

Meeting time: Wednesdays 6:00 – 8:45 PM
Classroom Location: Commons Room 50 & HHH 85

Instructor: H. Fernando Burga PhD
Office Hours: Per Appointment
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I. Course Description

As rates of obesity and chronic disease continue to rise in our country, there is a growing understanding of how access to safe, affordable, and healthy foods is important for all. Although Minnesota continues to rank as one of the healthiest states in the country, large health disparities exist across different populations sectors including populations of Color, new immigrants and Native Americans. These populations experience higher rates of nutrition-related chronic diseases such as diabetes, heart disease and cancer. These health disparities are linked to disparities in food access, which are evident in the Twin Cities where historically under-represented groups and new immigrants have concentrated to access labor, resources, housing and transportation.

Food access disparities are influenced by a complex food system that exemplifies a web of factors: food production, distribution, marketing, and consumption, as well as other aspects such as demography, geography and economics. “Food access is not only a health issue but also a community development and equity issue.” In this way, ensuring the availability of safe, nutritious, and culturally acceptable food is vital to ensure healthy communities. The role of urban planning is important within this scope, not only in providing the data that can help historically under-represented groups and new immigrant communities access healthy foods, but also in facilitating their advocates the adequate toolkits to champion policy changes at the neighborhood, municipal and state levels.

Today we find ourselves in a moment of juncture where food access policy is being shaped at the federal, state and local level through a growing recognition of continuing social and racial disparities in American Cities. These debates are starting to shape the future of planning practice as we develop deeper understandings of how past injustices embedded in planning shaped legacies of segregation and poverty, continue to influence the American urban landscape.

Every ten years, the Twin Cities Metropolitan Council and the local governments of the metro area address a variety of planning-related issues through their Comprehensive Plans. However food access has previously been left out of planning documents. Now there is an increasing recognition of equity and sustainability as important comprehensive planning goals. Similarly, the process of community participation and deliberation, particularly in relation to food access issues in communities composed by historically under-represented groups and new immigrants has been lacking due to funding, staffing and management constraints. As local governments evaluate their required 10-year comprehensive plans, the inclusion of language regarding the importance of access to healthy foods is one of many key issues which can ensure the realization of a more equitable food system for all. This is the opportunity that this proposal aims to capture.

This class aims to connect the theory, practice and innovations of the food justice movement into site planning scopes that will influence the development of comprehensive planning policy. By carrying out food access policy analysis, the analytical mappings of urban systems and developing client/partner oriented projects with specific sites across the Twin Cities, we will aim to provide concrete planning scenarios based on actual places and practice to support local advocacy organizations in influencing the comprehensive planning process.

The learning objectives will be carried out through an in-depth analysis of actual places, their existing land use policies regarding food access (or absence thereof) and their assessment according to the collection of qualitative, quantitative and historical data. This approach will take place through three inter-related exercises: (1) a Food Access Policy Analysis, (2) an Urban frameworks analysis and (3) a Site Planning Project linking policy ideas, sites and programmatic innovations according to concrete “before” and “after” design scenarios of a designated parcels in the Twin Cities.

By developing this work students will be able to elucidate original findings that may inform comprehensive planning policy in the Twin Cities and also achieve the following objectives:

- Understand the historical, political, racial and social dimensions of food access challenges in American cities.
- Comprehend how planning mechanisms aid and/or hinder food access in particular communities.
- Become familiar with comprehensive planning policy in the Twin Cities.
- Comparative Food access policy between Saint Paul and Minneapolis
- Develop critical thinking, observation, and analytical skills to interpret the spatial relationships that limit and or provide opportunity for food access scopes.
- Apply graphic techniques including GIS mapping, data visualization and information design to showcase findings.
- Carry out policy analysis, site analysis, and planning proposals for specific sites in Minneapolis focused on food access scope.
- Develop the ability to communicate planning proposals through oral presentations.
- Practice leadership skills by working effectively with individuals from diverse backgrounds through hands-on, deadline-oriented team projects.
- Work with local food access advocacy groups to influence comprehensive planning policy

II. Class Format and Weekly Structure

The semester will be structured around three projects in which students will develop the base material to develop a final proposal. The projects are intended to function incrementally by building knowledge, collecting data and improving oral and graphic presentation skills. The exercises emphasize visual thinking, graphic representation and the interpretation of empirical data. Each exercise will be carefully organized and presented to the students beforehand. Their deadlines will be based on weekly work-in-progress pin-ups and final presentations (please see schedule for details).

