

Schedule: Mondays 6:30 to 9:20pm  
Classroom: DSB C114.

---

Instructor: Dr. Jen Bagelman  
Office: Turpin Building, Room 208 (office hours Monday 4-5)  
Email: [bagelman@uvic.ca](mailto:bagelman@uvic.ca)

- Develop theoretical understandings of key concepts
- Apply skills and knowledge to real world problems: use geographic approaches to understand foodscapes and promote food justice in your city
- Enhance interpersonal development and the ability to work well with others
- Develop effective communication skills to reach multiple audiences

Week & Topic	Reading
<p>Week 1: September 14</p> <p><b>Introduction:</b> Why do service learning? Introduction to community food-mapping projects</p>	<p>Wakefield, 'Reflective Action in the Academy: Exploring Praxis in Critical Geography using a Food Movement Case Study' in Antipode, 2007.</p> <p>Levkoe, 'Learning Democracy through Food Justice Movements' in Agriculture and Human Values, 2006.</p> <p>Maxey, 'Beyond Boundaries? Activism, Academia, Reflexivity and Research' in Area 31, 1999.</p> <p>Barefoot (Mapping) Contessa - Briony Penn: <a href="http://www.thedolectures.com/briony-penn-barefoot-mapper/#.VfGo2Fa9huY">http://www.thedolectures.com/briony-penn-barefoot-mapper/#.VfGo2Fa9huY</a></p> <p>apyvet.'J0 -26 .48001 .4675 0 TD( )Tj/TT2 1 Tr</p>

<p>Week 3: September 28</p> <p><b>Mapping 'foodscapes'</b></p> <p>*Sign-up for food-map project</p>	<p>Le Billon. 'Feeding (On) Geopolitical Anxiety: Asian Appetites, News Media Framing and the 2007-2008 Food Crisis' in Geopolitics, 2014.</p> <p>Winter, 'Geographies of food: agro-food geographies – making reconnections' in Progress in Human Geography, 2003.</p> <p>Cook, 'Geographies of food: following' in Progress in Human Geography, 2006</p> <p>Goodman, 'Food geographies I: Relational foodscapes and the busy-ness of being more-than-food' in Progress in Human Geography, 2015</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Life Cycles. Mapping our common ground: A community and green mapping resource guide. 2007 <a href="http://bit.ly/1LYotfE">http://bit.ly/1LYotfE</a></li> <li>• Edible Geography Project <a href="http://bit.ly/1K0N9VM">http://bit.ly/1K0N9VM</a></li> <li>• Green Maps: <a href="http://bit.ly/1f9Ixm4">http://bit.ly/1f9Ixm4</a></li> <li>• Beautiful food maps: <a href="http://bit.ly/1GVKvet">http://bit.ly/1GVKvet</a></li> </ul> <p>Guest Speaker: Amy Becker, Googlemap tools! Laptop and download: <a href="http://www.google.com/earth/download/agree.html">http://www.google.com/earth/download/agree.html</a></p>
<p>Week 4: October 5</p> <p><b>Food crisis and an urban response</b></p>	<p>Cockrall-King. Chapter 4. 'A World in Food Crisis' in Food and the City: Urban Agriculture and the New Food Revolution. Prometheus Books. 2014</p> <p>Tornaghi, 'Critical Geography of Urban Agriculture,' Progress in Human Geography, 2014.</p> <p>Pollans and Roberts, 'Setting the Table for Urban Agriculture' in The Urban Lawyer, 2014.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Vancouver Urban Ag. <a href="http://bit.ly/1gdWj6p">http://bit.ly/1gdWj6p</a></li> <li>• 'Growing in the City' <a href="http://bit.ly/1Cb32Yn">http://bit.ly/1Cb32Yn</a></li> <li>• Victoria Food Hub <a href="http://wikifoodhub.com">http://wikifoodhub.com</a></li> </ul> <p>Guest speaker: Aaron Topley &amp; In-class screening of scenes from: 'The Garden' and 'Fallen Fruit' and 'Hands in the Dirt'</p>

