

Toulan School of Urban Studies & Planning – Portland State University – Spring 2024

Feeding the City

USP576/CRN 64310 – USP410/CRN 64566

Tuesdays 10am-12:30pm
In-Person: Urban Center - URBN 270

Instructor: Dr. Kacy McKinney (she/they), Teaching Assistant Professor, TSUSP/Comics Studies

Contact/Email: kmckinney@pdx.edu - Please write "USP576" or "USP410" in the email subject line. Please do not use messaging in Canvas. I will do my very best to respond within a day or two. I do not check email on weekends, after 6pm or before 9am on weekdays. *I also don't expect a response from you during those times.*

Office Hours: *By appointment.* Please send an email to set up an appointment. For in-person meetings, my office is located in the Urban Center room 370, on the third floor. Enter through suite 350. I am also happy to have office hours meetings via Zoom. *Meeting with students for office hours is one of my favorite parts of this job and I encourage you to make an appointment to chat with me about the class, PSU, jobs, grad school, comics, and more!*

Course Description: What resources exist to support access to food in the city and what policies at the city, county, state, and national scales shape/impact those resources? What efforts are underway to foster more just and sustainable urban food systems? How has the city's role in food systems planning changed over time? How are these formal interventions complemented by more informal or insurgent approaches? In this reading-intensive discussion-centered seminar course, we will critically consider these questions through wide-ranging assignments, and materials from many different perspectives.

Course Objectives:

- Better understand the structural processes limiting food access in cities;
- Analyze what a more "just" and "sustainable" urban food system entails at various stages of the food chain, from production, to processing and distribution, to consumption;

- Understand the relationship between contemporary food systems planning efforts, their current contexts, and their historical precedents;
- Review and analyze the effectiveness of the suite of formal and informal approaches and “best practices” currently in use by food systems planners, policymakers, and practitioners.

For the *Graduate Certificate in Sustainable Food Systems*, this course meets these outcomes:

- Outcome 2: Power & Privilege - *Explain systems of power & privilege in food systems: Students will give examples of how power & privilege affect the contemporary food system.*
- Outcome 5: Strategies - *Evaluate strategies to address food system challenges: Students will critically examine strategies to address food system challenges.*

Routine/Structure/Ethos: As a seminar course, my role as a professor is to structure the course, to ask questions, to keep us on track, and to facilitate our learning environment – rather than to lecture. I am interested in sparking your curiosity and creativity; encouraging your critical thinking – particularly as it relates to power and systems of oppression; supporting you in developing advanced research and written and oral communication skills, and creating ways for you to follow your relevant interests and work toward your academic and professional goals. Please turn off wi-fi, silence your phone, and be ready to be present for the discussion. I encourage you to bring paper and a pencil and take notes and sketch/doodle.

Inclusive Learning Environment: Building an inclusive learning environment requires us to work together to listen, and make room for all to have a say - asking questions and interacting in an encouraging way while also taking care to create space for others; to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world. I hope that we can begin from a place of mutual respect and gentle personalism – *taking each other where we’re at each day and being aware that the workings of power and privilege impact us/our communities in different ways.*

Please be gentle with one another and do not make assumptions about what anyone is going through. Let us aim to listen deeply (including reading carefully and reflecting) and be ready to learn from those around us. Seek a balance between participating actively and creating space for the participation of others. Thank you, in advance, for your patience with me and with one

another as we continue to navigate these deeply challenging times together. I will support you in engaging with me and with one another in respectful and encouraging ways.

On Privacy: It is unacceptable to copy or share course materials, text, or images from/of your classmates or from your instructor into any other online forum or space outside of this course. Please see the [PSU Student Code of Conduct and Responsibility](#) for more information.

Learning in Unprecedented Times: Please stay home when you have any type of potentially communicable disease and/or your emotional well-being is better served by time away. While your full and regular participation are central to your success in this course - if health or caregiving complications are influencing your learning, please let me know so that we can make adjustments accordingly. There are some limits to what this can look like, but I will do my best to support you. -- When you need to miss class, the syllabus and the course site in Canvas are your primary way to stay in the loop. I also recommend checking in with a classmate to see whether they might give you a summary and any key points they can share. *Please do not email me and ask what you missed.* Instead, look over the module in the Canvas site, complete the posted materials and then, if needed, send me an email with questions that arise after looking those materials over. You may also want to set up an appointment to discuss assignment or content - but please come to these meetings *with questions in mind.*

Course Expectations/Evaluation:

Note the difference in expectations/evaluation for students in USP410 versus USP576.

