

Cover Sheet: Request 11603

ALS3XXX Urban Agriculture

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Prizzia,Anna Mary aprizzia@ufl.edu
Created	4/6/2017 10:02:14 AM
Updated	4/21/2017 9:00:33 AM
Description of request	New Undergraduate course request addressing Urban Agriculture.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Brendemuhl, Joel H	Ready for CALS CC review.	4/6/2017
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Edits requested of the CALS CC have been addressed.	4/21/2017
Replaced Prizzia_UrbanAgSyllabus_April2017.pdf					4/19/2017
Deleted Prizzia_UrbanAgSyllabus_April2017_REVISED.pdf					4/19/2017
Added Prizzia_UrbanAgSyllabus_April2017_JHB edits.docx					4/21/2017
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/21/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11603

Info

Request: ALS3XXX Urban Agriculture

Description of request: New Undergraduate course request addressing Urban Agriculture.

Submitter: Brendemuhl,Joel H brendj@ufl.edu

Created: 4/21/2017 9:00:05 AM

Form version: 8

Responses

Recommended PrefixALS

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code C

Course TitleUrban Agriculture

Transcript TitleUrban Agriculture

Degree TypeBaccalaureate

Delivery Method(s)On-Campus
Online

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Students will work together with faculty and guest field experts to explore the concepts, issues, and opportunities for urban agricultural sustainability, and on the development and implementation of demonstrations of community urban agricultural projects. The course will culminate in a group presentation for campus and community stakeholders.

Prerequisites Sophomore standing

Co-requisites NA

Rationale and Placement in Curriculum The rapid urbanization that is taking place across our country and world has been marked by an increase in urban poverty and urban food insecurity. This course will give students an introduction to Urban Agriculture as a field of study and will explore its opportunities and limitations as a solution to these issues.

Course Objectives The overall objectives of the course are to provide students with the ability to: 1) Identify urban agriculture - why it occurs where it does, who practices it, and for what reasons; 2) To think critically about the possibilities and limits of urban agriculture and food system localization; 3) Describe basic agro-ecological principles related to food production and its role in urban agriculture; and 4) Illustrate the elements necessary to develop successful demonstrations and projects for urban agriculture. 5)

Engage in hands-on activities and reflect on how they relate to and/or demonstrate principles and concepts of urban agriculture.

Course Textbook(s) and/or Other Assigned Reading

Example Readings:

- The Pleasure of Eating by Wendell Berry <http://www.ecoliteracy.org/essays/pleasures-eating>

- MSU Food Systems Factsheet

- Chen, Siqing 2012. Civic Agriculture: Towards a Local Food Web for Sustainable Urban Development, Proceedings for International Conference on Environmental Science and Development (ICESD 2012), 5-7 January 2012, Hong Kong Volume 1, 2012, Pages 169-176

- Census of Agriculture -

https://www.agcensus.usda.gov/Publications/2012/Online_Resources/Rankings_of_Market_Value/Florida

https://www.agcensus.usda.gov/Publications/2012/Full_Report/Volume_1,_Chapter_1_State_Level/Florida
(PAGES 2-6)

<http://www.freshfromflorida.com/content/download/36315/838961/AgByTheNumbers.pdf>

<https://farm.ewg.org/region.php?fips=12000&statename=Florida>

- Philpott, T. 2010. The history of urban agriculture should inspire its future. *Grist.org*.

- McClintock, N. 2010. Why farm the city? Towards a theory of urban agriculture.

Cambridge Journal of Regions, Economy, and Society 1(3):191-207

- Wortman, S. & S.T. Lovell. 2013. Environmental challenges threatening the growth of urban agriculture in the United States. *Journal of Environmental Quality* 42:1283-1294

- Bittman, M. 2011. Sustainable farming can change the world? *NY Times Opinionator*.

- Wezel, A. et al. 2009. Agroecology as a science, a movement and a practice. A Review. *Agronomy for Sustainable Development* 2009, 1-10.