Ongoing – Reading Responses

Each individual student will select three articles on the designated dates and provide a word response. The response will be focused on a critical evaluation of the core argument of the article and supply relevant observations as well as questions that the argument provoked. An emphasis will be placed on linking the articles argument to specific case studies, practices or policies in the Twin Cities. The response will be submitted by Tuesday night each week.

Exercise 1 - Food Policy Cartography

Each individual student will select a planning policy related to food access and develop on 36" x 48" graphic poster showcasing their findings. The policy will be derived from local, state, national and international precedents focusing on the intersection of comprehensive planning and food access. The final product will be presented in front of visiting guests and a student audience.

Exercise 2 - Urban Frameworks Analysis

Student teams of two will synthesize different planning systems such as transportation, land use, housing, open space, urban development, and food access points according to particular districts, corridors and neighborhoods in the Twin Cities. The final product will be presented in front of visiting guests and a student audience.

Exercise 3 – Site Planning Proposal

Student teams of two will develop proposals based on “project protocols.” The protocols are previously determined guidelines between the professor and partner organizations that outline a specific project scope. Each protocol links policy ideas, sites and programmatic innovations according to concrete “before” and “after” design scenarios at designated parcels in the Twin Cities. During the remainder of the semester

students will develop at eight to 10, 36" x 48" poster boards that will be presented before an external and internal audience at the HHH during a final review.

To ensure the development of teaching content and the conclusion of exercises, each session will be divided between a reading discussion/presentation part and a workshop part. There may be times in which class locations may change to include the feedback of partner/clients in the process of production.

III. Text and Course Website

Class readings will be derived from online municipal planning sources, books and journal articles. Students are not required to buy textbooks. All readings and course materials --- syllabus, data, assignments, and presentations --- will be found in the course Moodle site that will be updated on a regular basis. To access the site:

1. Launch your Internet browser
2. Go to <http://www.myu.umn.edu>
3. Sign in using your x500 and password
4. Click on the My Courses tab
5. Scroll down to PA 5211 and click Moodle Site Link

Books

- Hester R. 2006 *Design for Ecological Democracy* MIT Press, Cambridge, Massachusetts.
Hope A. & Agyeman J. 2011 *Cultivating Food Justice: Race Class and Sustainability* MIT Press, Cambridge, Massachusetts
Lynch K. & Hack G. 1994 *Site Planning* 3rd Ed. MIT Press, Cambridge, Massachusetts.

Articles

- Anderson E. 2015 [The White Space](#). *Sociology of Race and Ethnicity*, Vol. 1 (1) 10-21
Campbell M. 2004 [Building a Common Table: the role for planning in community food systems](#). *Journal of Planning Education and Research*, Vol. 23:341-355.
Heynen N. et al. 2012 [Food Justice, Hunger and the City](#). *Geography Compass* Vol. 6/5 304–311.
Holt-Gimenez Eric 2011 [Food Security, Food Justice or Food Sovereignty? Crises, Food Movements, and Regime Change in Cultivating Food Justice: Race Class and Sustainability](#) (Hope & Agyeman 2011)
Pothkuchi K. et al. 2000 [The Food System: a stranger to the planning Field](#). *APA Journal*, Spring 2000, Vol. 66 No. 2.
Pothkuchi K. 2004 [Community Food Assessment: A First Step in Planning for Community Food Security](#). *Journal of Planning Education and Research*, Vol. 23; 356-370.
Slocum R. & Cadieux V. 2015 [Notes on the practice of food justice in the U.S.: understanding and confronting trauma and inequity](#). *Journal of Political Ecology*, Vol. 22(1) 27–52.
Sweeney et. al. 2015 [The State of Food Mapping: Academic Literature Since 2008 and Review of Online GIS-Based Food Mapping resources](#). *Journal of Planning Literature* 1-97.
Vitiello D. & Brinkley C. 2014 [The Hidden History of Food System Planning](#). *Journal of Planning History*, Vol. 13(2) 91-112

American Planning Association's "Planning for Food Access." <https://www.planning.org/research/foodaccess/>.

IV. Outside Class Work

Because PA 5213 is a three---credit class you can expect to spend at least 6.5 to 7 hours per week on the assigned exercises in addition to time spent in class. These activities may include: site visits, archival research, data collection and visualization, graphic board layout design, printing and practice presentations with fellow team members. Please coordinate with fellow team members to prevent the misalignment of schedules and ensure that assignments are submitted on time.

