

# Course Introduction and Overview

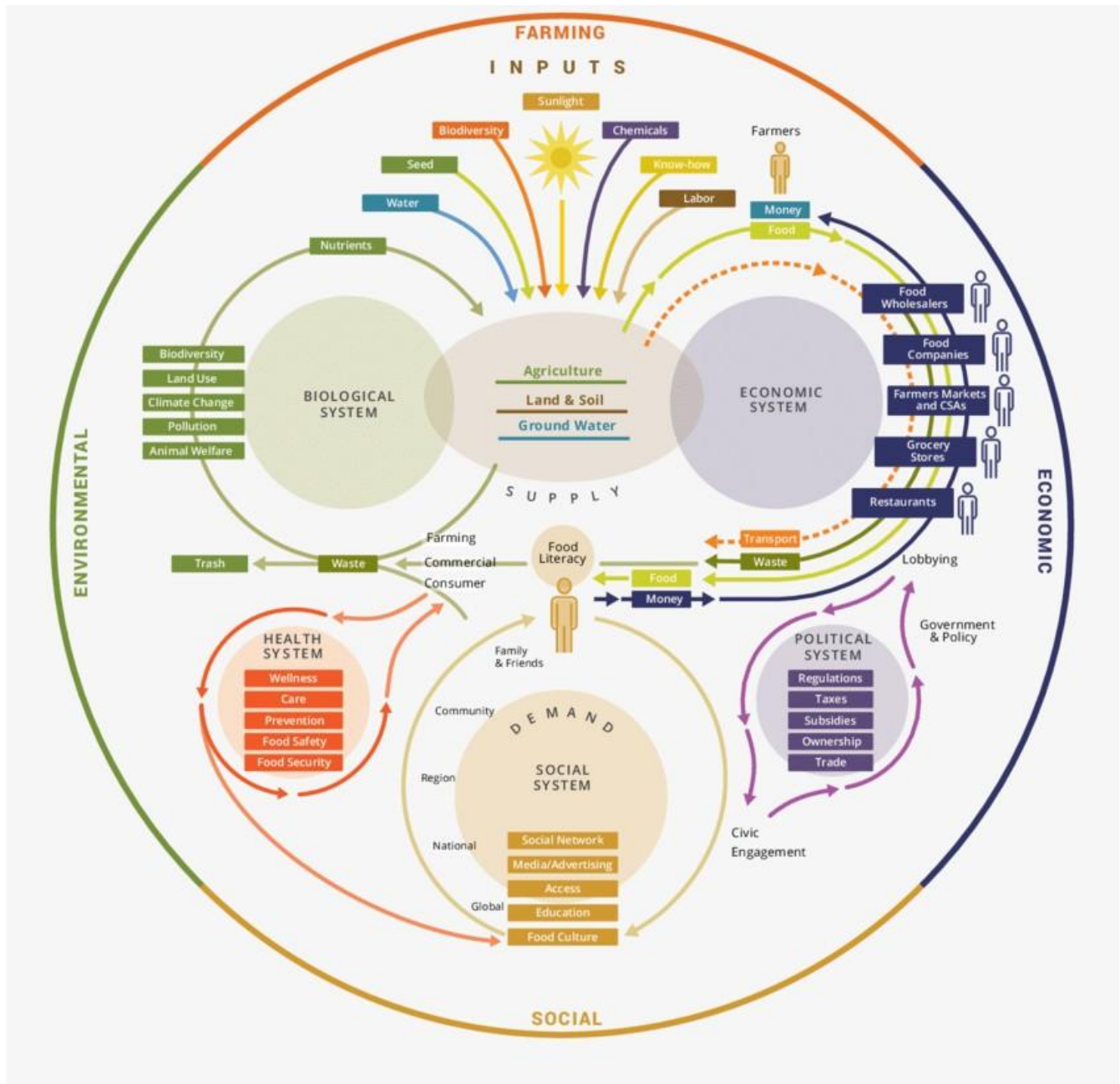


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Hello, and welcome to URBAN 572/IPM 511, in which we examine the food system. This course is a broad overview; it will explore the food system as a crucial part of social and physical infrastructure and provide opportunity for you to develop your own thinking about this complex system of systems (the diagram that serves as our course image offers a taste of this complexity). We will look at how

the food system is defined, how it has been constructed and functions, why it has not until recently been a more explicit part of planning and policy, and the institutional and economic agents that structure it. We will also explore its failings and differing perspectives about whether and how to solve problems as they have been identified, including issues of efficiency, environmental impact, climate change, and social justice.

Along the way you will hear from us, Shannon Tyman and Kara Martin, your course instructors. Our bios are below and give you a sense of the different roles we have played in the food system. We've created lectures, interviews, and podcasts that set the stage for each of our modules. We will be contributing additional podcasts and lectures that respond to questions, issues, and topics that arise in our discussions (more on this below). We look forward to exploring the food system with you!