- Nicholls, C., Altieri, M.A., Vasquez, L. 2016. Agroecology: Principles for the Conversion and Redesign of Farming Systems. *J Ecosys Ecograph* 2016, S5:1, 1-6.

- Pollan, M. *You are What You Grow*. New York Times, 2007.

- Born, B., and M. Purcell. 2006. Avoiding the Local Trap: Scale and Food Systems in Planning Research. *Journal of Planning Education and Research* 26:195-297.

- DeLind, L.B. 2010. Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture & Human Values* 28(2):273-283.

- Carlisle, L. 2014. The downside of eating too locally. *New York Times*.

- Patel, Raj 2008. *Stuffed and Starved: The Hidden Battle for the World's Food System*, excerpt. Melville House Publishing.

- Bittman, M. 2014. Don't ask how to feed the 9 billion, *NY Times*.

- Alkon, A. H. et al. 2013. Foodways of the urban poor. *Geoforum* 48:126-135.

- Youth Food Bill of Rights - <http://www.youthfoodbillofrights.com>

- Schmelzkopf, K. 2002. Incommensurability, land use, and the right to space: Community gardens in New York City. *Urban Geography* 23 (4):323-343.

- Markham, L. 2014. Gentrification and the Urban Garden. *The New Yorker*.

- Tortorello, M. 2015. In Community Gardens, a New Weed? *The New York Times*.

- McWilliams, J. 2013. The crooked path from farm to fork. *UW Conservation Magazine*.

- SF Urban Agriculture Alliance, Position on Gentrification.

- Wikipedia - South Central Farm and Video: South Central Farm - Oasis in a concrete desert.

- Ricketts, Stephanie 2012. Food Deserts, Food Swamps, Food Access: A Primer. *Rebecca Ryan Blog*.

- Bornstein, D. 2012. Time to Revisit Food Deserts. *New York Times Opinionator*

- McClintock, N. 2011. From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California. In *Cultivating Food Justice: Race, Class, and Sustainability*, eds. A. H. Alkon and J. Agyeman, 89-120. Cambridge: MIT Press.

- Griffin, A. 2013. East Portland's frustrating quest for more, better grocery stores. *The Oregonian* 23 August.

- USDA AMS Food Deserts website

- Racial Equity Tools (click on and read all 4 topics)
- Shuaib, Lwasa and Marielle Dubbeling. 2015. Excerpt from Chapter 8: Urban Agriculture and Climate Change in Cities and Agriculture, edited by Henk de Zeeuw, Pay Dreschel, Rutledge, London. Pg 192-206.
- Thorn brush, Mary. 2015. Urban agriculture in the transition to low carbon cities through urban greening AIMS Environmental Science 2(3): 852-867.
- Laws, Shuaib, Frank Mugagga, et al. A meta-analysis of urban and peri-urban agriculture and forestry in mediating climate change. 2015. Opinion in Environmental Sustainability Volume 13:68-73.
- Wooten and Ackerman. 2012. Seeding the City: Land Use Policies to Promote Urban Agriculture. NPLAN/ChangeLab Solutions, pp. 4-16.
- Cohen, N., and K. Reynolds. 2014. Urban Agriculture Policy Making in New York's "New Political Spaces" Strategizing for a Participatory and Representative System. Journal of Planning Education and Research 34(2):221-234.
- Levkoe, C. Z. 2011. Towards a transformative food politics. Local Environment 16 (7):687-705.
- DeLind, L. B. 2015. Where have all the houses (among other things) gone? Some critical reflections on urban agriculture. Renewable Agriculture and Food Systems 30 (Special Issue 01):3-7
- Forester, T. Et al. 2015. Selected Good Practices from Cities. Fondazione Giangiacomo Feltrinelli. RAUF website.
- FAO Urban Agriculture Website. Food for the Cities Report <http://www.fao.org/urban-agriculture/en/>

