

**Urban Studies 360:
Perspectives on the Urban Scene: Urban Agriculture, Food Justice and Environmental
Sustainability
Spring 2014**

Instructor: Jennifer Cadenas

Office: Online

Office Hours: I typically check my email and the D2L site daily, and I typically get back to student emails by the next day.

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Course Description

This course will provide students with the opportunity to explore Urban Agriculture at the local, national, and global scales. It will focus on the historical roots of growing food in the city and highlight the ways in which the act of growing food was removed from the urban scene.

The course will also address the current state of Urban Agriculture, as a both a social movement working to create a more just society and as an aid in the implementation of urban environmental sustainability.

Along with this, the course will give special focus to the city of Milwaukee as a city on the cutting edge in the area of Urban Agriculture. Local organizations such as Growing Power, Inc., Sweetwater Organics, and the Walnut Way Conservation Corp, as well as Milwaukee's many farmers markets and community gardens will be studied as examples of Urban Agriculture at work for urban sustainability and environmental justice.

Class Structure

The class will meet weekly, online. Most of our class work will take place in the D2L discussion forums devoted to each week's topic. Follow your syllabus closely, - everything you need to know for the week ahead, from readings, to assignments, to grading rubrics and due dates, can be found right on your syllabus. Our class depends upon weekly discussions.

Discussions are also assignments and as such required for participation, - but I want you to look at this from a perspective of learning and personal growth, not just from the perspective of points and grades. I have always found that we learn more and are able to understand more when we go above and beyond looking at points and calculations.

I will often talk about current events and attempt to tie in outside relevant information to the topic of the week, - and I hope you will too. There might be additional forums where we can discuss other information or carry out deeper conversations about the topics at hand. In addition to the weekly write-it assignments this class will ask that

students create their own blog detailing their experiences in urban agriculture, - see the assignment lists for more details.

Required Texts

Raj Patel, 2009. *The Value of Nothing: How to Reshape Market Society and Redefine Democracy*. Picador Press. ISBN: 978-0-312-42924-9.

Ann Vileisis, 2008. *Kitchen Literacy: How We Lost Knowledge of Where Food Comes From and Why We Need to Get it Back*. Island Press. ISBN: 978-1-59726-144-9. (Paperback also available).

Novella Carpenter, 2009. *Farm City: The Education of an Urban Farmer*. Penguin Press. ISBN: 978-0-143-11728-5.

David Tracey, 2007. *Guerrilla Gardening: A Manual*. New Society Publishers. ISBN: 978-0-86571-583-7.

Peter Ladner, 2011. *The Urban Food Revolution: Changing the Way We Feed Cities*. New Society Publishers. ISBN: 978-0-86571-683-4.

Books will be available at Boswell Books, 2559 N. Downer Avenue., Milwaukee WI.
<http://boswell.indiebound.com/>

Additional articles and Book Chapters available on via the UWM library system (search for articles - some you might need Illiad for). Also some are general internet articles that can be discovered via google or other search engine.

THIS SYLLABUS:

This syllabus is your guidebook, your map, and FULL of information. The due date is the date that appears in this syllabus, - the date when all of the readings, write-it's/share-it's, and other assignments are DUE.

Additionally, this syllabus is FULL of extra resources, videos, films, articles, - not all are required, in fact, MOST are not, - but read the "Readings" list carefully and be sure to look at the specific "Write-It" directions each week. Usually, everything you need to know about what to do for the week can be found under those two categories!

The assignments are listed below, - along with their point value, and grading rubrics, when possible, to help you better navigate and understand this syllabus, and online course.

YES you may work ahead, BUT try to remember to COME BACK to the forum by the official due date to reply to TWO of your peers, as is required as part of the interactive element of our course.

Assignments

The assignments for this course are intended to increase critical thinking and student participation, and thus ownership of the course. They are listed as follows:

Write It: Weekly writing assignments that will focus on the week's readings. Specific details listed under each week's assignment category. Papers should be single-spaced, well written, and between 1.5/2 pages long. Be sure to cite the readings, use quotations, and back up your key ideas with the readings.

