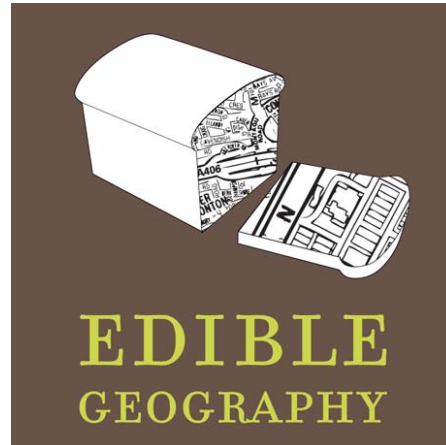


GEOG 391: Mapping Edible Geographies

Fall 2015

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



by Nikki Hiatt.

“Maps are more than pieces of paper. They are stories, conversations, lives and songs lived out in a place and are inseparable from the political and cultural contexts in which they are used”

-Warren 2004

In this course we will explore how the practice of community mapping might enhance more equitable foodscapes. The **first aim** of this course is to develop an understanding of the diverse theory and practice of community mapping. The **second aim** is to gain a rich understanding of foodscapes (broadly this is a relational, lived account of how food is produced, accessed, consumed and distributed). The **third aim** is to examine how community mapping may help us understand the politics of our own urban foodscape: for instance, how some are included into while others are excluded from edible geographies? We will explore the role that community mapping can play in challenging forms of exclusion and promoting a more equitable ‘right to the city’ (Lefebvre, 1968). We will learn not only through assigned readings and class discussions, but also through working with community organizations in Victoria. In collaboration with an organization of your choice you will develop a community map to support meaningful changes to our local foodscape.

Course Format

This is a **service-learning** course that provides you the opportunity to apply theory to practice and gain hands-on research experience while also helping advance political change in Victoria. Working with community partners, you will gain valuable knowledge about community resources and needs, and you will help identify and develop solutions that foster greater food justice.

Course Objectives

- 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

Schedule

Week & Topic	Reading
<p>Week 1: September 14</p> <p>Introduction: 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: http://www.thedolectures.com/briony-penn-barefoot-mapper/#.VfGo2Fa9huY</p> <p><i>*Community Partners 'Meet and Greet.'</i></p>
<p>Week 2: September 21</p> <p>Community Mapping</p>	<p>Keller, 'Community Mapping' in Encyclopaedia of Action Research, 2014 http://bit.ly/1LLvcMS</p> <p>Corbett & Lydon, 'Community-Mapping: A Tool for Transformation,' 2014</p> <p>'P' is for Participatory mapping: http://bit.ly/1H4adk5</p> <p>Good Practices in participatory mapping (p.1-30) http://bit.ly/1f72poJ</p> <p>Examples:</p> <ul style="list-style-type: none"> • Mapping Collaboratory: http://bit.ly/1NEvT8J • DIY Cartography: http://makingmaps.net/ • Edible Maps from the UK: http://bit.ly/1I9n4VS <p><i>Guest Speaker: Ken Josephson on UVic's Mapping Collaboratory</i></p>

<p>Week 3: September 28</p> <p>Mapping ‘foodscapes’</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"> • Life Cycles. Mapping our common ground: A community and green mapping resource guide. 2007 http://bit.ly/1LYotfE • Edible Geography Project http://bit.ly/1K0N9VM • Green Maps: http://bit.ly/1f9lxm4 • Beautiful food maps: http://bit.ly/1GVKvet <p>Guest Speaker: Amy Becker, Googlemap tools! Laptop and download: http://www.google.com/earth/download/agree.html</p>
<p>Week 4: October 5</p> <p>Food crisis and an urban response</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"> • Vancouver Urban Ag. http://bit.ly/1gdWj6p • ‘Growing in the City’ http://bit.ly/1Cb32Yn • Victoria Food Hub http://wikifoodhub.com <p>Guest speaker: Aaron Topley & In-class screening of scenes from: ‘The Garden’ and ‘Fallen Fruit’ and ‘Hands in the Dirt’</p>

Week 5: Oct 12	Thanksgiving
<p>Week 7: October 19</p> <p>Boulevard and rooftop food: mapping food spaces in-between and above</p>	<p>Roehr and Kunigk, 'Metro Vancouver: Designing for Urban Food Production' in Berkeley Planning Journal, 2009.</p> <p>Cockrall-King, Chapter 4. 'A World in Food Crisis' in Food and the City: Urban Agriculture and the New Food Revolution, 2014</p> <p>Kwik, 'Gardens Overhead: Rooftop Culture Sprouts in North America' in Alternatives Journal, 2000.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Berlin's Princess Garden http://bit.ly/1GVdDn1 • Victoria's Boulevard Gardening Guidelines: http://bit.ly/1b9QMLo <p>Guest Speakers Michael Large on 'Writing Law for Blvd Guidelines' Chris Hildreth on 'Building a Start-up: Topsoil' (TBC).</p>
<p>Week 6: October 26</p> <p>Migration and Food: Mapping exclusions, invisibilities and new solidarities</p> <p>*Submit press-release</p>	<p>Minkoff-Zern, Sowerwine and Getz, 'Race and Regulation: Asian Immigrants in California Agriculture.' Chapter 4 in Cultivating Food Justice, 2011.</p> <p>Walia, 'Transient servitude: migrant labour in Canada and the apartheid of citizenship' in Race & Class, 2010.</p> <p>Brant, 'You can count on us: Scanning cashiers at Lablows supermarkets' in Tangled Routes: Women, Work and Globalization on the Tomato Trail, 2008.</p> <p>Not lovin' it: Victoria McDonald's probed for labour violations. http://bit.ly/1H5r2uW</p> <p>Guest Speaker: Inter-Cultural Association: 'Growing Food Close to Home' Paulina Grainger Compost Education: Alysha Punnett</p>
Week 8	Reading week

<p>Week 9: November 16</p> <p>Decolonising foodscapes: 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>Mapping food waste and recovery: 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>What's the legacy of your work?</p>	<p>Presentation at Legacy Art Gallery 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.