Weekly Schedule of Topics Week 1 Overview, UF Efforts, Farm Tour

- Week 2 Our Food System – Florida and the US
- Week 3 What is Urban Agriculture
- Week 4 Agro-ecology
- Week 5 Is Local Food the Answer?
- Week 6 Race, Culture and Justice
- Week 7 Hunger, Food Access, and Poverty
- Week 8 Climate Change, Energy and Technology
- Week 9 Land Use and Gentrification
- Week 10 SPRING BREAK
- Week 11 Policy and Planning
- Week 12 Urban Agriculture Case Studies
- Week 13 Global Perspectives
- Week 14 The Future of Urban Agriculture
- Week 15 In Class presentations
- Week 16 Urban Agriculture Showcase

Links and Policies Student Complaints:

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Academic Honesty:

Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Students with Disabilities:

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources: University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching U Matter We Care, www.umatter.ufl.edu/ Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Grading: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading Scheme The following will be used grading for the course:

¥	A	94 – 100%
¥	A-	90 – 93.9%
¥	B+	87 – 89.9%
¥	B	83 – 86.9%
¥	B-	80 – 82.9%
¥	C+	77 – 79.9%
¥	C	73 – 76.9%
¥	C-	70 – 72.9%
¥	D+	67 – 69.9%
¥	D	63 – 66.9%
¥	D-	60 – 62.9%
¥	E	

< 60%

Attendance and Participation: 30 points (1 pts per class plus 5 points for the Urban Ag Showcase)

Students are required to attend all classes and participate in lecture discussions and group work at the farm each week. One absence is allowed with prior approval. You cannot successfully pass this class without attending class and doing the service learning component (see below). One absence is allowed with prior notification.

The Urban Ag Showcase will be a field day at the farm where guests, including the Deans of CALS and faculty will come see the work you have done at the farm. This is an opportunity to share what you have learned and engage a broader audience. You are welcome to invite friends to this event. DE students may substitute a pre-approved event in their region if attendance at the showcase is not possible.

Participation: 25 points (1 point per class) Students will be expected to demonstrate a working knowledge of the readings and engage in discussions in class.

Readings/Reflections: 100 points (10 x 10 points each)

Students should come to class having read the assigned readings and have posted a reading response or reflection response to assigned topic and a discussion question on Canvas by 8am on the day of class. You must post reading responses at least 10 of the 14 weeks – the first week and last week are required and 8 additional reflections must be completed. You cannot get full credit for your post without participating in the discussion that follows the reading posts. Discussions will be held online in canvas, and all students are expected to read their peers posts and comment or reply to a comment on at least two reflections per week. All assignments should be at least 1 page and no more than 2 pages, single-spaced, 12 pt Times New Roman font with 1" margins. Check your writing before posting it – spelling, punctuation, grammar, and composition count for two points of each assignment. Thorough reflection on the content of the readings accounts for the other 8 points. Responses are not a book report, and should not simply summarize the reading. You are expected to discuss your thoughts on the article – Do you agree with the central point of the article, was the research or information supporting the main points well done and clear? Did it challenge your perceptions or reinforce what you know? What did you take-away from the readings and what questions do you have after reading them? Assignments posted to Canvas after 8:00 am on the due date will be considered late. Assignments posted to Canvas after 5:00 pm on the due date will receive no credit.

Group Project: 30 points (see point distribution below)

Students in group of 2 or 3 will choose a topic and research this topic using UF and/or public library resources. The chosen topic should be relevant to Urban Agriculture and students are expected to present at least 2 perspectives on the issue or topic in their work. The final result of this project will be a group presentation that will be recorded and be a part of class videos. Additionally, an annotated bibliography that includes at least 5 references (at least three primary literature), and contact information and a signature from a librarian that you consulted on your topic. Projects will be graded on the thoroughness and creativity of your written materials, presentation, and overall execution. Focus will be given to the professionalism, clarity and style used to present the material. Group participation and communication is important. Grammar will be considered.

Topic and Group Update (5 pts): A paragraph for each perspective being explored will be presented as a written explanation of topic. In addition, a group update which includes description of individual roles and responsibilities for project and a timeline for accomplishing the work.

