

R519: FOOD SYSTEMS AND COMMUNITY RESILIENCE

Instructor: James Farmer

Classroom: In person @ Ostrom Workshop

Class Time: Fridays 9-11:30 AM

Class Location: Ostrom Workshop, 513 N. Park Ave.

Periodically on Zoom: <https://iu.zoom.us/j/6047100276>

Office Hours: by appointment in person or via zoom (see above link)

Email: jafarmer@indiana.edu

Course Description

This course will provide a broad overview of the food system in the U.S. in order provide an understanding for how this system shapes the food we eat, and the character and health of our communities, and our environment. We will use a systems perspective to think about the discrepancies between nutritional guidelines for optimal health, and what is actually available, affordable, accessible, and culturally appropriate in different communities. We will consider the ways privilege shapes access to food and to people's participation in the agriculture and food system as food workers, farmers, consumers, and decision makers, both within the industrial system and in alternative agrifood networks. The second half of the course will focus on varying approaches to community food system development in attempt to support food security and food sovereignty as catalysts to building resilient communities. Students will learn to critically evaluate policies, programs, and collaborations aimed at environmental sustainability, economic opportunity, food justice, and community resilience.

Student Learning Outcomes

- 1) Identify the factors that have helped shape the food system, and describe the impacts of the current food system on public health, the environment, and community resilience.
- 2) Explain how contemporary movements and initiatives align with community food system development.
- 3) Critically evaluate the ability of alternative food system initiatives to address the disparities amongst various populations
- 4) Develop the capacity to use systems thinking to address food and agriculture related challenges.
- 5) Improve written and oral communication skills through frequent writing assignments, class participation, discussion leadership, final presentation, and a case study report.

Course Textbook & Readings

Michael Carolan. 2022. The Sociology of Food and Agriculture. NY: Routledge. (3rd Edition). <https://www.routledge.com/The-Sociology-of-Food-and-Agriculture/Carolan/p/book/9780367680015>

Additional required readings will be posted on Canvas or a link is embedded in the class schedule.

Course Structure

This course is structured as a grad/undergrad seminar-style class. Most class sessions will consist of large and/or small group discussions, class lectures, and classroom exercises based on the assigned readings, and open dialogue following guest lectures and multimedia discussion prompts such as news clips, editorials, and policy debates, etc. Emphasis is on interactive learning through synthesis, critical analysis, and discussion of a wide variety of texts (policy papers, editorials, and academic texts), a variety of writing assignments, and a final case study project.

Expectations

- Active participation in class: ask and answer questions, contribute to class discussions, work productively in groups and share group responsibilities.
- Do all reading before it is to be discussed in class.
- Complete all writing assignments on time. Late assignments will not be accepted.
- Arrive at class on time and stay the entire class period. If you miss a class, you are expected to obtain the materials covered during that class from fellow students in the class.
- Show respect to others and refrain from talking during class, turn off cell phones, and give your full attention to the class while you're here.

Communicating with the Instructor

I will contact you via Canvas to make larger, class announcements regarding the course. Please make sure to monitor your IU email and Canvas account throughout the semester. Individual communication will come through a direct email. *Please allow instructor up to 24 hours to respond to any emails or requests, and make sure to include the course name in the subject line of your email.* I do not generally check email over the weekend.

Academic Integrity

- All class members are to follow the fundamental principles of academic integrity outlined in the Code of Student Rights, Responsibilities and Conduct. The Policy on Academic Misconduct appears in the Schedule of Classes. The basic principle is that students take credit only for the ideas and efforts that are their own.
- Any act of academic dishonesty will place the student in jeopardy of the most severe form of sanction by Indiana University – expulsion from the university.

- Included among dishonest behaviors in an academic setting are cheating (using or attempting to use unauthorized assistance, materials, information, or study aids in an academic exercise), fabrication (falsifying or inventing information in academic exercise), plagiarism (adopting or reproducing of ideas, words or statements of another person without appropriate acknowledgement), interference (stealing, changing, destroying, or impeding another student's work), and facilitating (intentionally or knowingly helping or attempting to help another student commit an act of academic misconduct).

