**Metropolitan Food Systems**

CPLN 621  
Spring 2020  
Tuesday 9:00-11:50  
Meyerson Hall B5

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Office Hours: by appointment (generally available Tues. afternoon and Wed. morning)

**Description and goals:**

This course introduces students to the planning and development of community and regional food systems around the United States and the world. It focuses on strategies by which planning and allied professionals impact food systems through traditional and non-traditional planning and community economic development institutions.

The course aims to develop students’ broad knowledge of food system planning, with an emphasis on community and economic development strategies for community food security.* Major topics include foodshed planning; municipal food policy; hunger and food assistance; distribution and markets; enterprise and workforce development; urban agriculture; and food justice. The class includes a mix of lectures, discussion, guest speakers, and field trips, some of which involve hands-on work.

Upon completing this course, students will:
- Understand how food systems work at the local, regional, and global scales.
- Have broad knowledge of city, regional, and national food system planning, policy, and development in the global North and South.
- Have in-depth knowledge of community and economic development strategies for community food security.

*Community food security* is commonly defined as a “condition in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance, social justice, and democratic decision-making” (Hamm & Bellows, 2003).
Assignments and Grading

Class participation 35%
Participation grades are based on students’ attendance, willingness to participate, and the criteria for grading noted on the next page. Strong participation consists of contributing to our full-class discussions (i.e., speaking up) as well as to discussions and activities in smaller groups. Students are expected to attend all class meetings, and should email the instructor in advance if they cannot attend, or email the instructor as soon as possible in cases of unexpected absence (reasons of health or household/family emergency are considered “excused” absences). You will not pass this class if you have more than 3 unexcused absences.

Five brunches essay 5%

City food policy case study presentation 10%

Neighborhood food environment analysis 25%

Final project (options are below) 25%

* Each student must choose by March 2 one of the following options:

Option 1: Individual paper (~2,500 words) with associated activities
This option involves 1) an activity of your choosing or your own design, e.g., visiting public markets; volunteering (at least twice) at one or more food pantries, soup kitchens, or urban farms; foraging and mapping edible landscapes; or something else related to our class; 2) completing a modest amount of related reading; and 3) writing a paper synthesizing your observations and critical reflection on the activity and the related readings.

Option 2: Group project with a community partner (we will form two groups)
The instructor has pre-arranged two projects with:
   1) Iris Brown at the community gardens of the Norris Square Neighborhood Project, working with Iris and a group of youth to redesign some of the garden spaces.
   2) Dante Leonard at the People’s Emergency Center, supporting plans for a new urban farm, its programming and food distribution/sales.

Option 3: Individual or small group project of your own design, to be designed in consultation with the instructor.
*Proposals for group or individual projects of your own design are due by March 2 and must be approved by the instructor. You are strongly encouraged to discuss your ideas with the instructor beforehand.

* Ph.D. students will determine their assignments in this class in consultation with the instructor – they may be the assignments listed above, or something else that meets their particular learning objectives.
Late Work and Extensions: Unless you contact the instructor in advance of the assignment deadline, or have a last-minute emergency, no written work will be accepted late. Please try to plan ahead and ask for an extension in advance if you need one. I am very accommodating about extensions, and do not mark grades down for late work if you ask for an extension before the due date (or if you have a last-minute emergency, health or otherwise). If you do not ask for an extension before the due date (or have a last-minute emergency), late work will be marked down one full grade (e.g., A to B).

Grading Criteria: In evaluating the content of your participation as well as written assignments, I weigh: especially criticality (the depth and nuance of your analysis when explaining/assessing); and also precision (the clarity and specificity of your descriptions/statements); creativity (of your ideas); synthesis (the ways you engage and relate different things we read, see, hear, and do to one another); struggle (to learn things that are new to you); and cooperation (the quality of your efforts to create an inclusive, respectful, serious intellectual community, particularly in class meetings).

Grading: numbers – to – letters

- A+ 98 – 100
- B+ 87 – 89.9
- C+ 77 – 79.9
- D 65 – 69.9
- F Below 65

Reading: Course readings provide the foundations for class discussion and are intended to introduce students to food systems, planning, policy, and community economic development around the world. All students are expected to come to class having thoroughly explored the material and well prepared to discuss it in detail. You should expect to spent an average of 2.5 to 3 hours per week reading (and watching) assigned material outside of our class meetings.

All readings are posted on or linked from the course Canvas site – see: canvas.upenn.edu

Trips: Some of our trips will be via SEPTA – students are responsible for purchasing fare cards and arriving to class with fares already purchased. In April, we will visit and probably do some work in gardens and/or farms, so please wear appropriate clothing (boots, clothes that can get dirty) and come prepared to work with your hands. We will always end in time for you to return to campus by 11:30am.

Laptops, Tablets, and Smart Phones: Students may not use laptops, tablets, phones, or other screens during class discussions (unless approved by Penn student services). Students will be asked to use laptops and/or tablets occasionally during group activities in the classroom, so please bring your laptop or tablet to meetings in the classroom (not on trips). Students may use phones and cameras to take pictures and notes on our class trips.