Week 5: Oct 12	Thanksgiving
Week 7: October 19	Roehr and Kunigk, 'Metro Vancouver: Designing for Urban Food Production' in Berkeley Planning Journal, 2009.  Cockrall-King, Chapter 4. 'A World in Food Crisis' in Food and the City: Urban Agriculture and the New Food Revolution, 2014

**Boulevard and rooftop food:** mapping food spaces in-between and above

<p>Week 9: November 16</p> <p><b>Decolonising foodscapes:</b> race and the whiteness of 'alternative' food/ reinstating indigenous foodsystems</p> <p>*Submit one-page proposal</p>	<p>Slocum, 'Whiteness, Space and Alternative Food Practice' in Geoforum 2007</p> <p>Ramírez, 'The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces' in Antipode 2015.</p> <p>Bradley, 'Decolonizing Food Justice' Antipode 2015.</p> <p>Turner and Turner, 'Traditional Food Systems, Erosion and Renewal' in Indian Journal of Traditional Knowledge, 2007</p> <p>Guest Speakers: Cheryl Bryce and Mike Simpson on 'The Community Toolshed Mapping Project'</p>
<p>Week 10: November 23</p> <p><b>Mapping food waste and recovery:</b> Gentrification/ poverty/precarious food places</p> <p>*Submit map project</p>	<p>Quastel, 'Political Ecologies of Gentrification' in Urban Geographies, 2013</p> <p>Drake. 'Governmentality in urban food production? Following 'community' from intentions to outcomes' in Urban Geographies, 2015</p> <p>McCann and Miewald, 'Foodscapes and the Geographies of Poverty: Sustenance, Strategy, and Politics in an Urban Neighborhood' in Antipode, 2014</p> <p>Guest Speakers Rudi Wallace from Mustard Seed: Food Recovery Project Rhianna Nagel (ISICUE) Sandown</p>
<p>Week 11: November 30</p> <p><b>What's the legacy of your work?</b></p>	<p>Presentation at <a href="#">Legacy Art Gallery</a> and food from local organization provided.</p>

Please note schedule is subject to readjustment if necessary

### Texts

All assigned readings for this course are in your coursepack and available on CourseSpaces (<http://coursespaces.uvic.ca>). I will also post lecture notes here.

Attendance	10%
Participation	15%
Bonus	5%
Press release	20%
Final map project	30%
Presentation	20%

**Assignment Details:**

Class Attendance (10%) & Participation (15%)

In order for this class to be a success your

Final map project (30%) Due November 23<sup>th</sup> in-class

Groups: You will work in groups of 5. This is an ideal size for the mapping project. Each of you brings different skills to your group, so draw on one another's strengths. Determine a regular mode for communication (ie: a Facebook group; a coffee shop meeting place) that works for you.

Meeting 1: Research Design (week 1-4)	Ask informed questions about the project: how did it emerge? How can your map help? Ask about who your map might represent? How should it represent (participatory vs. top-down). Who is the audience of your map? In what way might this contribute to their overall mission? Discuss what your map might look like. Feel confident to make suggestions – they will be appreciated!
Meeting 2: Follow-up (week 4-8)	This is key. After you have created a draft outline of your map (research problem/method) go to your community member for feedback. At this stage you may have completed some preliminary mapping so you will be discovering what is/is not working. Feel free to share problems that you are encountering, and ask for help. Ask for constructive feedback.
Meeting 3: Sharing your map (week 8-11)	Final opportunities for tweaking, thinking about distribution and presentation.

3) You should be designing your map throughout the course. We will have opportunity to do in-class mapping 'break out' sessions; however, you will also need to work with your group outside of class. A one-page proposal is due November 16<sup>th</sup>. This proposal will not be for grades; however, you are advised to use this as a serious opportunity to get feedback on your project.