Share It: Weekly tie-ins that go with the readings and topic at hand. Specific details are listed under each week's assignment category. Basically, you are charged with the task of finding something - an advertisement, article, product, picture, - whatever, - that connects to the readings and issues of the week, that really speaks to them, and then sharing this something with the class in a way that illustrates how you connected your share it object with the readings and hopefully, makes the readings and issues - that can often seem so large, global, abstract, and "out there" - hit home, and personal, and thus, provides a sense of the connectivity that exists between big issues and individual lives.

Responses: Students will also be responsible for making this class interactive and engaging via replying to the write-it posts of TWO of their peers, each week.

Write-it's and Share-it's go under the week's discussion forum topic and grading is as follows:

Write-It: 2

Share It: 1

Responses: 2

Total: 5

Rubric:

Clarity, length and overall sense of engaging with the readings, accurate response/interpretation of key themes, relevant examples in fully answering all parts of the question (2):

Correct and relevant use of Key Terms and Citation (1):

Thoughtful, respectful, paragraph replies to 2 peers (1, 1):

Total: 5

There will be 11 write-it/share-it's throughout the semester, at 5 points possible each, adding up to a total possible 55 points, 55% of your final grade.

Urban Agriculture Agency/Group/leader Profile: Much of this course provides context and overview for the current state of Urban Agriculture. This project will allow you all to get more in-depth and up close and personal with a local, national, or global group, organization, or leader.

This assignment consists of a 2-3 page well supported essay that highlights the group or individual, their work, their vision, mission, accomplishments, history, goals, location, and other key aspects that make this group or person important to the local, national, or global Urban Agriculture movement. What would our key texts have to say about this group or individual leader? What is the broader context – and how is it being addressed or, shaping, the work of this individual or group? (Contexts of our course include: Neoliberal Capitalism, White Supremacy/Racism, Patriarchy, etc). Part of this assignment will include replies to two of your peers.

Rubric:

Essay:

-Length: 3

-Quality and clarity in answering the questions (see assignment description): 10

-Citation, context, broader insight from course readings and theories: 5

Comments to Peers: 2 (1 point each reply).

Total: 20

This assignment is worth a total of 20 points, 20 % of your final grade.

Grow It! Final Project and Presentation: This assignment will allow you to embark on your own Urban Agricultural journey. You will have to grow something edible, somewhere in this city (or wherever you are!). What you grow and where you grow it is up to you, but of course, please, let's make sure our activities are legal enough (i.e., let's just stay away from growing pot and other drugs!). This assignment will ask you to keep a Farm City type diary of your experience, your own Urban Agricultural Blog – recording your processes and the details of figuring out what to grow, where to grow it, how it grows, when it grows and every other detail. Pictures of course, are helpful, and should be included whenever possible. You may choose to grow something on your own or with others. The assignment will involve documenting the experience, reflecting on the experience, and projecting onto the experience concepts, goals, visions, etc. from the examples and readings presented in class, - how do you fit in with the general goals and visions of the Urban Agriculture movement? How can you broaden out, branch up, contribute? Part of this assignment involves and end of the semester presentation of your project, complete with display, photos, and depending on what you grew (season, success, etc), samples!

Rubric:

TBA.

This final project is worth 25 points, and 25% of your total grade.

Grades and Grade Distribution

Write It	55 (55%)
Urban Ag Profile	20 (15%)
Grow It, Final!	25 (25%)
Total	100 (100%)

The following is the standard for grades on a 100-point scale:

100-95 = A	94-92 = A-	91-88 = B+	87-84 = B
83-81 = B-	80-78 = C+	77-74 = C	73-71 = C-
70-68 = D+	67-64 = D	63-61 = D-	<61 = F

Policy on Late Assignments

No late assignments will be accepted **unless previous arrangements** are discussed and Okayed by me.