Group Meeting (5pts): Attend scheduled meeting with faculty and be prepared to discuss project progress. Meetings will be held in person and/or on skype or other online platform to accommodate DE students.

Draft Project (5 pts): Draft of Completed project– Written summary and an annotated bibliography of references with contact info and signature of librarian that assisted the group and a draft presentation or outline that clearly shows the content you will present to the class.

Final Presentation and Discussion (15 pts): Edited final project materials and class presentation, including final video of presentations, and individual comments on your peers presentations.

Service Learning: 20 points (1 point for each hour completed + 5 points for Discussion) Students are required to participate in a service learning project. There will be set days and times announced in class to assist with Porters Urban Farm project and a workday outside class at the Field and Fork Urban Farming Demonstration. If students cannot attend these workdays, a substitute service project that provides 15 hours of service to a relevant program may be chosen, with prior approval. DE students can choose a service project in their region, and assistance in identifying possibilities will be given as much as possible. All students must participate in a guided reflection discussion activity on your service learning experiences. This will be announced at least two weeks in advance. A written component will be turned in on canvas in addition to the online discussion participation in order to receive full credit for participation.

Instructor(s) Anna Prizzia

Urban Agriculture

COURSE TBD – ALS 3###

INSTRUCTORS

Anna Prizzia, Director Field and Fork Program – Campus Food Systems Coordinator, UF/IFAS College of Agricultural and Life Sciences. aprizzia@ufl.edu; 352-284-2209

OFFICE HOURS: By appointment

TIMES: T Period 3, Thurs Period 7-8

CREDIT HOURS: 3

PREREQUISITES

Sophomore standing

COURSE DESCRIPTION

Students will work together with faculty and guest field experts to explore the concepts, issues, and opportunities for urban agricultural sustainability, and on the development and implementation of demonstrations of community urban agricultural projects. The course will culminate in a group presentation for campus and community stakeholders.

COURSE OVERVIEW

Urban agriculture has been promoted as an alternative to the industrial food system and its detrimental impacts (obesity, farmworker exploitation, environmental pollution, etc.). However, its possibilities are limited for a number of reasons, including availability and cost of land, the lack of labor and interest in agriculture, and the gentrification of communities. In this course, we will examine the limits and possibilities of urban agriculture's contribution to the food system. During the online class sessions, students will hear from faculty and guest speakers involved in the urban agriculture movement, and students will have the chance to discuss these lectures and readings each week. We will devote the field component to work on the demonstration project, where we will explore the basics of sustainable food production while working on building and maintaining gardens. Students will also complete a service learning project with an approved organization. This course is ideal for students interested in sustainable agriculture, community gardening, community development, public health, social work, urban sociology, urban geography, planning, and sustainability.

COURSE OBJECTIVES

The overall objectives of the course are to provide students with the ability to: 1) Identify urban agriculture - why it occurs where it does, who practices it, and for what reasons; 2) To think critically about the possibilities and limits of urban agriculture and food system localization; 3) Describe basic agro-ecological principles related to food production and its role in urban agriculture; and 4) Illustrate the elements necessary to develop successful demonstrations and projects for urban agriculture. 5) Engage in hands-on activities and reflect on how they relate to and/or demonstrate principles and concepts of urban agriculture.

STUDENT LEARNING OBJECTIVES

Following this course, students are expected to:

1. Identify the variety of approaches, vocabulary terms, constraints and possibilities of urban agricultural systems.
2. Discuss urban agriculture project planning and implementation, with a focus on collaborative decision making and community involvement.
3. Apply knowledge gained to identify ways to improve urban agriculture programs using an economic, social justice, and environmental lens inspiration
4. Engage in hands-on activities and reflect on how they relate to and/or demonstrate principles and concepts learned in class.