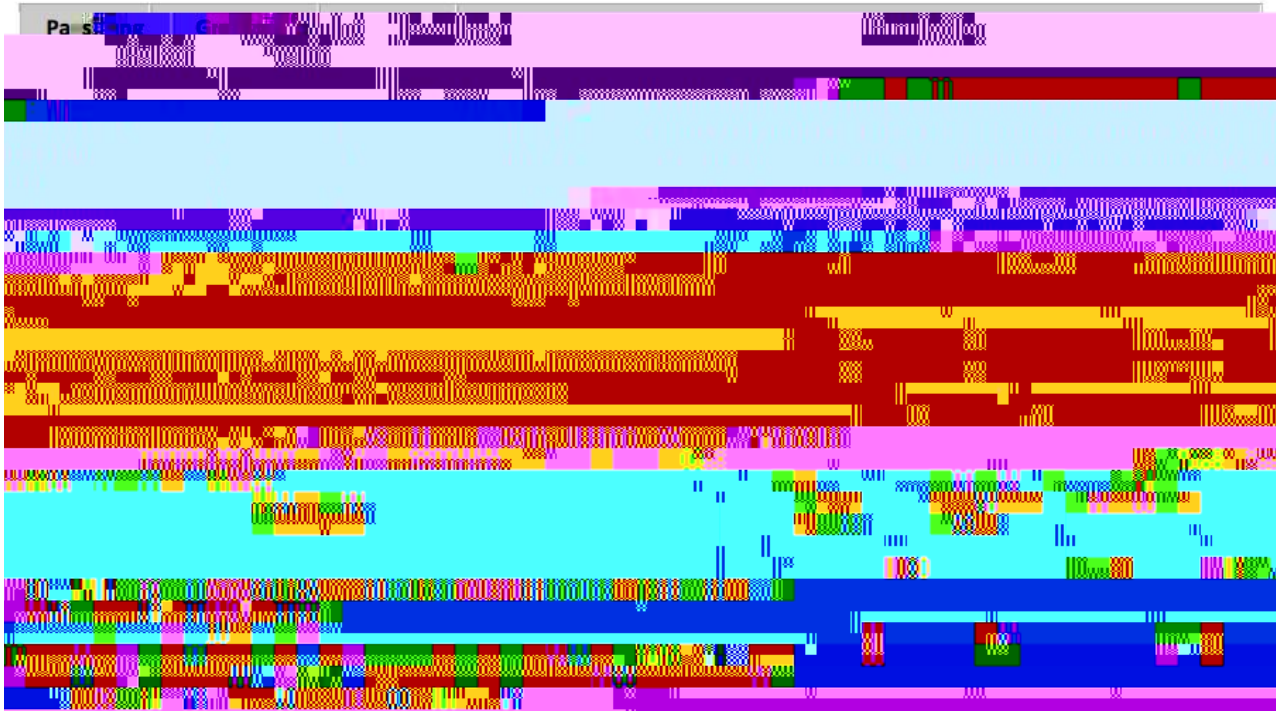
4) Submit final map project November 23.

Presentation (20%) November 30<sup>th</sup>

You will present your map at the Legacy Art Gallery, downtown Victoria. This is a Prest( )6(f(on-4.l)6m)-7wor(scusk(p pr wi)6m)-t( )6(h( groua wi)6m)-der(scusience)6mon-4 on-4n(p he



## Grading Scale



### **Plagiarism and Academic Integrity**

All writing assignments should be written by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper quotation and citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. If you have any questions concerning matters of plagiarism, please discuss these matters with your lab instructor prior to submitting any assignments.

### **Course Values**

Together as a class we have a shared responsibility to promote, provide, and protect a positive and safe learning and working environment for all.

### **UVIC'S Accessibility statement for students with a disability**

If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSA) as soon as possible. The RCSA staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://rcsd.uvic.ca>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **Course Evaluation Survey (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experiences. The survey is vital in providing feedback to me regarding the course and my teaching. Also, if you have any feedback for me throughout the duration of the course, please do get in touch.