V. Individual Reading Responses

Students will be required to submit three (3) readings responses during the semester. These responses will be used to generate discussion about the history, concepts, theories and methods that inform the emergent intersection of food systems and planning. Each response is due on Tuesday at 8pm of each week. Students will be required to send select readings at the beginning of the semester. For details on the format and analytical questions that may shape your response please see the “How to do a Reading Response” guidelines in Moodle.

VI. Team Work

Students will work as part of a team in two out of the three exercises. While you will have the opportunity to develop individual tasks, and shine according to your individual skills and interests, you will mostly work in tandem with another individual.

Teamwork will be an essential aspect of your educational experience. The conversations, observations and discoveries we will embark upon as a group will ensure your success and the highest possible individual grade. The collective effort you will embark upon with a fellow team member should be considered as an opportunity to experiment with ideas, share knowledge, and invent solutions.

This method is also employed to engage co-learning and mutual support among peers. Enabling a peer-to-peer environment where ideas are shared and tasks are managed with accountability, transparency, efficiency and support, will ensure you success and the highest possible individual grade.

Students should plan to work with fellow team members in a productive and respectful manner. Students are expected to help each other out and be in constant touch. Making others wait, leaving early, arriving late, being absent and failing to fulfill designated tasks will negatively affect your individual performance and frustrate the efforts of your team. The incapacity to work as a team will be evident during pin-ups and the final presentation of assigned exercises. Ultimately, if problems arise within teams that can't be resolved through internal communication and compromise please notify the instructor. For additional policies regarding these activities please see the section on General Class Policies and Expectations.

VII. Pin Ups and Critiques

Students must produce presentable work and make progress on assignments on a weekly basis. Given the ongoing deployment of graphic outputs, students will be asked to risk placing thoughts on paper and to explain their proposals for other students and the instructor. Pin ups will take place every class session during the assigned workshop class time unless otherwise noted.

During these times, student teams will receive rigorous critiques focused on positive feedback. Critical input from the instructor and peers is meant to stimulate students in a challenging way and provide a positive, clear and thoughtful direction. Students will be challenged to remain open to critiques and learn to provide constructive critiques to their peers in return.

VIII. Final Review(s)

There will be no final exam for the class. However there will be a series of final presentations that are crucial for your grade and a semester final presentation that will count as a final exam. Given the iterative character of course work your participation in all the final reviews will be crucial for your success and the success of your fellow team member. Missing any final presentation will have deep repercussions on your final grade.

IX. Software, Graphic tools and Printing

This course will require you to produce a large volume of graphic materials: posters, maps, diagrams, images, hand drawings etc. If you have a laptop please consider obtaining Adobe CS6 Software – Adobe Photoshop, Illustrator, and InDesign - to carry out the work. If this is not possible Humphrey's computer Lab rooms 85 and 80 will be equipped with Adobe software. You may also consider the learning commons space and the Wilson Library, where you can access these products and obtain guidance for tutorials (see: <https://www.lib.umn.edu/smart>). Lastly you may access software programs such as Arc GIS by accessing the remote desktop Service (see: <http://its.hhh.umn.edu/guides/storage---and---network/remote---desktop---service>)

In addition it is strongly recommended that each student have the following:

- Razor point sharpies in black, blue, red, and green and a sketchbook or note taking.
- 12" roll of tracing paper.
- Roll draft---dots or drafting tape and or pins.

The MURP lab has been upgraded with new computer stations and a plotter. Please coordinate with the instructor in order to secure printing time.

X. Grading Breakdown, Criteria, Guidelines and Scale

Assignments	% of Course	Due
Reading Responses	10%	Tuesdays
Exercise 1 – Food Policy Cartography	20%	Feb. 27 – Mar. 10
Exercise 2 – Urban Frameworks Analysis	30%	Feb.17 –Mar 9
Exercise 3 – Site Planning Project	40%	Mar 23 – May 4

Grading Criteria

The exercises in class will be analytical in nature. The grades in this class will be determined by the ability to express this quality in written, oral and graphic form. Students should strive to use proper syntax; express ideas clearly, punctuate, spell and, constantly employ visual modes of communication. In addition, the following criteria will be used when grading individual and work during the semester.

Analytical Thinking: the ability to analyze, categorize, organize, and evaluate concepts, orally, graphically and in written form. The grade will be determined by the way students demonstrate critical thinking in determining the validity of findings, applying the correct methods for interpretation, addressing the comparison and contrast of evidences, and deploying pre---existing conceptual models and categories to explain findings.

