



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUB AFRS / CRP / AEDE 5900 – 3 Credits
Food System Planning and the Economy
Spring 2018
T H 3:55 PM – 5:15 PM – Page Hall 060

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Office Hours: By appointment

Course Description

The purpose of this course is to build knowledge of the food system from local planning, policy, and applied economic perspectives. Food has traditionally been considered a national domain, and have dealt with issues such as public health, nutrition, anti-hunger, food safety, food labeling, international trade, and food aid. In the past several years, however, food has been recognized as an issue for local governance, planning, and economic development. Community food governance and planning (or lack thereof) affects the ways that people produce, obtain, consume, and dispose of their food, and how food is integrated into broader community goals.

The intent of the course is to familiarize students with key players and issues related to the practice of community food system planning (the process and practice of creating and implementing food policies) and how this practice interfaces with the economy – and to place these issues in a global context. Further, we explore how the food system is influenced by civic action and public policy. Building on these basic issues, the course will provide the fodder to examine and critique alternatives to this system (e.g., urban farming, local foods, direct markets, civic agriculture). The class is structured to develop and challenge participants' thinking through readings, lectures, interaction with participants in the food system, and structured discussion. At the end of the class, students should have an increased understanding of food systems as a planning and community economic development topic.

Course Objectives

Upon successful completion of this course, students will be able to:

- Describe the current state of the global food system.
- Recognize trends in the global food system affecting local conditions.
- Identify the many actors in the food system and the perspectives they bring to food system planning and practice.
- Identify the roles of the local policy-makers, planners and economic developers in food system development.
- Critique alternative food system strategies.
- Apply information about the challenges of, and solutions to, current food system failures.

Course Materials

Required Book: Clapp, Jennifer. 2011. *Food*. Cambridge: Polity Press. ISBN# 978-0745649351

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

All additional articles and reports are available in the “Readings” folder on Carmen or via a link in the syllabus.

Grading and Assignments

| | |
|---|-----|
| Class Participation | 10% |
| Carmen Discussion of Readings (Due by each class) | 10% |
| Healthy Food Access Report 1 (Due 2/13, by class) | 20% |
| Healthy Food Access Report 2 (Due 3/6, by class) | 10% |
| Policy Brief Lite (Due 4/5, by class) | 20% |
| Final Exam (4/30, 6:00-7:45 PM) | 30% |

Grading scale:

| | | | | | |
|----------|----|---------|----|------------|----|
| 93 - 100 | A | 80 - 82 | B- | 68 - 69 | D+ |
| 90 - 92 | A- | 78 - 79 | C+ | 61 - 67 | D |
| 88 - 89 | B+ | 73 - 77 | C | 60 & below | E |
| 83 - 87 | B | 70 - 72 | C- | | |

NOTE: This course is a combined graduate and undergraduate course. Students are graded and held to the expectations that match their academic level (e.g., senior, graduate student) for all assignments, including class participation and Carmen discussion of readings. It is imperative that if a student does not feel they are being appropriately challenged at their level (too high or too low of expectations) inform the instructor.

Class Participation

Class participation is a critical part of this class because it prepares students for all other assignments and the final exam. Class participation includes coming to class having read and thought about the assigned materials, and participating in in-class discussions and exercises. While voluntary contribution is preferred, you may be called upon at any time, whether to open class discussion with a summary of the key issues covered in the readings or to answer a specific question. After each class, the instructor will take notes on students’ contributions to the class session.

Carmen Discussion of Readings

For each day’s set of readings, a study question is posted as a new topic under the Discussion section of Carmen. These questions are designed to reinforce key concepts from the reading materials and to foster critical thinking about how the materials relate to food system planning and policy. These questions are designed to prepare you for class discussion and for the eventual final exam.

Of the around two dozen sets of readings, you are expected to contribute to a minimum of 10 Carmen discussions. Respond to the posting (do not start a new thread). A response is considered complete if you contribute original content. For example, you can agree with another student’s response, but you must

provide further thoughts of your own or explain why you agree. You are welcome (and encouraged) to provide more than the minimum number of responses. There is no one right answer, but there are insufficient responses. Contributions are due PRIOR to the class session within which the reading is covered. Each contribution is worth 1% point for a total of 10%.

Healthy Food Access Exercise and Reports 1 (Due 2/13) and 2 (Due 3/6)

The purpose of this activity is to provide students with an opportunity to explore the food access gap environment to better inform the planning and community economic development process. Instructions and rubrics are available for these two assignments on Carmen and further discussion about the assignment will take place during class. Upload your report in Carmen. Any late work will be reduced by one full grade level for each day the assignment is late. Day one starts immediately after the assignment is due.

Policy Brief Lite (Topic approval on 3/22; Policy Brief due 4/5)

Individually, or in teams of two, you will write a very short public policy brief, including a cover letter to a local decision-maker(s) introducing the brief. The brief will include background on a problem in the food system, who is impacted by this problem, and a suggested solution, along with its feasibility. It is titled "Lite" because you not be projecting outcomes. The purpose of this exercise is for you to develop a more in-depth and critical understanding of a food system topic not covered in class, but of interest to you, and to apply basic concepts from readings and class discussion. Instructions and rubric are available for this assignment on Carmen and further discussion about the assignment will take place during class. Any late work will be reduced by one full grade level for each day the assignment is late. Day one starts immediately after the assignment is due.

Final Exam (4/30 from 6-7:45 PM)

The short essay-based comprehensive final exam covers major class concepts. A review session will be offered. The date will be determined collectively in class. Writing and reviewing entries for the Carmen Discussion of Readings will help prepare students for the final exam.

