

**Advanced Topics in Agriculture and Food Systems**

**11:020:455**

**FEEDING AMERICA'S CITIES**

**Spring 2017**

**(Last Updated 15 Jan 2017)**

**TIME and LOCATION:**

Tuesdays, 9:15 am-12:15 pm  
IFNH, Room 101, 61 Dudley Road, Cook Campus

**CONTACT INFORMATION:**

Instructor: Xenia K Morin, Ph.D.  
Office Location: Institute for Food, Nutrition and Health, Suite 220  
Phone: (848) 932-3502  
Email: [xenia.morin@rutgers.edu](mailto:xenia.morin@rutgers.edu)  
Office Hours: Tuesdays, 1:00-2:30 pm or by appointment

**COURSE WEBSITE, RESOURCES AND MATERIALS:**

- Materials for the course will be posted on Sakai. These include book chapter excerpts, scholarly articles, videos and interviews.

•

**COURSE DESCRIPTION:**

The topics for this class will vary and will focus on a deep analysis of a current topic of interest in agriculture and food systems. The topic for Spring 2017 is "Feeding America's Cities." One field trip will be scheduled.

What does it take to feed America's cities? According to the 2010 U.S. Census, over 80% of the U.S. population live in urban areas and this number is increasing. In this advance seminar, we examine America's food systems and food sheds through time. We will look at how foodways have been shaped by trade, policy, law, immigration, farming, food production, and food entrepreneurship as well as food retailer from restaurants and food trucks, to grocery stores and bodega. We'll explore America's foodways from the earliest days of the country through present and we will consider what the future of food might be for America's cities.

PREREQUISITE: 11:020:210 or permission of instructor

**LEARNING GOALS:**

At the conclusion of this class students should be able to:

- 1) Demonstrate successful research skills and be able to summarize the state of knowledge and needs in the chosen agricultural and food systems topic(s)
- 2) Demonstrate in written and oral form critical analysis of an agricultural and food system topic related to the class subject for the semester.
- 3) Propose a strategy to address an agricultural/food system problem related to the course topic.

**ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:**

50% Weekly case study written responses, participation and short informal presentations (on news, city or supply chain)

- 20% Mid-term exam (Feb 21, in class)
- 5% Project presentation
- 25% Individual research project paper or grant proposal (USDA Community Food Security) in lieu of final exam *Due 5/2/2017 by 11:59 pm.*

## ASSESSMENT of LEARNING GOALS

- 1) Demonstrate successful research skills and be able to summarize the state of knowledge and needs in the chosen agricultural and food systems topic(s). This will be assessed by weekly written assignments, presentation and the individual research paper or grant proposal.
- 2) Demonstrate in written and oral form critical analysis of an agricultural and food system topic related to the class subject for the semester (feeding America's cities). This will be assessed in the mid-term exam and in the project presentation.
- 3) Propose a strategy to address an agricultural/food system problem related to the course topic. This will be assessed in the individual research paper/grant proposal and project presentation.

## ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

## ABSENCE POLICY

Suggested text: Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Include your, or your program's policy for missed classes, labs, exams, etc.

## TENTATIVE COURSE SCHEDULE ((Last Updated 15 Jan 2017):

Each class will have this general format (two 80-min sections) but topics will change:

- Food and Cities in News (students take turns)
- City or Food Supply Chain Profile (students take turns)
- Background for Case Studies
- Break
- Case Studies: Description and Discussion
- Case Study Generalizations
- Research questions that come from this topic and broader discussion

Week /Day	Topic	Reading /Assignment to be completed before class
1 T 1/17	Intro to Course; Feeding the World in the Era of Urbanization. Introduction to Feeding America's Cities; How much food? What challenges face today's cities? Case study #0: Walmart (modeling case study).	TBD

2 T 1/24	<p>Guest lecturer, Bill Hlubik Topic: NJ: The Garden State Case Study #1: Agricultural production in NJ and its connection to the cities</p>	Posted on Sakai
3 T 1/31	<p>How Cities Work. How did we get to today's food systems? American Food History and food supply chains</p> <p>Case Study #2: Colonial America foodways and the globalization of food systems</p>	Posted on Sakai;
4 T 2/7	<p>Topic: Cities and Meat; Supply chain changes and food processing. Labor. Regulations.</p> <p>Case Study #3: Chicago, taken from: <i>The Jungle</i> Case study #4 taken from <i>Fast Food Nation</i>; Case Study #5 SPAM.</p>	Posted on Sakai
5 T 2/14	<p>Topic: Grocery stores, food deserts and GIC mapping tools; food policy councils and food justice.</p> <p>Case Study #6: Piggly Wiggly in the Southern Cities Case Study # 7; Detroit Food System Case Study #8: Milwaukee: Will Allen and Growing Power.</p>	Posted on Sakai
6 T 2/21	<p>Mid-term (in class-80 min; on weeks 1-5 and approaches to research);</p> <p>Part 2 of class: Introduction to Food Security and Insecurity</p>	Posted on Sakai
7 T 2/28	<p>Topic: Natural Disasters and Food Assistance Case Study #9: New Orleans: Food Deserts and recovery from Katrina Other food assistance programs (e.g. WIC, SNAP, School Food)</p>	Posted on Sakai
8 T 3/7	<p>Topics: Farmers Markets, Farm-to-Table Restaurants and Community Gardens (Civic Agriculture) Case Study #10: Dan Barber Blue Hill</p>	Posted on Sakai

	<p>Restaurant Case Study #11: Portland Community Gardens Finding A Research Topic or choosing to do a research grant; Brainstorming on research problems</p>	
<p>SPRING Break T 3/14</p>		
<p>9 T 3/21</p>	<p>Topic: Food and Culture in Cities. Case Study #12: Asian food becomes mainstream in America Case Study #13: San Antonio: “365 Days of Eating Tacos” Role of TV in spreading food cultures Separation of rural and urban America</p>	<p>Posted on Sakai</p>
<p>10 T 3/28</p>	<p>Topic: Food Trends in Cities  Case Study #14; Food Trucks Case Study #15: Food Delivery Services Case Study #16: Aerofarms: Vertical Farming</p>	<p>Posted on Sakai</p>
<p>11 T 4/ 4</p>	<p>General discussion about cities and their food systems. Q&amp;A.  Finding research material. Grant Writing and Researching Food Preparing to give a presentation</p>	<p>Library research</p>
<p>12 T 4/11</p>	<p>Topic: Introduction to Philadelphia’s food system. Other topics can be chosen by the class. Individual project proposal presentation (5-7 min each)</p>	<p>Library research</p>
<p>13 T 4/18</p>	<p>No class meeting due to Sat field trip. Continue to work on presentations and research papers</p>	<p>Library research</p>
<p>Sun 4/ 23</p>	<p>Field Trip (Philadelphia and area)</p>	<p>Field Trip Preparation- background material on Sakai. (TBD)</p>
<p>14 4/25</p>	<p>Class presentations</p>	<p>Presenters abstracts</p>
	<p>Final Research Paper or Grant Proposal due on 5/2/2017 11:59 pm (via Sakai)</p>	

### **FINAL EXAM/PAPER DATE AND TIME**

A final paper will be performed in lieu of a final exam.

### **ACADEMIC INTEGRITY**

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

### **STUDENT WELLNESS SERVICES**

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Scarlet Listeners**

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.