CLASS FORMAT

Class will meet one hour each week to explore urban agriculture issues and concepts via lecture, videos, and discussion, and two hours in the field for hands-on demonstration and experience. For online sections, all lectures will be video recorded, and each field activity will be offered as video modules filmed in the field and self-guided activities that can be performed at home or in easily accessed public spaces. All students will be required to participate in online discussions of course content and readings by posting a unique reflection and responding to at least two others reflections and/or comments each week. Reflection and Discussion - Reflections are not a book report, and should not simply summarize the reading or class discussions. You are expected to discuss your thoughts on the articles and course content – Do you agree with the central points, was the research or information supporting the main points well done and clear? Did it challenge your perceptions or reinforce what you know? What did you take-away from the readings and what questions do you have after reading them?

You cannot get full credit for your post without participating in the discussion that follows the reading post by responding to at least two of your peers reflections. *Check your writing before posting it – spelling, punctuation, and grammar count! All assignments should be posted on Canvas by 8am on the due date. Late assignments will not be accepted after 5 pm on the due date.*

All students will be required to do a Group Research Project. Students will be put into groups of two or three people, and each group will choose a topic related to Urban Agriculture and research at least two perspectives on this topic (example: Topic: Wastewater recycling for irrigation; perspectives – environmental benefits and food safety challenges). Research will culminate in an annotated bibliography and a presentation of the group topic to the class. The annotated bibliography must contain at least 5 sources for each perspective, including at least three primary literature sources.

Finally, students are required to do 15 hours of service learning with an approved organization working in Urban Agriculture or a related field. Students may choose to work with one of the pre-approved entities or identify their own organization, subject to approval. Students will keep a journal of service learning activities that shares what they accomplish during each time they work and what they see as the relationship to what they are learning/ what next steps are, how they see it contributing to the entity's mission, and submit these journal entries 4 times throughout the course. Additional group or sub-group meetings may be added as needed for project assignment through the semester.

One IN PERSON 2-hour showcase will be scheduled to allow for sharing group work and service learning outcomes for the semester with campus and community stakeholders.

TEXTBOOK AND ASSIGNED READINGS

None required. Readings will be assigned for each week of the course.

Additional readings from literature may be chosen throughout the semester in support of weekly topics, and questions that arise from discussion or expert lectures.

Assigned weekly readings will be posted in Canvas or emailed each week.

SPECIAL SOFTWARE

None required

E-LEARNING

E-learning Canvas. The entire course will be managed through e-learning using Canvas. All materials and content will be available fully on-line delivered in **E-Learning Canvas**, the centrally-supported course management system at UF. Canvas is the on-line source for the majority of your learning resources and assignments in this course. For a link to the tutorial regarding E-Learning Canvas functionality, go to the class home page on canvas. Students enrolled in the course should login to Canvas on the first day of the course at: <http://lss.at.ufl.edu>. You will use your Gatorlink name and password to login to Canvas. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

EVALUATION OF STUDENTS

Students will be graded in terms of their participation and completed assignments. Participation will be 16% of the grade and assignments will be 84% of the grade. Participation will include attendance, participating in class discussions, field and group activities, and the showcase. Assignments will include reflections and discussion responses, the research annotated bibliography and presentation, and service learning journal.

GRADING

We will use the following grading for the course:

- A 94 – 100%
- A- 90 – 93.9%
- B+ 87 – 89.9%
- B 83 – 86.9%
- B- 80 – 82.9%
- C+ 77 – 79.9%
- C 73 – 76.9%
- C- 70 – 72.9%
- D+ 67 – 69.9%
- D 63 – 66.9%
- D- 60 – 62.9%
- E < 60%

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance and Participation: 30 points (1 pts per class plus 5 points for the Urban Ag Showcase)

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STUDENT RESPONSIBILITIES AND EXPECTATIONS

We expect students to attend all class periods. Readings and videos will be assigned that will supplement class lecture and discussion material. Students are expected to read the materials and actively participate in class discussions as well as team activities.

Additional specific expectations are outlined in the Evaluation of Students section of the syllabus.

CLASSROOM ETIQUETTE AND Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Our goal in this class is to create a culture of engagement and respectful discourse. Conversations that do not contribute to the discussion should be held at minimum. Cell phones should remain in silent mode during class.