Attendance Policy

While I expect you to attend class regularly, I will not take daily attendance. One of the purposes of this class is to help you build the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, much of the important nuance of the readings is brought out during classroom discussion. As such, regular attendance is strongly encouraged.

Digital Etiquette

Aside from two to three class sessions, lap-tops, tablets and phones are not required for this class. The use of these devices for non-class purposes is disrupting to the instructor and the students nearby. A few rules to follow: First, digital devices may be used for class-related activities, such as note taking and referencing class readings. Second, if you are using a lap-top that has a screen visible by other students, consider sitting toward the back so as not to distract other students. If you find someone's use of digital devices distracting, feel free to move. Third, often a "digital break" will be offered in most classes, allowing you to use devices for non-class purposes. Research demonstrates that you may benefit from writing notes long-hand. For a briefing on a recent study, listen to the following podcast: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.

Academic Misconduct Policy

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <http://suicidepreventionlifeline.org>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

Student Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

| Week | Date | Class Session | Readings Completed by Class Session | Due by Class Time** |
|--|--------|--|---|-------------------------------|
| <u>Part 1. The Global Food System and Food System Trends</u> | | | | |
| 1 | 9-Jan | <i>Course Introduction</i> | N/A | |
| 1 | 11-Jan | <i>The Food System</i> | Clapp, 2011, Ch 1; Food System Wiki *, SKIM | |
| 2 | 16-Jan | <i>Food System Trends</i> | Clapp, 2011, Ch 2 | |
| 2 | 18-Jan | <i>Food Trade</i> | Clapp, 2011, Ch 3 | |
| 3 | 23-Jan | <i>Transnational Corporations and Food</i> | Clapp, 2011, Ch 4 | |
| 3 | 25-Jan | <i>Review of Food Policy in the US</i> | Wilde, Lecture *; Johnson and Monke, 2017, SKIM | |
| <u>Part 2. Alternative Framing, Local Consequences and Alternative Approaches</u> | | | | |
| 4 | 30-Jan | <i>Framing Alternatives</i> | Kloppenberget al. 1996; Clark et al. 2015, Pgs. 112-5 | |
| 4 | 1-Feb | <i>No Class</i> | N/A | |
| 5 | 6-Feb | <i>Local Consequence - Healthy Food Access</i> | USDA ERS, 2009, Summary ONLY; Norgaard et al., 2011 | |
| 5 | 8-Feb | <i>Alternatives for Healthy Food Access</i> | PolicyLink, 2011, Pgs. 23-63 | |
| 6 | 13-Feb | <i>Local Consequences – The Disappearing Mid-size Farm</i> | Kirschenmann et al. 2008; Goldschmidt, 1978 | HFA Report 1 |
| 6 | 15-Feb | <i>Local Supply and Demand</i> | Martinez, Pgs. 18-34; Clark & Record, SKIM; Obach & Tobin, SKIM | |
| 7 | 20-Feb | <i>Alternatives for Farm Market Development</i> | Renting et al., 2003; Stevenson and Pirog, 2008 | |
| <u>Part 3. Food System Governance, Policy, and Planning</u> | | | | |
| 7 | 22-Feb | <i>What is Local and State Food Policy?</i> | Hamilton, 2002, Pgs. 408-418; Day Farnsworth, 2014 | |
| 8 | 27-Feb | <i>Local Food System Governance & Food Policy Councils</i> | Scherb et al., 2012; Andree et al., Forthcoming | |
| 8 | 1-Mar | <i>Planners and the Food System</i> | Pothukuchi & Kaufman, 2000; Neuner et al., 2011, SKIM 1-13 | |
| 9 | 6-Mar | <i>Healthy Food Access Exercise Discussion</i> | N/A | HFA Report 2 |
| 9 | 8-Mar | <i>Food System Assessment</i> | Freedgood et al., 2011 | |
| 10 | 20-Mar | <i>Food System Zoning and Regulation</i> | Harvard Law, 2017, Pgs. 37-46; Neuner et al., 2011, SKIM 14-25 | |
| 10 | 22-Mar | <i>Waste in the Food System</i> | Gunders, 2012; Harvard Law, 2017, Pgs. 150-162 | Topic for Policy Brief |
| <u>Part 4. Who is (and is not) Coming to the Table</u> | | | | |
| 11 | 27-Mar | <i>Community Food Security, Sustainable Agriculture</i> | Allen, 2004 | |
| 11 | 29-Mar | <i>Anti-Hunger</i> | Feeding America , SKIM; Winne, 2008 | |
| 12 | 3-Apr | <i>Civic Agriculture</i> | Lyson, 2008 | |
| 12 | 5-Apr | <i>Food Justice and Food Sovereignty</i> | Alkon & Agyeman, 2011; Holt-Giménez, 2011 | Policy Brief Lite |
| 13 | 10-Apr | <i>Beginning Farmers, Farm, and Food System Workers</i> | Ackoff et al., Pgs. 62-80; CIW *, SKIM; ROCUNITED *, SKIM | |
| <u>Part 5. Critiques of Alternative Food Systems</u> | | | | |
| 13 | 12-Apr | <i>What is Local?</i> | Born & Purcell, 2006 | |
| 14 | 17-Apr | <i>Subjects of Alternative Food Practice</i> | Guthman, 2007; Guthman 2008 | |
| 14 | 19-Apr | <i>Are Alternatives, Alternative?</i> | Ilbery & Maye, 2005; Allen & Guthman, 2006 | |
| 30-Apr | | Final Exam | | Final Exam, 6-7:45PM |

*Hyperlinks to websites are embedded in the on-line syllabus; **Due by class time, unless noted