- USP576 students: 120 points possible
- USP410 students: 100 points possible

Participation & Class Engagement & Preparation for Class

(40 points possible – up to 4 points possible per class day)

I'll add 4 points to your final grade to cover one missed class or as bonus points if no class was missed. Missing more than one class day will definitely impact your grade. Additionally, arriving late, unprepared, or not actively participating will result in partial credit for that day. Several days require preparation (in addition to readings) in advance of class, and will be worth 1 point for that day. Be prepared for each class with **at least one discussion question related to the materials and topics for that day and/or a share a relevant policy, practice or**

project (we'll use these!). Here are some prompts to be thinking about as you complete the materials – and to help you as write discussion questions each week:

- What were the key claims/arguments/points/take-aways in each reading?
- How do they uphold or challenge dominant narratives or understandings?
- How do they connect with the other readings we've covered?
- Who benefits? How holds power? What are the implications for individuals, communities, organizations, planners, or municipalities?
- What questions are you left with?

Midterm Book Festival (20 points possible – critical book review and brief presentation)

The midterm in this class is a critical book review and a brief presentation in class. This is an opportunity for you to dig in to a topic related to food and the city of your choice. *Choose a book that is centrally about food justice and/or food sovereignty in the city (anywhere in the world).* Be sure that you have selected 2-3 titles that you have access to by the start of class April 9th (Week 2). Each student will read a different book, so please be flexible and have a few in mind. You'll sign up at the end of class on April 9th for the book you will review. Closely read, then write a critical review. The day the assignment is due you'll also briefly present on it. **DUE April 30 before class.**

Access to Food Profile (20 points possible - investigation and written findings, visual/creative presentation of findings is encouraged – discuss with me in advance)

This assignment is about working to understand 1) what food resources are available/accessible to individuals and families living below of near the poverty line, 2) to what *extent* those resources are available, healthy, and culturally appropriate, 3) and what policies (at the city, county, state, and national scales) impact/shape that access. I imagine many of you will focus on Portland, but please discuss with me if you would like to focus your profile on another city context. We will discuss the details and guidelines for this assignment in class early in the term. **DUE May 28 before class.**

Short Papers -- Written Responses & Strategy Evaluation

(20 points possible, 5 points each: 4 short papers)

These short papers (one page single spaced, roughly 500 words) are meant to support you in preparing for class and help me to follow your progress and thinking in the course, particularly in the first few weeks. Always end with a question for class discussion. We'll discuss details of these papers in class. **Due Dates: 4/9, 4/16, 4/23, 6/4** before class.

Teach-Ins - USP576 Students Only

(20 points possible – combination self-assessment and instructor evaluation)

In order to offer you space to pursue issues of interest to you (related to the course), and because the range of topics we could discuss is vast, USP576 students will each prepare and lead part of a class session on a topic of their choice (from the list provided or suggested and approved in advance by me). I mean this to be practice in the art of lesson planning, not simply leading a discussion – grad students get so few opportunities for this! You can do this in pairs or on your own (as you can imagine, doing it in pairs is not necessarily easier ;). While you will prepare a lesson plan for a class, you'll each just have about 20 minutes of class time. Submit a lesson plan, engage the class for 20 minutes. You'll choose a reading and another material in advance for that day and lead discussion with an introduction and activity of some kind. **May 7th or 14th or 21st (see sign-up sheet - sign up for one day)**

Course Schedule

Subject to Change – I will notify you via Canvas Announcements of Changes

Full list of readings and other materials will be on canvas after week one.

Week 1 - April 2 -- Introductions, Course Planning

Build Community Agreement (see google doc linked on course website)

Week 2 - April 9 -- Historical Perspectives: Food Systems Planning & Policy

Midterm Book Choice Due: Bring the titles of 2-3 books you are interested in reading and reviewing for the midterm. Please be sure you have access to these through PSU or the county library or that you want to purchase, borrow or already own the book.

Everyone will read a different book, hence the need to bring a few titles just in case.

Criteria for book choices will be discussed in class.

Short Paper 1 Due (*1 page single spaced/about 500 words*)

What were the key claims/arguments/points or take-aways in each reading? Limit yourself to one paragraph per reading. End each paragraph with a question for discussion. You are also welcome to write more of an essay, keeping to the word count, but integrating your thinking on all of the readings. Use your own words – not quotes, I am interested in what **you** got out of each reading.

Required Readings

- Kornfeld, D. 2014. Bringing Good Food In: A History of New York City's Greenmarket Program. *Journal of Urban History* 40 (2): 345–356.
- Lawson, L. J. 2004. The Planner in the Garden: A Historical View into the Relationship between Planning and Community Gardens. *Journal of Planning History* 3 (2): 151–176.
- Pothukuchi, K. 2015. Five Decades of Community Food Planning in Detroit City and Grassroots, Growth and Equity. *Journal of Planning Education & Research* 35 (4): 419–434.
- Vitiello, D., & C. Brinkley. 2014. The Hidden History of Food System Planning. *Journal of Planning History* 13(2): 91–112.

