discussion Facilitation (Adapted from CEP 301)

Summary

The idea of the discussion facilitators is to have one or more students for every discussion who serve as facilitators of the discussion. There will be student leaders for almost all of the classes that involve discussions of readings. Each of you will facilitate discussion at least once during the quarter. You can sign up for the class you want to facilitate.

Specifics: Facilitators

Facilitators may want to begin each session by briefly outlining (on the board and/or orally) what the facilitators plan to do in discussion. Then, the discussion facilitators will assist the class in

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an exploration of the important ideas in the readings. Facilitators have some freedom to decide on the format of the class exploration. A few possibilities are sketched on the following page. Your job is to help the class engage in an energetic exchange of ideas and opinions.

In preparing their material, the facilitators should complete the readings in advance and formulate the content of discussion and its structure. The idea is for the discussion facilitators to inspire everyone to explore the reading in insightful ways. We encourage leaders to consult with Branden and/or Kara in developing your plan. Everyone should sign up early and spend adequate time preparing your class. In general, the more preparation facilitators do, the better the discussion goes.

The Rest of You

The existence of the discussion leaders is in **no way** an opportunity for the rest of the class to take it easy. The discussion facilitators will guide the discussion, but they should by no means do most of the talking. Their role is to stimulate *you* to engage in an insightful discussion. Thus the rest of the class should digest the readings as usual and come prepared to participate fully along the lines laid out by the facilitation group.

Techniques for Planning a Discussion

These are just *some* possible structures. You should feel free to invent new ones as you like. Remember, though, the goal is to focus the class on a productive discussion of the readings. Don't let a too-elaborate structure interfere with that primary goal.

Whole group—everyone engages in discussion together at one time. This is good because you can get a greater range of ideas and opinions with a larger group. Large groups are sometimes tricky to manage well though, so having a good set of stimulating questions is important so you can shape the discussion to move in insightful directions that you have thought out beforehand. Large-group can also be a more intimidating setting in which to speak.

Small-group discussion—the class is broken up into small groups to discuss. They can have the same topic to discuss, or they can have different topics. In a **jigsaw** format, the groups each discuss different aspects of a larger topic, and then they rejoin into a whole group to see how each group's issues/conclusions fit together.

Rotate (invented by student leaders in Geography 301, Spring 2001)—each leader develops questions on a particular sub-topic of the day's topic. The class is divided up into small groups so that there is the same number of small groups as there are discussion leaders. Then, the leaders move in shifts from group to group so that each leader has a chance to lead each group. That way, each group gets a chance to discuss each aspect of the day's topic. At the end, you can bring the group back into whole-group to share insights.

Structured debates—where two sides of a specific issue are pitted against each other, usually given roles to play, and their interaction is moderated by a moderator.

Four-square—the leaders set aside four corners labeled “agree,” “tend to agree,” “tend to disagree,” and “disagree.” They then make a statement, for example: “nationalism is a good

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thing.” Then each person in the class goes to the corner they decide best describes their reaction to the statement. The group in each corner discusses for a while why they agree/disagree/etc. with the statement. The class then goes back into large group to engage in debate the issue. At the end, the leaders ask if anyone would like to change corners. Those that do are asked to share why their position changed during the debate.

Brainstorming—the leaders ask the class to come up with ideas about a given topic (say, “reasons why you oppose the war in Iraq” and “reasons why you support the war in Iraq”). The product of that brainstorming (usually written on the board) can then serve as the basis for discussion, or it can be a way to sum up a discussion.

Fishbowl—here one small-group engages in discussion and the rest of the class observes their discussion. Different small groups or individuals can rotate into the fishbowl—they can discuss different topics or the same topic.

Role-playing—is a general technique that can be applied to any of the above methods. A person or group is given a role to play (rather than playing themselves), which gives them a certain point of view to argue from. This is particularly helpful when there is an issue you think most people (when playing themselves) will agree on; you can have people play roles that are in opposition to the common opinion. It can be difficult, however, to keep conversational meaningful. In general, role playing unless given adequate time and sufficient detail is not advised.

Each of these can be used in combination, or alone. Of course this list is not exhaustive—there are other possible techniques.