Assignments and Grading

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 regular attendance and participation is necessary. Attendance will be taken during each class and you will also be evaluated based on your level of active participation in our group discussions. Active participation requires that you have read all the readings/explored relevant websites before class, and that you have some questions and comments to share. I suggest you take notes prior to class, identifying key issues that you would like to raise (ie: a quote or passage from the assigned readings that really resonates to you; something you agreed with; or something that rubs you the wrong way; a connection that you notice between articles).

Active participation does not mean only speaking, it also requires active and *patient* listening. Each of us will take something different from the course materials, and thus it is vital that in discussion we take the time to really hear and reflect upon what is being offered. As you continue in your academic career you will increasingly encounter courses in which the learning emerges 'dialogically' – that is, learning through thoughtful discussion. Part of the goal in this class is to develop the art of dialogue.

Not everyone communicates in the same way and this is the beauty of dialogue! Some of us are keen to jump into conversation others take a while to engage. This course provides you with an opportunity to find your own voice, experiment and express your thoughts in a way that feels comfortable. Throughout the duration of the semester we will learn how to work together as a team: how to encourage one another and benefit from the collective wisdom and experience that lives in (and beyond) our diverse class.

Press release (20% with a possible 5% bonus) Due October 19th in-class

Write up a short description of the project you are helping with (ie: Topsoil). Provide a bit of background on this project: why did it emerge; what problem does it seek to address and how is it addressing this problem (ie: if your project is Topsoil you might describe that this small start-up business was developed by a recent Uvic graduate who aims to promote more food in the city by using underutilised rooftop space for growing). In this press release you can describe your role as a community mapper, how your map aims to enhance this project. Remember to write in an engaging manner (design a catchy title), read press releases that you like to help develop your piece (ie: explore local news like the Times Colonist or independent media like rabble.ca for examples). Share your draft with the community organisation for feedback before submitting on October 19th. (Once I have graded your press release, please submit to a local magazine, newspaper, or blog. Let's see these get published! If you are published you receive a 5% bonus grade).

Final map project (30%) Due November 23th 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.

Format: Your final project will consist of two parts: a community map (formats will vary) and an 8-page reflective essay. Your report will identify: **1)** your key research question or problem that your map seeks to address. For instance, if you are creating a map with Topsoil you might suggest that the problem is that there is a lack of information regarding under-utilised rooftop spaces in Victoria. **2)** Method: how does your map identify a key problem in collaboration with community **3)** Impact: how you see your map informing local change?

Assessment: A successful map will present information in a clear and creative manner that speaks to intended audiences. The report will clearly identify: a political problem and; an appropriate mapping method used to address that problem; the predicted impact of your map in the community (see p.8 for grade scale).

Step by step guide:

1) September 28: **sign-up** for one of the below projects. These projects address a wide range of food issues in Victoria. For each project there is a designated community partner who you will be in contact with throughout the semester. These contacts have graciously volunteered their time, because they are excited to work with you in developing a map, which will support meaningful change in our community. It is important to meet with your organisation as early as possible. Here are the five groups (personal contact details provided in-class):

- COMMUNITY TOOLSHED PROJECT: Cheryl Bryce and Mike Simpson
- SANDOWN: Rhianna Nagel
- ACCESSS FOOD MAP! Alysha Punnett
- TOPSOIL: Chris Hildreth

2) You should arrange at least **3 meetings** with your organisation throughout the course. Before your meeting do your research about the community project you are working on. Consider: who is involved, what is the timeline, what are potential barriers? Also research other similar projects. Consider: are there other similar projects locally, or further afield? For instance, perhaps you discover that there is a project like Topsoil that has emerged in Kenya – what might we learn from these other places and practices? Consider: in what ways might your awesome geography skills assist in enhancing the project that you are working on? Below is a guideline for your meeting schedule:

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 16th. 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 30th

You will present your map at the Legacy Art Gallery, downtown Victoria. This is a great opportunity to share all your thoughtful work with a wider audience. Invite community members that you think will benefit from your map, or might add to it/critique it for future work. Make it engaging (ie: maybe you have created a ‘scent map’ for us all to experience, or perhaps you have designed an interactive online map which you will present, maybe you have created your map in the form of a cookbook!) Speak in a way that is appropriate for your intended your audience (always think: who am I speaking to?) In addition to friends and your fellow students, a future colleague or employer could be in the audience, this is a great opportunity for cultivating meaningful new work-relationships.

Grading Scale

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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 (RCSD) as soon as possible. The RCSD 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. 😊