Week 3 - April 16 -- Urban Food Governance Today//Short Paper 2 Due

Week 4 - April 23 -- Hunger, Food Insecurity, Access//Short Paper 3 Due

Week 5 - April 30 -- Food Justice and the City/Midterm Book Festival

Midterms Due/Brief Presentations in Class//No additional readings

Week 6 - May 7 -- Food Jobs, Food Labor, Organizing

Teach-Ins (576 students see google docs sign-up sheet)

Week 7 - May 14 -- Rethinking Production, Rethinking Distribution

Teach-Ins (576 students see google docs sign-up sheet)

Week 8 - May 21 -- Indigenous Food Sovereignty & Other Systems

Teach-Ins (576 students see google docs sign-up sheet)

Week 9 - May 28 -- Field Trip TBA -- Food Access Profile Due//No additional readings

Week 10 - June 4 -- Course Conclusions/Field Trip TBA//Short Paper 4 Due

ADDITIONAL PSU POLICIES, INFORMATION, and RESOURCES

Access & Inclusion for Students with Disabilities: PSU values diversity and inclusion. Our goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. We are committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify us. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities. -- If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. -- If you already have accommodations, we have likely already received notification from the DRC and we will be in touch (or you can touch base with us) to discuss any details, questions, or concerns. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center/>

Title IX Mandatory Reporting: Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to: **Albert Roberson**, Title IX Coordinator - titleixcoordinator@pdx.edu, Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th

Ave., Suite 830 or **Taylor Burke**, *Deputy Title IX Coordinator and Dean of Students*, (503) 725-4422, askdos@pdx.edu, Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module [Understanding Sexual Misconduct and Learning Resources](#) in Canvas. **For**

more PSU resources please see:

https://www.pdx.edu/sexual-assault/sites/g/files/znlldhr4031/files/2020-08/2-sheet_SexualRelationshipViolenceResourcesforstudents.pdf

PSU Cultural Resource Centers: The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide students with employment, volunteer, and leadership opportunities. Along with extensive programming, our spaces offer resources such as computer labs, lounge areas, and study spaces. All are welcome!

Website: <https://www.pdx.edu/cultural-resource-centers/>

Academic Honesty: Students are expected to be ethical not only in the online and physical classrooms, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to:

- engaging in any form of academic deceit;
- referring to materials, sources or uses devices unauthorized for use on assignment;
- providing inappropriate aid to another person in connection with any assignment;

- engaging in plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. We will discuss strategies for citing sources in your work and please see me and/or consult library resources with questions about how to avoid plagiarism. *I proactively monitor for academic dishonesty. Any plagiarism results in a zero on the assignment or activity and reporting to the Dean of Student Life Office.*

Important Resources Available to Students at PSU:

- **Advising & Career Services:** helps students choose a major or career, provides workshops and classes. <https://www.pdx.edu/advising/> and <https://www.pdx.edu/careers/>
- **Campus Directory:** contact information of faculty and staff. <https://www.pdx.edu/faculty-staff-directory>
- **Emergency Funds:** list of funds available through various colleges, schools, and resource centers to students experiencing hardships <https://www.pdx.edu/dean-student-life/emergency-funds>
- **International Student Services:** immigration advising, life advising, programming and support for international students. <https://www.pdx.edu/international-students/>
- **The Learning Center:** offers support with current coursework and helps develop effective learning strategies. <https://www.pdx.edu/learning-center/>
- **Queer Resource Center:** provides students along the sexuality and gender spectrum with the support they need to persist to graduation. <https://www.pdx.edu/queer-resource-center/>
- **Resource Center for Students with Children:** offers integrated services that support students' goals to be effective parents while succeeding in their academic pursuits. <https://www.pdx.edu/students-with-children/>

- **Student Activities & Leadership Programs:** enrich and integrate students' leadership and academic experiences to educate students to be ethical, socially just, and civically engaged leaders. <https://www.pdx.edu/student-leadership/>
- **Student Legal Services:** provides legal advice, legal representation, mentorship, community partnerships, education designed to empower. <https://www.pdx.edu/student-legal-services/>
- **University Success:** facilitates academic engagement, intellectual connection, and collaborative learning among Portland State University students through student living communities and campus community building. <https://www.pdx.edu/housing/usuccess>
- **Veterans Resource Center:** provides comprehensive support to student veterans and service members to meet unique needs. <https://www.pdx.edu/veterans-resource-center/>
- **Women's Resource Center:** advocates for the best educational and campus experience for the entire community by advancing social justice, ensuring access to personal empowerment, and working toward a safe, healthy campus. <https://www.pdx.edu/womens-resource-center/>
- **The Writing Center:** help writers at any stage of writing process and with all varieties of projects: class assignments, resumes, application essays, presentations, creative writing. <https://www.pdx.edu/writing-center/>

Basic Needs at Portland State: It can be incredibly challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Here is a list of contacts for assistance:

- Basic Needs Hub: basicneedshub@pdx.edu
- Emergency Housing: PSU Landing at FUMC: <https://fumcpdx.org/landing/>
- Free Food Market: <https://www.pdx.edu/student-access-center/free-food-market>
- C.A.R.E. Team: askdos@pdx.edu; (503) 725-4422
<https://www.pdx.edu/dean-student-life/care-program>
- Student Health and Counseling: askshac@pdx.edu; (503) 725-2800
<https://www.pdx.edu/health-counseling/>