Course Outline

**Assignments are DUE in full on the date next to them in the syllabus. The first date you see, January 21, is indeed the first day of school, and for our purposes, the first day the 'check-in' assignment is due.*

January 21: First Week of Class: Intro to Course, Intro to Urban Agriculture, Intro to Thematic Presentation of Issues, and Me. And Intro to You!

Go to these websites and select *one article to discuss* with the class.

All That We Share: Articles on Food and Agriculture

<http://onthecommons.org/category/commons-topics/food-and-agriculture>

Yes Magazine articles on Urban Agriculture:

http://www.yesmagazine.org/google_results?cx=002462454192717542835%3AkI54clhhklw&cof=FORID%3A10&ie=UTF-8&q=urban+agriculture&submit.x=0&submit.y=0&submit=Search&siteurl=www.yesmagazine.org%2F

Be sure to include a link to the article you selected, to sum up the article, and to talk about why you selected this article, what got your attention, why the topic or issue is important to you, and what more you'd like to learn about this topic.

Also tell us a bit about who you are, your interests, your major, your hobbies, favorite movies, music, and of course, why you are in this class, why urban agriculture interests you and what you hope to learn this semester.

Watch the recent film, "A Place at the Table" - it should be streaming on Netflix, Amazon, iTunes, and it is hopefully available at your local library, UWM library, or video rental store! Watch it and let's have a discussion about this film, - the issues that are pressing, the issues that are facing, specifically, the USA, about hunger, food

insecurity, and poverty. A link to the film can be found:

<http://www.magpictures.com/aplaceatthetable/>

ADDITIONAL RESOURCES (Non-Required!)

Future reference: Good resource page for videos:

UC Berkeley's Edible Education course last semester, all available on youtube, all great and key figures in the food movement giving amazing lectures and talks:

<http://www.youtube.com/user/ucberkeley?blend=1&ob=4#p/search/6/6XjhdCpQzLI>

Write-It: No Graded Write-It

Share-It: No Graded Share-It

January 28: Context 1: Global, Neoliberal Capitalism; Environmental, Human, and Social Devastation, The Myth of the Selfish Individual, and the Prioritization of Profit Over People

Raj Patel, *The Value of Nothing*, Part I.

Write-It: Aside from the fact that Raj Patel is one of the most important figures, leaders, authors, activists, supporters, visionaries, and economist dealing with issues of food, urban agriculture, social justice, environmental justice, and other important fields, why do you think you are reading this book, right now, for an Urban Agriculture class. What important aspects from the first section of this book can you take and apply to issues of Urban Agriculture and the context we find it in? Detail them, cite them, and be prepared to share.

Share-It: What do you value? How does market society value what you value? Also, discuss insights from ONE of the videos below:

ADDITIONAL RESOURCES

Video(s): Naomi Klein, Raj Patel, and Amy Goodman:

http://www.youtube.com/watch?v=8Ji_8tI0sbY

Raj Patel, *The Value of Nothing*

<http://www.youtube.com/watch?v=i0XM5N5aDlk&feature=related>

Raj Patel, *The \$200 Dollar Hamburger*

<http://www.youtube.com/watch?v=oagmlbhobnY>

Raj Patel, *The Real Cost of Food*

<http://www.youtube.com/watch?v=21b8kRKcgV4&feature=related>

Raj Patel, Food For People

<http://www.youtube.com/watch?v=X3ZvHUIRRj4&feature=relmfu>

Also of interest and related to this topic

Any articles, books, videos by Winona LaDuke, Vandana Shiva, Arundhati Roy, and Naomi Klein.

February 4: Context: Global, Neoliberal Capitalism, Struggles for Justice, the Right to Have Rights, and the Reality of The Commons:

Raj Patel, *The Value of Nothing*, Part II.

Evans, Peter, 2008. "Is An Alternative Globalization Possible?" *Politics and Society*, Vol. 36. No. 2: 271-305.