Conceptual Ability: the ability to generate abstract thoughts, think logically and organize ideas into a deliverable. The grade will be determined by the student's ability to transform ideas into clear arguments and new findings through maps, info---graphics diagrams, graphics, and written statements.

Oral and Graphic Communication: the ability to organize and transmit ideas in written, graphic, and oral form. All the deliverables should be of professional quality, and clearly convey a message or take---away. Oral presentations should adhere to public speaking best practices. You may use a mix of communication media to express your ideas effectively: text, maps, photographs, sketches, etc. Make sure that your assignments are presented neatly and in a professional manner— for instance all photographs, graphics and visual material should be well referenced and integrated with the text.

Research: Grades will be determined by student’s ability to collect data, identify and reference primary sources, synthesize valuable information and discard unnecessary information. In addition the capacity to link qualitative, quantitative, historical and into a narrative that informs novel questions and original analytical frames will be considered for the grade.

Grading Guidelines

The instructor understands that grades are important to students on both a personal and professional level. Students are encouraged to review their grades at any time and discuss suggestions for improvement. This activity can be done individually or as a group.

A grade of “A” is earned only for exceptional work, as a way of honoring students who go “above and beyond” when completing course assignments. After all, the strict definition of an “A” grade is “exceptional” --- not “average” or even “above average”.

The guidelines below should help explain general grading criteria but your instructor reserves the right to use his professional discretion, taking into account a student’s entire approach to the course: participation and alertness in class, consistent timely submissions of assignments, demonstrated and repeated willingness to assist other students with assignments. If you have any questions about this approach, you are more than welcome to talk with your instructor privately or as a group.

<i>Grades</i>	<i>Interpretation Guidelines</i>
A---, A and A+	For assignments that clearly demonstrate excellence, workplace---quality professional presentation and obvious dedication to meeting course---learning objectives, we reserve grades of A--- and A. An A+ grade is very rarely issued, unless student work exceeds expectations on any and all levels. You should not expect to receive an “automatic A” simply by completing assignments; these grades are set---aside for students who go the extra mile. In instances where the work product is not of exceptional quality but the student has clearly demonstrated commitment in terms of extra time spent and/or seeking help with the assignment, earning a grade of A--- is a strong possibility.
B---, B and B+	If work is above average in quality, thoroughness and presentation, the instructors issue a grade of B---, B or B+. These grades are interpreted to mean “much better than ‘just good’”; in such instances the student has demonstrated more of a commitment to quality work than an assignment graded with a C. If you receive a grade in the B’s, you can be assured that your work was of very good quality.
C---, C and C+	If student work is sufficient and acceptable, a grade of C or C+ will be issued because these grades are reserved for work of average quality. The instructor views a C or C+ as an acknowledgment of average and acceptable effort.
D and F	Student work that is sub---par on all levels will receive a D’ or demonstrates the barest of minimal effort will receive an F.
Zero	For assignments that are not submitted on the due dates listed in this

syllabus and/or assignments which do not adhere to the late---submission policy described herein.

Grades on student work will be assigned according to the following scale:

A	A	A-	B	B	B-	C+	C	C-	D	D	D-	F
98-	94-	90-93	88-89	84-	80-	78-	74-	70-	68-69	64-67	60-63	below

XI. General Class Policies and Expectations

Attendance

- While attendance is expected at all scheduled class meetings, students are allowed to miss one class with prior notification to the instructor and coordination with fellow student team member. For each additional missed class a half letter grade will be deducted from the total final grade.

Plagiarism and cross---fertilization with other classes

- Sources must be properly documented for all materials (including data and photos) used in poster boards and oral presentations. A student found to have engaged in plagiarism or other scholastic dishonesty as defined by the [Student Conduct Code](#) may be assigned a penalty up to and including failure in the course.
- You are welcome to use materials or products from other classes to develop the scopes in this class. In similar fashion if you are interested in developing the material for this class to address the assignments in other classes please coordinate with the instructor to ensure the correct alignment.

Extra Credit

- Extra credit will be difficult to offer since ongoing interaction and inter-dependency among team members is necessary to carry out classwork. Nevertheless, extra credit work will be considered under very unique circumstances. To address the need of extra credit notify the instructor ASAP to come up with a plan of action.

Incompletes

- The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".

