

# Course Syllabus

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## **USP 476/576 Feeding the City**

Nohad A. Toulan School of Urban Studies & Planning

Portland State University

Spring 2026



**Hours:** Tuesdays and Thursdays from 11:00 am to 12:40 pm.

**Location:** This class meets in person at ASRC- 240.

**Instructor:** Yu Xiao, Ph.D., AICP., Associate Professor Email: [yxiao@pdx.edu](mailto:yxiao@pdx.edu)

**Office Hours:** by appointment

**Credits: 4 credit hours**

**Course Website:** This class uses Canvas ([canvas.pdx.edu](https://canvas.pdx.edu)) in support of learning. You can log in with your Odin username and password.

**Course Description:** How do we feed cities in a just and sustainable manner? What is the role of the municipality in doing so? How has the city's role in food systems planning changed over time and how are these formal interventions complemented by more informal or insurgent approaches? Over the course of this course, we will attempt to answer these questions. We will start by understanding our own food and food sources, and then think about food system planning at the higher levels, e.g. neighborhood, municipality, regional levels. We will draw on current food systems planning literature, policy documents, and organizational reports, as well as your lived experiences to envision a better future.

### **CUSP Student Learning Outcomes**

**SLO 2 Analysis of Power & Politics:** Analyze how bias, marginalization, and structural racism operate within systems of power to apply strategies for confronting social inequities.

**SLO 4 Applied Research:** Critically assess diverse research methods and data sources, and apply research findings to construct informed narratives that support policymaking and collaborative community engagement and advocacy.

**SLO 6 Professional Communication:** Develop verbal, visual, and written skills to effectively communicate complex ideas, policy recommendations, and research findings to diverse audiences of concern.

### **MURP Student Learning Outcomes**

SLO 1: MURP students will apply knowledge and skills to create more equitable and just communities and planning outcomes.

SLO 2: MURP students will apply knowledge and skills to create more sustainable communities and planning outcomes.

SLO 5: MURP students will assess forces impacting human settlements and interconnections among systems.

SLO 10: MURP students will work effectively in collaborative and team-based contexts.

## Prerequisites / Required Reading

There are no prerequisites for this course. There is no required reading for this course. All the reading materials will be provided by the instructor on Canvas.

## Course Work

**Quizzes:** Quiz questions are based on the assigned readings. You are expected to come to class prepared. You will receive 50% of the grade from answering the questions (as attendance) and 50% for providing the correct answers.

## Individualized Food Planning

**Part 1: Food Diary (One Day) and Nutritional Analysis:** The purpose of this assignment is to help you understand your nutritional needs, assess how healthy your current food choices are and identify realistic changes you can make to improve your overall diet and well-being.

**Part 2: Food Diary (One Day) and Food Source Analysis:** In this assignment, you will critically examine not only what you eat, but also where your food comes from and how it impacts your health, your community, and the environment. The goal is to develop a deeper understanding of your food habits and identify ways to make more informed, responsible, and sustainable choices.

**Explore Food Sources in Portland, OR and nearby places (Teamwork):** In teams of 2-3 persons, you will explore various food sources in the Portland area. Conduct site visits and report your findings.

**(For USP 476) Final Paper (Individual work):** research on a topic related to food system planning, and cite relevant literature to write the paper.

**(For USP 576) Final Project (Teamwork):** In teams of 2-3 persons, you will identify a food system related topic to explore.

## Grading Rubric

	<b>USP 476</b>	<b>USP 576</b>
Quizzes	10%	10%
Individualized Food Planning - Part 1: Food Diary (One Day) and Nutritional Analysis	20%	15%
Individualized Food Planning - Part 2: Food Diary (One Day) and Food Source Analysis	20%	15%
Explore Food Sources in Portland, OR (Teamwork)	25%	30%
USP 476- Final Paper (Individual work)	25%	30%
USP 576- Final Project (Teamwork)		
<b>Total</b>	<b>100%</b>	<b>100%</b>

Course grades will be assigned on a criterion-reference scale as follows:

A: 93-100% A-: 90-92%

B+: 87-89% B: 83-86% B-: 80-83%

C+: 77-79% C: 73-76% C-: 70-72%

D+: 67-69% D: 63-66% D-: 60-62%

F: <60%

In case that a grade is on the borderline, classroom participation will be used to determine the final grade.

## **Course Policies**

### **Attendance**

Students are expected to attend every class. To be excused the student must notify the instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Students must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence. The instructor will either provide the student an opportunity to make up any graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

### **Classroom participation**

Students are encouraged to come to class prepared, make thoughtful contributions to class discussions, respect others' views, and help each other out in collaborative learning groups.

### **Assignment guidelines**

Students are encouraged to have study groups and help each other with the assignment. However, the work submitted must be individual work. Plagiarism will be prosecuted.