Academic Integrity: All students are responsible for following the policies (in particular, regarding academic integrity, plagiarism, and original work) contained in the University of Pennsylvania’s Code of Academic Integrity.
SCHEDULE (overview)

Part 1: Food systems and planning

January 19 Introductions and history of food system planning
January 26 Comparative food systems
Assignment due: five branches presentation (group) and dish/essay (individual)
February 2 Regional and land planning
February 9 City planning and policy
Assignment due: city policy case studies

Part 2: Food environments and access

February 16 Assessing food environments
Trip: Upper Darby; with Maryam Khojasteh
February 23 Grocery and school food
Guest: Caroline Harries, The Food Trust
March 2 Hunger and food assistance
Guest: Jonathan Miller, Philabundance

Spring Break

Part 3: Community and economic development

March 16 Food enterprise and workforce development
Guests: Val Cadet, Center for Culinary Enterprises
Jarrett Stein, Rebel Ventures
Monday, Mar. 21 Assignment due: food environment assessment
March 23 Public markets and food service
Trip: Reading Terminal Market; with Layla El Tannir
March 30 Distribution and value chains
Guest: Tatiana Granados, The Common Market
April 6 Waste and upcycling
Guest: Jonathan Deutsch, Drexel Food Lab

Part 4: Urban agriculture

April 13 Economic and human development
Trip: Southwest Philadelphia gardens and farms
April 20 Politics and policies
Trip or work day: TBD
April 27 Ecology and design
Work day: TBD

Friday, Apr. 29 Assignment due: individual paper or project; or group project
I. Food Systems and Planning

January 19  Introductions and history of food planning
Reading and Watching:
• Vitiello and Brinkley, “The Hidden History of Food System Planning” (2014).
• Demby/Chatelain, “When McDonald’s… Road to Black Liberation” (2020).
• News and reports on food systems – links on Canvas.

January 26  Comparative food systems
Reading:
• See assignment for instructions on reading: selections of Michael Pollan, *The Omnivore’s Dilemma* (2006); or fair and just food articles.
• Continue reading news and reports on Canvas.

Assignment due: Five brunches activity, paper, presentation (distributed Jan. 19)

February 2  Regional and land planning
Reading and listening:
• Karg et al., “Foodsheds and CRFS in Two West African Cities” (2016).
• Browse U.S. regions’ foodshed studies, plans, and visions.
• Tom Daniels, “Farmland Preservation Planning in Local Land Use Planning.”
• Black farmer and farming subdivisions articles and radio story.
• Urban Land Institute, *Cultivating Development* (2016).

February 9  City planning and policy
Reading:
• Kevin Morgan, “Nourishing the City” (2015).
• Marielle Dubbelling et al., “Sustainable Urban Food Provisioning” (2015).
• More reading for city policy case studies (see Canvas).

Assignment due: In-class presentations on city policy case studies
II. Food Environments and Access

February 16  **Assessing food environments**

Reading:
- Food “deserts,” “swamps,” and “apartheid” articles.
- FAO/BUAF, City Region Food Systems Programme (2018).

Trip: Upper Darby; with Maryam Khojasteh, Robert Wood Johnson Foundation

February 23  **Grocery and school food**

Reading:
- Julie Guthman, “‘If they only knew’” (2011).

Guest: Caroline Harries, The Food Trust

March 2  **Hunger and food assistance**

Reading:
- Lang, Barling, and Caraher, *Food Policy* (2009), chapter 2.

Guest: Jonathan Miller, Philabundance

**Due:** By today you should choose one of the 3 options for the final project in this class. If you are proposing a project of your own design, by today you should send a brief email describing your proposed project, including your deliverable(s), to the instructor.
III. Community and economic development

March 16  Food enterprise and workforce development

Reading and listening:

- *Community Food Enterprise* – read at least five cases.
- Browse community kitchens links on Canvas.

Guests: Val Cadet, Center for Culinary Enterprises; Jarrett Stein, Rebel Ventures

Monday, March 21  Assignment due: Neighborhood food environment analysis

March 23  Public markets and food service

Reading and listening:

- Patric Kuh, “Striving Toward Purpose” (2020).

Trip:  Reading Terminal Market; with Layla El Tannir

March 30  Value chains and distribution

Reading:

- Dubbeling, Hoekstra, and van Veenhuizen, “From Seed to Table” (2010).
- Wallace Center SYSCO case study.
- Catholic Relief Services, “Inclusive Value Chains” (2013-14).

Guest: Tatiana Granados, The Common Market

April 6  Waste and upcycling

Reading and watching:

- ReFED and WRI web sites/reports.

Guest: Jonathan Deutsch, Drexel Food Lab
IV. Urban Agriculture

April 13  Economic and human development

Reading and watching:
- PBS, Urban Farming (2012), 24 minutes.

Trip: Southwest Philadelphia gardens and farms

April 20  Politics and policies

Reading:
- RUAF projects, food policies & governance – see Canvas for instructions.

Trip or work day: TBD

April 27  Ecology and design

Reading and watching:
- Dickson Despommier, “A Farm on Every Floor” (2009).
- Browse vertical farming designs.
- Seed: The Untold Story (2016), first 50 minutes.
- Ron Finley, “A guerilla gardener in South Central LA” (2013), 10 minutes.
- Browse more links and videos.

Work day: TBD

Friday, April 29  Assignment due: Final project deliverables