Course Policies

An **end-of-course evaluation** will be conducted (last day of class) as well as evaluation process mid-way through the course.

Late assignments will only be accepted on an as needed basis. Please clear things with me ahead of time to get assignment extensions. Obviously life is throwing a lot of curve and knuckleballs lately- so we will all need to be flexible. Late discussion questions and answers will not be given credit.

Attendance is strongly encouraged. Please do not show up if you are sick.

Academic Misconduct. If you suspect that a student has cheated, plagiarized or otherwise committed academic misconduct, refer to the Code of Student Rights, Responsibilities and Conduct: <http://studentcode.iu.edu/>.

Bias-Based Incident Reporting Syllabus Language. Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

Counseling and Psychological Services

For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Emergency Food Relief. Food insecurity is a real challenge for many in our community, including students. Recent research estimates ~41% of students at 4-year colleges and universities are food insecure. If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

- *Crimson Cupboard*: <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>
- *Emergency Meal Project @ IU*: <https://www.dining.indiana.edu/news-updates/emergency-meal.html>
- *Mother Hubbard's Cupboard Food Pantry*: <https://www.mhcfoodpantry.org/>
- *Other pantries*: <https://www.foodpantries.org/ci/in-bloomington>

Reporting Conduct and Student Wellness Concerns (Care Reports). All members of the IU community including faculty and staff may report student conduct and wellness concerns to the Division of Student Affairs using an online form located at <https://studentaffairs.indiana.edu/dean-students/student-concern/index.shtml>.

Students needing additional financial or other assistance. The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis <https://studentaffairs.indiana.edu/student-advocates/>.

Zoom: Some meetings will be held on zoom (links provided on p. 1 of the syllabus). Zoom meetings will go best if we all utilize appropriate etiquette while meeting. Please respect the class by:

- Keeping your camera turned on,
- Mute your mic when you are not speaking,
- Engaging and being prepared to engage in a lively conversation,
- Set up in a room where you are free from distractions (i.e. away from roommates, dogs wanting to sit in your lap, etc.).

Assignments

Canvas Discussion Questions/Answers

Students will provide both discussion questions and responses to classmates' questions in the discussion forum of Canvas. These will coincide with the day's readings. This activity will be graded on a completion basis, however, poor responses will result in no credit being earned. The goal here is to get students to think critically about the readings, to bring up points of confusion or contention, and to respond to each other.

Discussion questions and answers are due by 11:59 PM the Wednesday before class. That means you need to have the readings finished up by Wednesday evening. Late additions will receive 0 points.

See Canvas Discussion tab for instructions.

Midterm: All students will partake in a midterm examination on 3/10. This is the Friday before spring break- FYI. This exam is in person and a makeup is not being given. The midterm will cover class concepts, readings, discussions, lectures, etc. that span the first eight weeks of class.

Final Project (Entire Class as a Group)- Dubois County Food Assessment Final report due 4/28 and presentation on 5/5

A Few Examples of Municipal Studies/Strategic Plans/Food System Assessments from Ken Meter

[How Feasible is a Food Hub for Northern Utah?](#) For the City of Salt Lake City (2020). This metro area has thousands of acres of vegetable production that is currently dedicated to supplying distant markets, rather than local consumers. This study explored whether a food hub would be feasible, and I believe this placed the city on a more pragmatic path.

[The River Bottoms Vision Plan \(DRAFT\)](#) Spanish Fork, Utah — primarily an effort to protect historically important farmland from development (2019).

[Building Community Networks Through Community Foods](#) — For Phoenix/Maricopa County, Arizona (2018). Social Network Analysis and economic data were both critical elements of the food system assessment.

[Auburn's Local Economy: Agriculture, Forestry, and Housing](#) — For Auburn, Maine (2018).

[Auburn's Agricultural and Resource Protection Zoning \(AGRP\): Consultant Recommendations](#) Final Recommendations for maintaining an ag district that has been in place for decades. Presented to the City of Auburn (2018).

[Metro Nashville Food System Assessment](#) — For Metro Nashville government (2017).