### **Late Submission Policy**

In fairness to all students, especially those who work hard to meet deadlines, late assignments will be penalized 5% per day. Assignments more than 7 days late will not be accepted.

### **Academic Integrity Statement**

PSU's Student Code of conduct prohibits "All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data."

### **Access and Inclusion for Students with Disabilities**

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am 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 me. 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, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

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 \(mailto:drc@pdx.edu\)](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

## Title IX Reporting Obligations

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: <http://www.pdx.edu/sexual-assault/get-help> (<http://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>  (<https://psuwrc.youcanbook.me/>)

**[Links to an external site.](https://psuwrc.youcanbook.me/)**  (<https://psuwrc.youcanbook.me/>)

. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu) or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at [yesenia.gutierrez.gdi@pdx.edu](mailto:yesenia.gutierrez.gdi@pdx.edu) or in person at RMNC, 1600 SW 4th Ave, Suite 830

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.

### **Submitting work online**

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

### **Technology access**

Proficiency in the use of Canvas, PSU email, and other computer tools such as Zoom or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources.

## **Course Schedule**

### **Week 1 Module**

#### **(T- 3/31) Introduction: What is a Food System and What is Food System Planning?**

- Raja, S., B. Born, and J. K. Russell. 2008. Chapter 1. Food, Healthy Eating, and Planning: What is Community and Regional Food Planning? in *A Planners Guide to Community and Regional Food Planning: Transforming Food Environments, Facilitating Healthy Eating*. American Planning Association.

- Center for Sustainable Systems Factsheet: US Food System

*[Hand out]: Assignment 1- Food Diary and Nutritional Analysis*

### **(Th- 4/2) Food and Health**

- Wallinga, D. 2009. Today's Food System: How Healthy Is It? *Journal of Hunger & Environmental Nutrition*, (4): 251-281.
- Lindgren, E., F. Harris, A. D. Danger, A. Gasparatos, M. Hiramatsu, F. Javadi, B. Loken, T. Murakami, P. Scheelbeek, and A. Haines. 2018. Sustainable food systems—a health perspective. *Sustainability Science* (13): 1505-1517.

## **Week 2 Module**

### **(T- 4/7) The System that Feeds Us**

- Howard, Concentration and Power in the Food System. Chapter 1.
- Campbell, M. C. 2004. Building a Common Table: The Role for Planning in Community Food Systems. *Journal of Planning Education and Research* 23 (4):341–355.

### **(Th- 4/9) Discussion: Food Diary and Nutritional Analysis**

- Mie, A. H.R. Andersen, S. Gunnarsson, J. Kahl, E. Kesse-Guyot, E. Rembialkowska, G. Quaglio, and P. Grandjean. 2017. Human health implications of organic food and organic agriculture: a comprehensive review. *Environmental Health* (16):111

*[Due]: Assignment 1- Food Diary and Nutritional Analysis*

*[Hand Out]: Assignment 2- Food Diary (One Day) and Food Source Analysis*

## **Week 3 Module**

### **(T- 4/14) Municipal Food Policy and Planning: Historical Perspectives**

- Vitiello, D., and C. Brinkley. 2014. The Hidden History of Food System Planning. *Journal of Planning History* 13(2):91–112.
- 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.

### **(Th- 4/16) Municipal Food Policy and Planning: Historical Perspectives (cont.)**

- Pothukuchi, K. 2015. Five Decades of Community Food Planning in Detroit City and Grassroots, Growth and Equity. *Journal of Planning Education and Research* 35 (4):419–434.
- Kornfeld, D. 2014. Bringing Good Food In: A History of New York City's Greenmarket Program. *Journal of Urban History* 40 (2):345–356.

## **Week 4 Module**

### **(T- 4/21) Municipal Food Policy and Planning Today**

- Unger, S. And H. Wooten. 2006. Z: Toward a Sustainable Food Plan. Oakland Mayor's Office of Sustainability and University of California, Berkeley. (Skim through)
- Seattle's 2024 Food Action Plan. <https://www.seattle.gov/environment/food-policy-and-programs/food-action-plan>.

### **(Th- 4/23) Discussion: Food Diary (One Day) and Food Source Analysis**

- Raja, S., B. Born, and J. K. Russell. 2008. *A Planner's Guide to Community and Regional Food Planning: Transforming Food Environments, Facilitating Healthy Eating*. Washington: American Planning Association. (read chs. 1, 2; pp. 1– 26)
- 2012 Urban Food Zoning Code Update (UFZCU)- Enhancing Portlanders' Connection to Their Food and Community. <https://efiles.portlandoregon.gov/record/13127449>

*[Due]: Assignment 2- Food Diary (One Day) and Food Source Analysis*

*[Hand out]: Team Project- Explore Food Sources in Portland, OR (e.g. food buying clubs, community gardens, co-ops. Site visit. Figure out how it works.)*

## **Week 5 Module**

### **(T- 4/28) Beyond Local: Engaging a Food Justice Approach**

- Horst, M. 2017. Food justice and municipal government in the USA. *Planning Theory & Practice* 18 (1):51–70.
- IATP Principles of Food Justice.