Raj Patel, speaking about "The Value of Nothing,"

<http://www.foodfirst.org/en/node/3203>

ADDITIOINAL RESOURCES

World Hunger, Food Riots, Food Rebellions:

<http://www.fao.org/>

Elinor Ostrom, Info and Interview: The Commons

<http://www.yesmagazine.org/new-economy/the-victory-of-the-commons>

<http://www.yesmagazine.org/issues/america-the-remix/elinor-ostrom-wins-nobel-for-common-s-sense>

Write-It: What is Patel saying about food, justice, freedom, democracy, and the commons? What role should markets play in our lives? What does freedom mean to you? What does Democracy mean to you? How can we work to create a respect for, and protection for, the Commons? How does Urban Agriculture fit within the movement to challenge neoliberal market-supremacy and work towards the right to have rights? How can Urban Agriculture be protected from cooptation by market society?

Share-It: What does "The Commons" mean to you? Give us a link to in an example – a flyer, a website, whatever you find, of people/groups/organizations in the Milwaukee area trying to revive, create, maintain, implement, and/or protect "the Commons." Write about/include a link, etc. to your "Share-It" at the end of your "Write-It" assignment.

February 11: Context II: The Loss of Localized Know-How, Knowledge, and Traditions

Ann Vileisis, *Kitchen Literacy*, Introduction - Chapter 5 (3-125).

Write-It: Summarize the historical trajectory of our knowledge of food, as described by Vileisis in these first five chapters. What did we used to know? Why? How? What happened to make us lose, give up, or forget this knowledge? Was their resistance to this change/loss? Can we ever go back to the state of knowing everything about our food? Why, why not, - and should we even want this or attempt to do this?

Share-It: What's your Kitchen Literacy? Share a link to a food item you know everything/a lot about - in terms of where it came from, what it's made of, and so on, and share a link to a food item you know nothing about.

February 18: Context II: The Replacement: Rise of New Knowledge, Advertising, Marketing, Labels, and the Loss of Meaning

Ann Vileisis, *Kitchen Literacy*, Chapter 6-End (126-246).

Write-It: Continue the summary, with your reactions, of course. What is the new knowledge, - is it useful? Who controls or shapes this new knowledge? How is it constructed? What was the Covenant of Ignorance? In what ways does it still exist today? Discuss the Kitchen Countertrends and the movement to 'get back' some of our lost knowledge. How does Urban Agriculture fit into this picture?

Share-It: Share a link to a food labeled or marketed as 'healthy' or 'natural' and then share a link to a food *that is* healthy or natural.

February 25: Context III: A Food System Segregated By and Exploitative of Race and Class: Food Deserts, Food Insecurity, Immigrant Labor, Health Disparities, Unequal Access, and Other Problems of Stratification

Raj Patel "What the Black Panthers Can Teach Food Movements"

<http://rajpatel.org/2011/12/08/what-can-the-black-panthers-te/>

Or directly to:

<http://rajpatel.org/wp-content/uploads/2009/11/patel-2011-food-movements-unite.pdf>

**Center for Social Inclusion:
What is Structural Racism?**

<http://www.centerforsocialinclusion.org/about-us/what-is-structural-racism/>

**Food Security Learning Center
Race & the Food System**

<http://www.whyhunger.org/programs/fslc/topics/race-a-the-food-system/org-dev.html>

UnDoing Racism in the Detroit Food System

<http://michigancitizen.com/undoing-racism-in-the-detroit-food-system-p9163-77.htm>

Black Farmers Discriminated Against by USDA

<http://www.foodfirst.org/en/node/3228>

Food Insecurity, Census Data:

<http://www.dailykos.com/storyonly/2010/12/27/931034/-Millions-of-Americans-still-subject-to-economic-nutcracker->

50 million Food Insecure in the United States:

<http://www.npr.org/2010/11/15/131328286/record-number-of-u-s-households-face-hunger>

Coalition of Immokale Workers

<http://www.ciw-online.org/>

United Farm Workers

<http://www.ufw.org/>

Detroit Black Community Food Security Network

<http://detroitblackfoodsecurity.org/policy.html>

Starving For Revolution: The Milwaukee Black Panther Party's Struggle to Feed the Hungry, Nikolas Heynen, Fromkin Lecture

<http://minds.wisconsin.edu/handle/1793/6797>

Oakland North, ReGrowing Oakland, the Future of Urban Food

<http://oaklandnorth.net/food-land-use-in-oakland-a-history/>

Alkon, Alison Hope, and Kari Marie Norgaard, 2009. "Breaking the Food Chains: An Investigation of Food Justice Activism," *Sociological Inquiry*, Vol. 79, No. 3: 289-305.