[Kansas City Kansas Healthy Food System Assessment](#) — The Unified Government of Wyandotte County and Kansas City, Kansas (2017). Planning initially revolved around a proposed “food campus,” but as residents of diverse ethnic communities were consulted, and developers’ plans changed, the priority became working with a nearby cooperative grocery store to locate downtown, with later hopes of a satellite store in an African-American neighborhood.

[Northeast Indiana Local Food Network](#) — Produced for a collaboration of 11 economic development organizations in 11 counties of NE Indiana, including Fort Wayne (2016). This has not yet (to my knowledge) resulted in sustained food system planning for the city, but it did create new connections between city government and constituencies they had overlooked.

[District Plan: Adopted Draft \(2016\)](#) — Compiled by the Landscape Design firm Logan Simpson for the City of Brighton, Colorado and Adams County, Colorado (2016). This was an exceptionally creative collaboration that made a huge investment in protecting farmland within the city and rebranding the community around its agricultural heritage.

[Investing In Relationships: How Spokane can best support its emerging local foods industry](#) — Produced for the City and County of Spokane (2014). This plan suggested that building relationships of trust would be a prerequisite to further food system planning.

Assignment point distribution

Assignment	Grad Items	Due Dates
Discussion Questions	40 (4 points each x 10)	Varied- see calendar
Midterm	110	3/10, 9-11:30 AM
Final Project (Group)	100	Report- 4/28 Presentation- 5/5
Total	250	

Final grades will be computed according to the following:

A= 94–100%	B-= 80–82%	D+= 67–69%
A-= 90–93%	C+= 77–79%	D= 60–66%
B+= 87–89%	C= 73–76%	F= 0–59%
B= 83–86%	C-= 70–72%	

Date	Topic	Readings/Assignments	Due
1/13	Intro Food and the System	Introductions, course overview, etc. Carolan text, Chs.1 & 2 pp. 1-45. Tendall et al. (2015). Food System Resilience: Defining the Concept. <i>Global Food Security</i> . Ostrom. (2009). A general framework for analyzing social-ecological systems.	
1/20	Changing Structure of Agriculture and The Agrarian Question	Carolan, Ch. 4, pp 67-86. MacDonald, James M., Penni Korb, and Robert A. Hoppe. Farm Size and the Organization of U.S. Crop Farming, ERR-152. U.S. Department of Agriculture, Economic Research Service, August 2013. Pp. 16-39 of report (publication page #s, not pdf page #'s) Prokopy et al. (2020). The urgency of transforming the Midwestern U.S. landscape into more than corn and soybean. https://link.springer.com/article/10.1007/s10460-020-10077-x?wt_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst Doug Constance. Uncle Bob, Grandad Robb and the Scourge of Economic Concentration; A brief history of agriculture and capitalism. https://www.boisestate.edu/bluereview/the-agrarian-question-and-the-scourge-of-economic-concentration/ Rivera et al. (2020). Assessing the role of small farms in regional food systems in Europe: Evidence from a comparative study. <i>Global Food Security</i> . https://www.sciencedirect.com/science/article/pii/S2211912420300717	Discussion Questions-1/18
1/27	Community Food Assessment & Governing the Food System	Final Project Introduction and Meeting with Client Worstell and Green. (2017). Eight qualities of resilient food systems. <i>Journal of Agriculture, Food Systems, and Community Development</i> . https://www.foodsystemsjournal.org/index.php/fsj/article/view/517/487d Review CARAT Document (see file folder in Canvas) Schweizer (2021). Why the 'commons' may be the future of the food system. <i>Forbes</i> . https://www.forbes.com/sites/errolschweizer/2021/05/25/why-the-commons-may-be-the-future-of-the-food-system/?sh=4ea6ea096e1a	Discussion Questions-1/25