ABSENCES AND MAKE-UP WORK

Attendance and Make-Up Work Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required

or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

STUDENT COMPLAINTS

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

TOPIC SCHEDULE

Week (Dates)	Topic	Assignments
Week 1 (1/4-1/6)	Overview, UF Efforts, Farm Tour	Reflection and Discussion (see below for specifics on first reflection)
Week 2 (1/9-1/13)	Our Food System – Florida and the US	Reflection and Discussion; Service Learning Identified and Approved
Week 3 (1/17-1/20)	What is Urban Agriculture	Reflection and Discussion
Week 4 (1/23-1/27)	Agro-ecology	Reflection and Discussion; Group Assignment and Topics Chosen and Reviewed
Week 5 (1/30-2/3)	Is Local Food the Answer?	Reflection and Discussion; Final Topic Approval
Week 6 (2/6-2/10)	Race, Culture and Justice	Reflection and Discussion; 1 st SL Journal Installment
Week 7 (2/13-2/17)	Hunger, Food Access, and Poverty	Reflection and Discussion
Week 8 (2/20-2/24)	Climate Change, Energy and Technology	Reflection and Discussion
Week 9 (2/27-3/3)	Land Use and Gentrification; Service learning reflection	Reflection and Discussion; 2 nd SL Journal Installment
Week 10 (3/6-3/10) SPRING BREAK		
Week 11 (3/13-3/17)	Policy and Planning	Reflection and Discussion
Week 12 (3/20-3/24)	Case Studies	Reflection and Discussion; Draft Annotated Bibliography and Presentation Outline
Week (Dates)	Topics	Assignments
Week 13 (3/27-3/31)	Global Perspectives	Reflection and Discussion; 3 rd SL Journal Installment
Week 14 (4/3-4/7)	The Future of Urban Agriculture	Reflection and Discussion
Week 15 (4/10-4/14)	In Class presentations	Final Presentation and Annotated Bibliography
Week 16 (4/17-4/19)	Urban Agriculture Showcase	None; 4th SL Journal Installment

Additional supporting material will be provided throughout the semester based on discussion and expert lectures.

READINGS AND ASSIGNMENTS

All weekly readings reflect the following weeks topic, in order to prepare you for the class lectures and discussion. Additional readings or alternative readings may be assigned in support of weekly topics, and questions that arise from discussion or expert lectures.

Week 1 Course Overview / Introductions; Field and Fork Overview and Farm tour

Readings:

- The Pleasure of Eating by Wendell Berry <http://www.ecoliteracy.org/essays/pleasures-eating>

- [MSU Food Systems Factsheet](#)

- Chen, Siqing 2012. [Civic Agriculture: Towards a Local Food Web for Sustainable Urban Development](#), *Proceedings for International Conference on Environmental Science and Development (ICESD 2012)*, 5-7 January 2012, Hong Kong [Volume 1](#), 2012, Pages 169-176

- View Census, FL Ag, and Subsidies tables:

https://www.agcensus.usda.gov/Publications/2012/Online_Resources/Rankings_of_Market_Value/Florida/

https://www.agcensus.usda.gov/Publications/2012/Full_Report/Volume_1,_Chapter_1_State_Level/Florida/flv1.pdf (PAGES 2-6)

<http://www.freshfromflorida.com/content/download/36315/838961/AgByTheNumbers.pdf>

<https://farm.ewg.org/region.php?fips=12000&statename=Florida>

Assignment: For first reflection and discussion, tell me about your relationship with our food system and about why you took this class. Some questions to get you started - What interests you about food and what are your core/central values around food? What is your experience and history with agriculture, gardening, food preparation, culture, nutrition or other aspects of food? What interested you about this class and what do you hope to get out of it? Do you agree or disagree with Berry's assertion that eating is an agricultural act and his analysis of our disconnection with our food system?

Week 2 - Our Food System – U.S. and Florida

- Philpott, T. 2010. [The history of urban agriculture should inspire its future](#). Grist.org.