Communication with Instructor and Office hours

- Mandatory office hours will take place at least once a week as the semester progresses o assess the ongoing development of the exercises. These face-to-face conversations will ensure your success in the class. Office hours are designed to focus on the development of your class work towards the conclusion of a successful project. Please come prepared and be ready to attend the session as you would a professional meeting.
- A sign up sheet will be available every week during class to determine times to meet.
- The instructor will be available on an ongoing basis to deal with circumstances that concerns the class. Please don't hesitate to communicate through email or visit office 295A. If you communicate through email you should expect a response within 12 hours. Phone calls are permissible under urgent circumstances between 8am and 8pm.
- Please check your email and the Moodle site on a regular basis to be updated on class

developments, deadlines and relevant announcements.

Student Courtesy and Conduct

- All class participants (including the instructor and guest speakers) will aim to project an atmosphere of respect cooperation and tolerance. All participants are welcome to state opinions, debate points and propose alternatives, but these actions should be carried out under the banner of common sense, critical thinking, consideration and respect to members of all genders, nationalities, races and ethnicities.
- It is important that this classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by the name they prefer, the correct pronunciation of their name, and the pronoun they prefer.

Laptops and Cellphones

- If you bring your laptop to class, please focus on class related work such as taking notes or carrying out the exercises. Laptops will be particularly useful during the scheduled workshop class period when you will be working with fellow team members, researching, presenting and evaluating evidences with the instructor.
- Unless you are enduring an emergency, please turn off your mobile phones during class. It is distracting to your peers and the instructor.
- During guest speaker presentations laptops will not be allowed. During presentations you are expected to provide full attentions.

Disabilities and Special Accommodations

- Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from [Disabilities Resources](#) (180 McNamara).
- If you require special accommodations, please contact the course instructor as soon as possible to address your needs. Your request and any accommodations will remain strictly confidential.

XI. Class Schedule

Week 1	Jan 20	Syllabus Review Food Policy Video Visual Facilitation Exercise
Week 2	Jan 27	<i>Read: The Hidden History of Food System Planning by Viteollo et al. & Food Justice, Hunger and the City by Heynen et al.</i> Introduction: Exercise 1 – Food Policy Cartography Workshop/Pin Up – Food Policy Cartography Sketch
Week 3	Feb 3	<i>Read: The Food System a stranger to Planning Policy by Pothkuchi et al & The Role of Planning in community Food Systems by Heynen et al.</i> Workshop/Pin Up – Food Policy Cartography Digital Mock-up
Week 4	Feb 10	<i>Read: Notes on the Practice of Food Justice in the US by Cadieux et al. & White Space by Anderson</i> **** Guest Speaker – Valentine Cadieux**** Final Review: Exercise 1 - Food Policy Cartography
Week 5	Feb 17	*** Guest Speakers: Partner/Client Organizations*** Introduction: Site Plan Project & Urban Frameworks Exercise
Week 6	Feb 24	<i>Read: The State of Food Mapping by Sweeney & Community Food Assessment by Pothkuchi</i> *** Guest Speaker: Tim Jenkins - Sate Food Access Coordinator *** Workshop/Pin Up – Urban Frameworks Boards Sketch
Week 7	Mar 2	Read: Food Justice Movements by Wekerley & Food Security, Food Justice or Food Sovereignty by Holt Gimenez *** Nadja Berneche – Gardening Matters/Food and Nutrition Commission Saint Paul coordinator *** Workshop/Pin Up – Urban Frameworks Boards 1 – 2 Digital Mock Up
Week 8	Mar 9	Final Review – Urban Frameworks (All Boards 1 – 4)

Week 9	Mar 16	*** Spring Break ***
Week 10	Mar 23	<i>Lecture 1: The User</i> Workshop/Pin Up – Boards 1 - 2 Digital Mock ups due
Week 11	Mar 30	<i>Lecture 2 – The Site</i> Workshop/Pin Up – Boards 1 – 3 Digital Mock ups due
Week 12	Apr 6	<i>Lecture 3 – Program</i> Workshop/Pin Up – Boards 1 – 4 Digital Mock ups due
Week 13	Apr 13	<i>Lecture 4 – Schematic Design</i> Workshop/Pin Up – Boards 1 – 5 Digital Mock ups due
Week 14	Apr 20	Workshop/Pin Up – Boards 1 – 6 Digital Mock ups due
Week 15	Apr 27	Workshop/Pin Up – Boards 1 – 7 Digital Mock ups due
Week 16	May 4	Final Review (All 8 Boards Due)