		<p>Young (2019). What if your farmer is a white nationalist? <i>Earth Eats, Indiana Public Media</i>. https://indianapublicmedia.org/eartheats/when-your-farmer-is-a-white-nationalist.php</p> <p>Peruse the website: https://www.peoplesmarketbtown.org/</p> <p>Group meeting and breakouts</p>	
2/3	The Food System and Covid	<p>Klassen and Murphy. (2020). Equity as both a means and an end: Lessons for resilient food systems from COVID-19. <i>World Development</i>. https://www.sciencedirect.com/science/article/abs/pii/S0305750X2030231X</p> <p>Severson, K. (2020, April 09). The Farm-to-Table Connection Comes Undone. <i>The New York Times</i>. Retrieved from https://www.nytimes.com/2020/04/09/dining/farm-to-table-coronavirus.html</p> <p>Thilmany, D., Jablonski, B., Low, S., Tropp, D., & Angelo, B. (2020). <i>Mitigating Immediate Harmful Impacts of COVID-19 on Farms and Ranches Selling through Local and Regional Food Markets</i>. Retrieved from Washington, DC: https://localfoodeconomics.com/wp-content/uploads/2020/03/2020_03_18-EconomicImpactLocalFood.pdf</p> <p>Hawkes & Squires. (2021). A double-duty food systems stimulus package to build back better nutrition from COVID-19. https://www.nature.com/articles/s43016-021-00260-6.pdf</p> <p>Osendarp et al. (2021). The COVID-19 crisis will exacerbate maternal and child undernutrition and child mortality in low- and middle-income countries. https://www.nature.com/articles/s43016-021-00319-4.pdf</p> <p>Robinson, J., Mzali, L., Knudsen, D., Farmer, J. Spiewak, R., Suttles, S., Burris, M., Shattuck, A., Valliant, J., and Babb, A. (2021). Food after the COVID-19 Pandemic and the Case for Change Posed by Alternative Food: A Case Study of the American Midwest. <i>Global Sustainability</i>. https://www.cambridge.org/core/journals/global-sustainability/article/food-after-the-covid19-pandemic-and-the-case-for-change-posed-by-alternative-food-a-case-study-of-the-american-midwest/EA8368B4FA1416A2B22AEBC355F2DC0A</p> <p>Group meeting and breakouts</p>	Discussion Questions- 2/1

2/10	Community & Health Impacts of Agricultural Industrialization	<p>Carolan Chs. 3 & 5, pp 46-66 and 89-110.</p> <p>Rotz, Sarah, and Evan DG Fraser. 2015. Resilience and the industrial food system: analyzing the impacts of agricultural industrialization on food system vulnerability. <i>Journal of Environmental Studies and Sciences</i> 5.3: 459-473.</p> <p>Dupuis (2002). <i>Nature's Perfect Food: How Milk Became America's Drink</i>. Ch. 1- Why Milk?</p> <p>Wiley (2007). Transforming Milk in a Global Economy. <i>American Anthropologist</i>. 109(4), 666-677. https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1525/aa.2007.109.4.666</p> <p><u>Choose one of the following:</u></p> <p>Khan, K., Badyia, R., Aryal, A, Farmer, J., & Valliant, J. (2017). Neurological and mental health outcomes among conventional and organic farmers. <i>Annals of Agricultural and Environmental Medicine</i>. https://pubmed.ncbi.nlm.nih.gov/29936818/</p> <p>Gerona, R.R., Reiter, J.L., Zakharevich, I. <i>et al</i>. Glyphosate exposure in early pregnancy and reduced fetal growth: a prospective observational study of high-risk pregnancies. <i>Environ Health</i> 21, 95 (2022). https://doi.org/10.1186/s12940-022-00906-3</p> <p><u>Professor Andrea Wiley Guest Lecture</u></p> <p>Group development, meeting, and breakouts</p>	Discussion Questions- 2/8
2/17	Food, Agriculture, and the Environment	<p>Carolan text, Chapters 8-9, pp 145-189.</p> <p><i>The Crux of Regenerative Ag with John Kempf:</i> https://hwcdn.libsyn.com/p/c/b/4/cb4841a49508d2a6/John_Kempf_2021.mp3?c_id=95388374&cs_id=95388374&expiration=1641269334&hwt=f668792a520e369be01443466ece20f5</p> <p>Lynch et al. (2021). Agriculture's Contribution to Climate Change and Role in Mitigation Is Distinct From Predominantly Fossil CO₂-Emitting Sectors. <i>Frontiers in Sustainable Food Systems</i>. https://doi.org/10.3389/fsufs.2020.518039</p> <p>It's Time to Rethink America's Corn System. Jonathan Foley March 5, 2013 https://www.scientificamerican.com/article/time-to-rethink-corn/</p>	Discussion Questions- 2/17