Together we will cover the different sub-systems and roles of the public and private sectors, as well as the historic and current structures that have created the domestic and global food system. We will touch upon how cities and metropolitan regions have addressed failings in their governance systems with regard to food systems, potential policy tools and considerations for their development, as well as alternative measures of the food system's performance, including notions of food justice and food sovereignty. This class thus considers the food system within the context of the current sociopolitical-economic structure, and takes this basis as a foundation for a critical perspective.

It will be useful for you to relax your current understandings about how any of these systems work (or should work, or how you think they work, or think they should work), and experiment with different framings of the systems that shape and are shaped by food; we will work mostly in the "what is" side of things, but want to be able to envision an alternative—what could, or what should be?

The course will begin with an international focus and then look more closely at the United States. It is designed to build knowledge of the food system, how it functions, and how it interacts (or doesn't!) with planning and public policy. The intent of the course is to familiarize students with basic issues in the production, distribution, marketing, and disposal of food, particularly with regard to those elements that may be influenced by civic action and public regulation. Infrastructure is defined broadly and includes elements from large scale (e.g., land, transportation, and storage) to small (markets and food hubs, virtual markets, community gardens). At the end of the class, students should have an increased understanding of food systems as a planning and community development topic, the forces shaping food systems from global to local, dimensions of conventional and alternative models, and their own relationship and choices with regard to the(ir) food system.

Nine modules will cover:

1. Introduction to Food Systems
2. Power, Financialization, and Trade in the Global Food System
3. Biofortification Debate
4. Agriculture, Climate Change and The Environment

5. Distribution Mechanisms & Waste Management
6. Food (In)Security, Public Health & the Emergency Food System
7. Policy & Planning Mechanisms
8. Food Activism: Alternative Food Systems, Food Justice & Food Sovereignty
9. Independent Case Study

You can access all the course materials in sequence through the Modules link in Canvas.

Please pay close attention to the assignment due dates. Because Summer term has only nine weeks and no Finals Week, we have very little time to get grades in; therefore, **no extensions can be given for your final assignment, a policy brief.**

## Required Texts

Clapp, Jennifer. (2020). *Food*. Third ed. Malden, MA: Polity.

<https://www.wiley.com/en-us/Food%2C+3rd+Edition-p-9781509541782>

- This text is available as an e-book as well as print copy. Please purchase whichever version is most convenient for you. International students are encouraged to buy the e-version to avoid shipping delays.

All other materials, articles, book chapters, videos, etc., will be provided on Canvas with the appropriate module.

## Course Preview

This class is media-intensive, from a significant reading load (you should expect about 75 pages per week) to a variety of online videos. There are no prerequisites for this course.

## Learning Objectives

When you have completed this course, you will be able to

- define a food system and its subcomponents and systems;
- describe the general functioning of the system;
- describe impacts of the system in terms of economy, environment, and equity;
- evaluate, generally, some of the system's vulnerabilities or weaknesses;
- describe some of the major legal structures behind the food system;
- describe historic structures that have created the current food system;
- describe issues of scale as they relate to the food system;
- identify governmental responses and evaluate their potential impacts.

# Assignments

Assignment Type	Percent
<b>General Participation</b> (intro video, Zoom discussion sign-up, Policy Brief topic, Discussion Group Eval)	10
<b>Discussion Lead</b> (Zoom Conversation)	15
<b>Discussion Responses</b> (5 posts)	20
<b>Documentary Review</b>	10
<b>Policy Brief 1</b> (Biofortification Debate)	20
<b>Policy Brief 2</b>	25
<b>TOTAL</b>	100

Detailed instructions for the Intro Video, Documentary Review, and Policy Briefs are provided in the associated modules.

## Discussion Forums: Lead Posts & Responses

By week 2, you will choose a topic for which you would like to lead discussion. Take a look at the course overview and readings and post on the Discussion Sign-up. You may have to be flexible, and the instructors will be the final arbiter of groups and topics. Group size will vary depending on the final enrollment of the course.

The Group Leaders will post a **maximum 20 minute video** of their introductory conversation to the discussion board **by Thursday night in their assigned week**. **All group leaders are expected to participate in the introductory Zoom conversation.** It should include a summary of key points and perspectives from our readings and a specific question or questions they would like the other members of the class to address. More specifically, the Zoom conversation should do at least three things: (1) identify debates in the literature through a brief summary of main points & arguments presented in the readings, (2) reflect on the author's target audience and how it shapes the authors' framing, and (3) consider connections to infrastructure components.

**The rest of the class will have until Sunday night** to post a first round of responses. The Discussion will continue until Wednesday of the next week which gives the Discussion Leads an opportunity to submit their required response and allows others who take a particular interest in a topic to respond twice. A total of 5 responses are required throughout the term: 1 required the week you lead and 4 throughout the other 4 discussion forums. In other words, **you are required to participate in each forum**. Responses should be substantive posts (250–500 words) responding to the topic question.