- McClintock, N. 2010. Why farm the city? Towards a theory of urban agriculture. *Cambridge Journal of Regions, Economy, and Society* 1(3):191-207

- Wortman, S. & S.T. Lovell. 2013. [Environmental challenges threatening the growth of urban agriculture in the United States](#). *Journal of Environmental Quality* 42:1283-1294

Assignment: Reflections and Discussion (see Class Format for instructions); Service Learning Project Form - Identify an organization, business or institution working in UA where you can conduct service learning and submit the Service Learning Form by Friday. You can choose from the pre-approved list posted online or identify your own organization. Your form must include your name, the name and location(s) of the entity, the name and contact information for the person who will supervise your effort, a short overview of the organization and their UA activities, and what you will do to contribute to these efforts.

Week 3 - What is Urban Agriculture?

- Bittman, M. 2011. [Sustainable farming can change the world?](#) *NY Times Opinionator*.

- Wezel, A. et al. 2009. [Agroecology as a science, a movement and a practice. A Review](#). *Agronomy for Sustainable Development* 2009, 1-10.

- Nicholls, C., Altieri, M.A., Vasquez, L. 2016. [Agroecology: Principles for the Conversion and Redesign of Farming Systems](#). *J Ecosys Ecograph* 2016, S5:1, 1-6.

- Pollan, M. [You are What You Grow](#). New York Times, 2007.

Assignment: Reflection and Discussion (see Class Format for instructions)

Week 4 - Jan 30 and Feb 3: Agroecology – Guest Speaker Dr. Diane Rowland

- Born, B., and M. Purcell. 2006. [Avoiding the Local Trap: Scale and Food Systems in Planning Research](#). *Journal of Planning Education and Research* 26:195–297.

- DeLind, L.B. 2010. [Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars?](#) *Agriculture & Human Values* 28(2):273-283.

- Carlisle, L. 2014. [The downside of eating too locally](#). *New York Times*.

Assignments: Reflection and Discussion (see Class Format for instructions); Research Project Groups will be assigned in class. Groups should meet and determine topic and perspectives that will be explored. Topics and perspectives are due Friday. Any questions or concerns regarding topic will be shared with group by Wed, and revisions will be due following Friday.

Week 5 – Is Local Food the Answer?

-FOR FRIDAY: Urban Agriculture Panel and the Public Interest Environmental Law Conference – register at website at ufpiec.org.

Readings Reflection DUE Feb 13, 8am

- Patel, Raj 2008. [Stuffed and Starved: The Hidden Battle for the World's Food System](#), **EXERPT**. Melville House Publishing.

- Bittman, M. 2014. [Don't ask how to feed the 9 billion](#), *NY Times*.
- Alkon, A. H. et al. 2013. [Foodways of the urban poor](#). *Geoforum* 48:126–135.

Assignments: Reflection and Discussion (see Class Format for instructions); Final Topic edits due for approval.

Week 6 - Race, Culture, and Food Justice

- Youth Food Bill of Rights - <http://www.youthfoodbillofrights.com>
- Schmelzkopf, K. 2002. [Incommensurability, land use, and the right to space: Community gardens in New York City](#). *Urban Geography* 23 (4):323–343.
- Markham, L. 2014. [Gentrification and the Urban Garden](#). *The New Yorker*.
- Tortorello, M. 2015. [In Community Gardens, a New Weed?](#) *The New York Times*.
- McWilliams, J. 2013. [The crooked path from farm to fork](#). *UW Conservation Magazine*.
- SF Urban Agriculture Alliance, [Position on Gentrification](#).
- Wikipedia – [South Central Farm](#) and Video: [South Central Farm – Oasis in a concrete desert](#).

Assignments: Reflection and Discussion (see Class Format for instructions); First Service Learning Journal due Friday (see Class Format for instructions).