Optional:

Alkon, Alison Hope, 2007. "Growing Resistance, Food Culture, and the Mo' Better Foods Farmers' Market," *Gastronomica, The Journal of Food and Culture*, Vol. 7, No. 2: 93-99.

Video:

Edible Education Course at UC Berkeley, last Fall 2011:

Perspectives on Race, Place and Food

http://www.youtube.com/user/ucberkeley?blend=1&ob=4#p/search/4/D_CgkOPue4Y

**** Look for these articles either posted on D2L, Content Page, posted in the discussion forum, or via the UWM Library Internet Database of Scholarly Sources *****

**** If YOU find the articles FIRST please feel free to do us a solid and post them, pdf style, in the forum devoted to these articles/this discussion!** (THANK YOU!)**

Write-It: I'm pretty sure you won't be able to read all of these sources. Pick a few, as many as you can, *plus the scholarly articles*, and write about the issues being raised, summarize them, and discuss the current situation as described in the headline of this week's class, - what are some of the problems facing the food system in terms of race, class, access, disparity, and the need for equality, justice, and sustainability.

Share-It: Present via link to it on the internet something from our local Milwaukee food movement (flyer, website, video, picture, etc) that speaks to the issues raised by this weeks readings and the general context addressed here of a food system that is in need of racial, economic, and environmental justice. Also, be sure to watch and discuss key points from the video.

March 4: Context III: Neoliberal Urbanization, Consumers vs. Citizens, Gentrification, and the Retrenchment of the State and Attack on the Public Sphere and Public Space

In general:

Weber, Rachel, 2002. "Extracting Value from the City: Neoliberalism and Urban Redevelopment," in *Spaces of Neoliberalism*, ed. Neil Brenner and Nik Theodore, Blackwell Publishing.

Newman, Kathe and Robert W. Lake, 2006. "Democracy, Bureacracy, and difference in US community Development Politics since 1968," *Progress in Human Geography*, Vol. 30, No. 1: 44-61.

In specific: Community Gardens

Irazabal, Clara, and Anita Punja, 2009. "Cultivating Just Planning and Legal Institutions: A Critical Assessment of the South Central Farm Struggle in Los Angeles," *Journal of Urban Affairs*, Vol. 31, No. 1: 1-23.

Smith, Christopher M, and Hilda E. Kurtz, 2003. "Community Gardens and the Politics of Scale in New York City," *Geographical Review*, Vol. 93, No. 2: 193-212.

Ferris, John, Carol Norman, and Joe Sempik, 2001. "People, Land and Sustainability: Community Gardens and the Social Dimension of Sustainable Development," *Social Policy and Administration*, Vol. 35. No. 5: 559-568.

Baker, Lauren E., 2004 "Tending Cultural Landscapes and Food Citizenship in Toronto's Community Gardens," *The Geographical Review*, Vol. 94, No. 3: 305-325.

**** Look for these articles either posted on D2L, Content Page, posted in the discussion forum, or via the UWM Library Internet Database of Scholarly Sources *****

**** If YOU find the articles FIRST please feel free to do us a solid and post them, pdf style, in the forum devoted to these articles/this discussion!** (THANK YOU!)**

Write-It: Select 2-3 of the articles above. What are the issues facing urban community gardens, especially, in this neoliberal urban context and climate. How can people work to protect spaces and places and set them aside for urban community gardening and other urban agricultural projects? How are community gardens - and their communities - succeeding in hanging on to what they have? Be sure to cite the articles you have selected to read in your answer to these questions!

Share-It: Search for information on some of the problems facing Milwaukee's urban community gardens, - threats from development, the retrenchment of the state, or the attack on the public sphere/community spaces. Bring some of this info in to talk about with the class, and also mention it in a brief paragraph at the bottom of your write-it.