		<p>A 50-Year Farm Bill. By WES JACKSON and WENDELL BERRY JAN. 4, 2009 http://www.nytimes.com/2009/01/05/opinion/05berry.html?emc=eta1</p> <p>Group meeting and breakouts</p>	
2/24	Policy Approaches to Food System Change	<p>What is the Farm Bill?</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=D5iZozUzwsc • https://www.youtube.com/watch?v=P4mQyUOE_z0 <p>NSAC (2020) https://sustainableagriculture.net/wp-content/uploads/2020/12/NSAC-Final-Transition-Team-Document-2020-Final.pdf</p> <p>NSAC'S BLOG: THE NUMBERS BEHIND THE FARM BILL: WHAT THE NEW CBO BASELINE MEANS FOR THE 2018 FARM BILL. July 11, 2017 http://sustainableagriculture.net/blog/the-numbers-behind-the-farm-bill/</p> <p>Mark Muller, Angie Tagtow, Susan L. Roberts & Erin MacDougall. 2009. Aligning Food Systems Policies to Advance Public Health. <i>Journal of Hunger & Environmental Nutrition</i>, 4:3-4, 225-240. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3489117/</p> <p>USDA. (2020). Building sustainable farms, ranches, and communities. https://www.sare.org/wp-content/uploads/building_sust_farms.pdf</p> <p>Group meeting and breakouts</p>	Discussion Questions- 2/22
3/3	No Formal Class	<p>Indiana Small Farms Conference- want to go?</p> <p>Carolan text, Ch 11, pp. 207-225</p> <p>Clare Hinrichs and John Eshleman. Agrifood Movements: Diversity, Aims, and Limits. pp. 138-156 in <i>Rural America in a Globalizing World: Problems and Prospects for the 2010s</i>. Morgantown, WV: West Virginia University Press.</p> <p>Robinson and Farmer. 2017. Chs. 2-3</p> <p>Stevenson, G. W., Clancy, K., King, R., Lev, L., Ostrom, M., & Smith, S. 2011. Midscale food value chains: An introduction. <i>Journal of Agriculture, Food Systems, and Community Development</i> 1(4): 27-34.</p>	Discussion Questions- 3/1

		<p>Analena Bruce. Labor of Love; Small-scale farmers in alternative food networks. https://brewminate.com/labor-of-love-small-scale-farmers-in-alternative-food-networks/</p> <p>Time for online group meetings.</p>	
3/10	Midterm	Midterm Examination- 9 AM-11:30 AM	Midterm Examination
3/24	Food security, food sovereignty, and food justice	<p>Carolan text, Ch. 10, 190-204.</p> <p>Miller W, Rogalla D, Spencer D, Zia N, Griffith BN, Heinsberg HB. Community adaptations to an impending food desert in rural Appalachia, USA. Rural and Remote Health 2016; 16: 3901. Available: https://www.rrh.org.au/journal/article/3901</p> <p>Chriest & Niles (2018). The role of community social capital for food security following an extreme weather event. Journal of Rural Studies. https://www.sciencedirect.com/science/article/abs/pii/S0743016718301177</p> <p>MacArthur et al. (2018). A High Prevalence of Food Insecurity Among University Students in Appalachia Reflects a Need for Educational Interventions and Policy Advocacy https://www.sciencedirect.com/science/article/abs/pii/S1499404617309697</p> <p>Twilley, (2022). Africa's cold rush to refrigeration: https://www.newyorker.com/magazine/2022/08/22/africas-cold-rush-and-the-promise-of-refrigeration</p> <p>Widener, Michael J. 2018. "Spatial Access to Food: Retiring the Food Desert Metaphor." Physiology & Behavior 193:257–60. https://www.sciencedirect.com/science/article/pii/S003193841830091X</p> <p>Group meeting and breakouts</p>	Discussion Questions- 3/22
3/31	Critiques of Alternative Food Networks and Local Food Systems	<p>Carolan text, Chapter 12, 226-240.</p> <p>The Locavore Glass Ceiling; Women, labor & local food https://wayback.archive-it.org/8092/20190724153756/https://thebluereview.org/women-labor-local-food-and-gender-inequality/</p> <p>Poulsen, Melissa N. 2016. Cultivating citizenship, equity, and social inclusion? Putting civic agriculture into practice through urban farming. Agriculture and Human Values: 1-14.</p>	Discussion Questions- 3/29