## Assessment Criteria

Grades on the assignments will be based on:

- addressing all parts of each assignment;
- providing adequate treatment of each part of the assignment (for example, if an item calls for an explanation of factors involved, an answer that lists factors without explaining them will be inadequate);
- relating your work on the assignments to course readings, lessons, discussions, or supplementary readings as appropriate; and
- documenting your sources (that is, providing citations to published material, government documents, personal interviews).
- attention to detail with regard to writing quality. **We require Policy Briefs to be run through Grammarly (at least the free version).**

## Grading

As all quarter-based classes, this one moves fast! It's even shorter given the summer schedule, so please stay on top of your assignments. For the Policy Briefs, a 10% deduction will be made for each day late, to a maximum of 30% penalty, and we reserve the right to not accept papers after seven days (for PB 2, we anticipate being unable to take late work because it is due on the last day of class). For discussion responses, once the discussion is closed no responses are accepted.

You will receive a numeric grade for this course. The numeric grading system used by the University of Washington relies on a decimal scale between 1.7 (low) and 4.0 (high).

For graduate courses, grades below 1.7 are recorded as 0.0 and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A 3.0 cumulative average in graduate work is required to receive a graduate degree.

Here are descriptions of the criteria for your performance in this class. If you meet these criteria for all your work, you will be graded accordingly, using the full four-point scale.

Excellent and exceptional work for a graduate student. Work at this level is consistently creative

4.0 (where appropriate), thorough, well-reasoned, insightful, well written and shows clear recognition and incisive understanding of the important materials and issues. All assignments submitted are of good professional quality. The value of individual contributions to this course is considerable and positively affects the learning of all participants.

Strong work for a graduate student. Work at this level sometimes shows signs of creativity, is thorough and well reasoned, and demonstrates clear recognition and good understanding of the important materials and issues. Assignments submitted lack professional quality but demonstrate effort and concern for quality. The value of individual contributions to the course is strong and occasionally significant.

Competent and sound work for a graduate student. Work is well reasoned and thorough but not especially creative or insightful. The student shows adequate understanding of the important materials and issues although that understanding may be somewhat incomplete. Work submitted is competent but not remarkable. The value of individual contributions to the course is such that they do not influence the quality of the course one way or the other. This grade indicates neither exceptional strengths nor exceptional weaknesses, but is the grade for "average" graduate performance.

Adequate work for a graduate student. Work is moderately thorough and well reasoned, but with some indications that some of the important materials and issues is less than complete and perhaps inadequate for graduate study. The value of individual contributions to the course is minimal. However, the work is above the minimal expectations for the course.

Borderline work for a graduate student. Work barely meets the minimal expectations for the course and may occasionally fall below them. Understanding of the important materials and issues is incomplete or has not been demonstrated. There is little positive value in the individual contributions to the course and there may even be negative effects on the overall learning.

## **UW Online Dashboard**

The [UW Online Dashboard](#) answers technical questions about your online learning course, such as technology requirements, and provides contact information for technical help if you need it.

## **Communicating with Your Instructor and Student Peers**

Online discussion forums allow you to communicate with other currently enrolled students and with your instructor. We encourage you to use the [General Discussion Forum](#) to exchange ideas,

resources, and comments about your coursework with other students in this course. This unstructured forum is monitored by your instructors.

You can use e-mail (addresses below) or (preferably) Canvas messages to ask instructors a question.

## **UW Library Resources**

[UW Libraries](#) provide many resources for UW Professional and Continuing Education students, including borrowing privileges. This should be your MAIN source for electronic journals; there is live online help from UW Libraries if you need it.

## **About the Instructors**

Shannon Tyman is a Lecturer in the College of Built Environments at UW and the Urban Studies program at UWT. She holds a BA in the Growth and Structure of Cities from Bryn Mawr College, a MA in Environmental Studies from the University of Oregon, and a PhD in the Built Environment from the University of Washington. Her research examines questions of social justice and accessibility in urban food systems. She has worked as a chef, interned on urban farms, taught courses on urban agriculture, served on the board of a food cooperative, and contributed food system research to universities and government institutions. Her work has been published in a number of academic journals.

As a food system planner, Kara has worked for years to address racial and social inequities through community food systems and health focused efforts. Currently, Kara serves as the Executive Director of City Fruit, a Seattle-based nonprofit focused on improving food access. Previously, she oversaw the development of the Food Innovation Network (FIN), a community-based initiative in Washington's South King County. This included development and implementation of Spice Bridge, home to a food business incubator, a farmers market and meal program. Prior, Kara consulted local governments and nonprofits on local food system assessments, policies and projects. Kara has served on the American Planning Association's Food Division executive committee, Seattle Planning Commission and Washington State Food System Roundtable. Kara holds a master's degree of urban planning from the University of Washington.



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