[https://www.iatp.org/sites/default/files/2013\\_02\\_08\\_FoodJusticePrinciples\\_v2\\_0.pdf](https://www.iatp.org/sites/default/files/2013_02_08_FoodJusticePrinciples_v2_0.pdf)

### **(Th- 4/30) Beyond Local: Engaging a Food Justice Approach (cont.)**

- Hammelman, C., and A. Hayes-Conroy. 2015. Understanding Cultural Acceptability for Urban Food Policy. *Journal of Planning Literature* 30 (1):37–48.
- Horst, M., N. McClintock, L. Hoey. 2017. The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature. *Journal of the American Planning Association* (83) 277-295.
- Shannon, J. 2016. Beyond the Supermarket Solution: Linking Food Deserts, Neighborhood Context, and Everyday Mobility. *Annals of the American Association of Geographers* 106 (1):186–202.

## **Week 6 Module**

### **(T- 5/5) Rethinking Production**

- Yuen, J. 2014. City farms on CLTs: How Community Land Trusts Are Supporting Urban Agriculture. *Land Lines*, April.
- Zigas, E. Guide to Implementing the Urban Agricultural Incentive Zones Act. UC Cooperative Extension.

Also skim:

- SF Planning. Application Packet for an Urban Agriculture Incentive Zone.

### **(Th- 5/7) Guest speaker: TBA.**

## **Week 7 Module**

### **(T- 5/12) Rethinking Retail, Sourcing, and Distribution**

#### *Retail Incentives and Regulation*

- ChangeLab Solutions, Taking Stock: Creating Healthy Changes at Grocery Stores and Small Markets. <http://www.changelabsolutions.org/neighborhood-food-stores>

- (Optional for USP 476) ChangeLab Solutions. 2013. Model Healthy Food Zone Ordinance

### *Food Hubs*

- USDA Agricultural Marketing Service. 2012. Regional Food Hub Resource Guide. <https://www.ams.usda.gov/publications/content/regional-food-hub-resource-guide> (Read pp. 1-34, skim the rest).

### *Procurement*

- PolicyLink Equitable Development Toolkit: Local Food Procurement.
- (Optional for USP 476) Delwiche, A. and J. Lo. 2013. Los Angeles Good Food Purchasing Policy. Progressive Planning 197, Fall: 24-28.

### **(Th- 5/14) Team Presentation on Explore Food Sources in Portland, OR**

*[Due] Explore Food Sources in Portland, OR*

*[Hand Out] Final Project- Team Project*

### **Week 8 Module**

#### **(T- 5/19) Feeding the City in Emergencies**

- FEMA and American Red Cross. 2016. Food and Water in an Emergency. <https://www.fema.gov/pdf/library/f&web.pdf> ⇨ (<https://www.fema.gov/pdf/library/f&web.pdf>)
- [FoodSafety.gov](http://FoodSafety.gov) ⇨ (<http://FoodSafety.gov>) <https://www.foodsafety.gov/keep-food-safe/food-safety-in-disaster-or-emergency>

#### **(Th- 5/21) Guest Speaker: TBA**

### **Week 9 Module**

#### **(T- 5/26) Indigenous Perspectives on Food Planning**

- Domingo, A., KA. Charles, M. Jacobs, D. Brooker, and R. M. Hanning. 2021. Indigenous Community Perspectives of Food Security, Sustainable Food Systems and Strategies to Enhance Access to Local and Traditional Healthy Food for Partnering Williams Treaties First Nations

(Ontario, Canada). *Int. J. Environ. Res. Public Health*, 18(9), 4404.

- Cote. 2016. "Indigenizing" Food Sovereignty. Revitalizing Indigenous Food Practices and Ecological Knowledges in Canada and the United States, (5), 57.

### **(Th- 5/28) Work Session for the Final Project Presentation**

### **Week 10 Module**

#### **(T- 6/2) Community Empowerment in Food Planning**

- Dushkova, D. and O. Ivlieva. 2024. Empowering Communities to Act for a Change: A Review of the Community Empowerment Programs towards Sustainability and Resilience. *Sustainability* (16) 8700.

**(Th- 6/4) Panel discussion:** Resilient Seed Healing Farm, Tree to Table PDX, Sharotonin- Illustrated Products for Native Habitat Builders

### **Week 11 Final Presentation**

*(USP 476) Final Paper Due*

*(USP 576) Final Project Presentation and Report Due*