		<p>Farmer, J., Babb, A., Minard, S. and Veldman, M. (2019). Accessing Local Foods: SNAP-Double Bucks Households and Financial Incentives at a Midwestern Farmers Market. <i>Journal of agriculture, food systems, and community development</i>. https://www.foodsystemsjournal.org/index.php/fsj/article/view/668</p> <p>Group meeting and breakouts</p>	
4/7	Discrimination and Justice in the US Food System	<p>Daniel 2013, <i>Dispossession</i>, Ch. 1</p> <p>Leslie, Isaac Sohn. 2017. "Queer Farmers: Sexuality and the Transition to Sustainable Agriculture." <i>Rural Sociology</i> 82(4):747–71. https://onlinelibrary.wiley.com/doi/abs/10.1111/ruso.12153</p> <p>Carter, Angie. 2019. "'We Don't Equal Even Just One Man': Gender and Social Control in Conservation Adoption." <i>Society & Natural Resources</i> 32(8):893–910. https://doi.org/10.1080/08941920.2019.1584657</p> <p>Janie Simms Hipp on the Origins and Vision of the Native American Agriculture Fund. The Leading Voices in Food, World Food Policy Centre, Duke University. https://wfpc.sanford.duke.edu/podcasts/origins-and-vision-native-american-agriculture-fund/</p> <p>Touzeau, L. (2019). "Being Stewards of Land is Our Legacy": Exploring the Lived Experiences of Young Black Farmers. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 8(4), 45–60. https://doi.org/10.5304/jafscd.2019.084.007</p> <p>Group meeting and breakouts</p>	Discussion Questions-4/5
4/14	Access to Land & Labor in the Food System	<p>Rippon-Butler, H., et al. (2020). Land Policy: Toward a More Equitable Farming Future. https://www.youngfarmers.org/land/wp-content/uploads/2020/11/LandPolicyReport.pdf</p> <p>Hunt, K. P. (2016). #LivingOffTips: Reframing food system labor through tipped workers' narratives of subminimum wage exploitation. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 6(2), 165–177. http://dx.doi.org/10.5304/jafscd.2016.062.021</p> <p>United Farm Workers Beginning https://ufw.org/research/history/ufw-history/ Watch before class: Dr. Ike Leslie will be on Zoom speaking on "Queering Food Systems for Justice and Sustainability"- https://foodinst.indiana.edu/news-events/speakers/index.html</p>	Discussion Questions-4/12

		Group meeting and breakouts	
4/21	Building the System	<p>Carolan text, Ch. 13, pp. 241-257</p> <p>Mary Emery & Cornelia Flora. 2006. Spiraling-Up: Mapping Community Transformation with Community Capitals Framework, Community Development, 37:1, 19-35</p> <p>Goddeeris, L., Rybnicek, A. and Takai, K. 2015. Growing Local Food Systems: A case study series on the role of local governments. International City/County Management Association. https://icma.org/sites/default/files/307330_15-454%20Local%20Food%20Systems%20Case%20Studies%20Series-FINAL.pdf</p> <p>Thow and Nisbett. (2019). Trade, nutrition, and Sustainable Food Systems. <i>The Lancet</i>. 394(10200). https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(19)31292-9/fulltext</p> <p>Group meeting and breakouts</p>	Discussion Questions-4/19
4/28	Final Project	Practice Presentation & Final Edits	
5/5	Final Project Presentation	8-10 AM	Presentation

-Syllabus and schedule subject to change, and will-