Week 7 - Hunger, Poverty, Access

- Ricketts, Stephanie 2012. [Food Deserts, Food Swamps, Food Access: A Primer](#). *Rebecca Ryan Blog*.
- Bornstein, D. 2012. [Time to Revisit Food Deserts](#). *New York Times Opinionator*
- McClintock, N. 2011. From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California. In *Cultivating Food Justice: Race, Class, and Sustainability*, eds. A. H. Alkon and J. Agyeman, 89–120. Cambridge: MIT Press.
- Griffin, A. 2013. [East Portland's frustrating quest for more, better grocery stores](#). *The Oregonian* 23 August.
- USDA AMS [Food Deserts website](#)
- [Racial Equity Tools](#) (click on and read all 4 topics)

Assignments: Reflection and Discussion (see Class Format for instructions)

Week 8 – Climate, Energy and Technology

Shuaib, Lwasa and Marielle Dubbeling. 2015. Excerpt from Chapter 8: Urban Agriculture and Climate Change in Cities and Agriculture, edited by Henk de Zeeuw, Pay Dreschel, Rutledge, London. Pg 192-206.

Thorn brush, Mary. 2015. Urban agriculture in the transition to low carbon cities through urban greening *AIMS Environmental Science* 2(3): 852-867.

Laws, Shuaib, Frank Mugagga, et al. A meta-analysis of urban and peri-urban agriculture and forestry in mediating climate change. 2015. *Opinion in Environmental Sustainability* Volume 13:68–73.

Assignments: Reflection and Discussion (see Class Format for instructions)

Week 9 - Land Use and Gentrification

- Wooten and Ackerman. 2012. [Seeding the City: Land Use Policies to Promote Urban Agriculture](#). NPLAN/ChangeLab Solutions, pp. 4-16.

- Cohen, N., and K. Reynolds. 2014. Urban Agriculture Policy Making in New York's "New Political Spaces" Strategizing for a Participatory and Representative System. *Journal of Planning Education and Research* 34(2):221-234.

- Tortorello, M. 2012. [Urban Gardens Grow Everything Except Gardeners](#). *The New York Times*.

Assignments: Reflection and Discussion (see Class Format for instructions); Second Service Learning Journal due Friday (see Class Format for instructions).

Week 10 – SPRING BREAK

No Readings, No Assignments

Week 11 – Scaling Up through Policy & Planning (Dr. Kathryn Frank??)

- Levkoe, C. Z. 2011. Towards a transformative food politics. *Local Environment* 16 (7):687–705.

- DeLind, L. B. 2015. Where have all the houses (among other things) gone? Some critical reflections on urban agriculture. *Renewable Agriculture and Food Systems* 30 (Special Issue 01):3–7.

Assignments: Reflection and Discussion (see Class Format for instructions)

Week 12 – Case Studies

[RUAF.org](#) - Urban Agriculture and Food Systems Collaboration.

Forester, T. Et al. 2015. [Selected Good Practices from Cities](#). *Fondazione Giangiacomo Feltrinelli*.

Assignments: Reflection and Discussion (see Class Format for instructions); Draft Annotated Bibliography and Presentation Outline due Friday.

Week 13 – Global Perspectives

- Review the FAO Urban Agriculture Website and read the Food for the Cities Report - <http://www.fao.org/urban-agriculture/en/>

Assignments: Reflection and Discussion (see Class Format for instructions); Third Service Learning Journal due Friday (see Class Format for instructions).

Week 14 – The Future of Urban Ag

In Class Presentations

-Explore [Urban Food Stories](#) website.

Assignments: Reflection and Discussion – write on your favorite example case studies from the website; First Service Learning Journal due Friday (see Class Format for instructions).

Week 15 – In Class Presentations

No Readings

Assignment: Final Reflection and Discussion (2 parts) For full credit, be sure to respond to all of the questions.

PART 1: Think back to what you wrote in your first reflection. How has your individual understanding of the food system changed over the course of the class? Did you have any key realizations? Has your relationship to food changed?

PART 2: Please reflect on your learning process. What activities did you find most educational? Which readings or concepts, in particular were the most thought-provoking or transformative personally? What other feedback do you have about the class or your personal experience?

Week 16 – Urban Ag Demonstration Showcase

No Readings

Assignment: 4th SL Journal Installment due Friday (see Class Format for instructions)