March 11: Getting to the Specifics: Why Urban Agriculture? How does Urban Agriculture Address these Issues?

Ladner, Peter. *The Urban Food Revolution*
Chapters 1-6, pages 1-80.

ADDITIOINAL RESOURCES

Publisher Page

<http://www.newsociety.com/Books/U/The-Urban-Food-Revolution>

Reviews:

<http://foodfreedom.wordpress.com/2011/07/28/the-urban-food-revolution-peter-ladners-pragmatic-new-book/>

Author's Blog:

<http://urbanfoodrevolution.wordpress.com/>

Sheriff, Graeme, 2009. "Towards Healthy Local Food: Issues in Achieving Just Sustainability," *Local Environment*, Vol. 14, No. 1: 73-92

Online, Policy Link, Reports:

Healthy Food, Healthy Communities: Promising Strategies to Improve Access to Fresh, Healthy Food and Transform Communities.

The Grocery Gap: Who Has Access to Healthy Food and Why It Matters.

IAASTD Global Report, "Agriculture at a Crossroads" (Skim it, read as much as possible, it's long and full of technical stuff, but it's worth while).

Online, pdf: Search for "Nov 10, 2005 ... **Urban Agriculture Report**. Prepared for the Region of **Waterloo** Growth Management Strategy by: Bethany Mazereeuw"
[http://chd.region.waterloo.on.ca/web/health.nsf/8f9c046037662cd985256af000711418/54ED787F44ACA44C852571410056AEB0/\\$file/UA_Feasibility.pdf?openelement](http://chd.region.waterloo.on.ca/web/health.nsf/8f9c046037662cd985256af000711418/54ED787F44ACA44C852571410056AEB0/$file/UA_Feasibility.pdf?openelement)

Write-It: How does urban agriculture address the problems associated with the four key contexts we've been discussing in class. Is it a 'cure-all' or is it a start? Use specific examples from Ladner and the other readings for this week, as well as input and insight from your urban agriculture profile.

Share-It: Provide a link and also discuss in detail a few examples of how urban agriculture is addressing a specific issue (from the contexts above) in our own fine city.

March 16-23: Spring Break!

Have Fun, Be Safe, start your Grow It projects!!

March 25: Specifics: Economic Sustainability, Economic Development, Rebuilding Infrastructure, Less Waste, More Soil, and Healthy Foods in Schools

Ladner, Peter. *The Urban Food Revolution*
Chapters 7-12, pages 81-165.

Write-It: No Write It This Week!

Share-It: No Share It This Week!

*******Urban Agriculture Profile Due*******

April 1: Specifics: Farmers Markets, CSAs, Community Gardens, Hunger and Access, Ending Food Deserts, Is Local Safe, and Systemic Changes/Personal Choices

Ladner, Peter. *The Urban Food Revolution*
Chapters 12-End, pages 167-257.

Write-It: Give a general summary, of course, and reactions, - and since it is a conclusion week, let's talk about how the stuff we've read before - Patel, Kitchen Literacy, the articles, - how it fits into this book, how it helps, - or could help, if something is lacking, or missing, - complete the picture, - how does Patel's insight into neoliberal capitalism fit with Ladner's treatment of capitalism, - how does our discussion from the articles on community gardens add to Ladner's discussion on community gardens, and vice versa. And of course, the question and constant problem of hunger and access, - how has Ladner added to our ongoing discussion of these issues?

Additionally, think about and include your thoughts on answers to the following

How is Milwaukee implementing some of the things Ladner is talking about in these chapters? Examples? Are there things that are new to you - new ideas, new technologies, etc, - and maybe new to Milwaukee, - as in stuff Milwaukee is not doing yet? What? And how could these ideas be put into action? Where?

Share it: Let's talk food deserts in specific, let's talk about where they are in Milwaukee, and what people are doing about them - so, link us to one individual or group that is in a food desert and wanting and seeking and working on action, - how is it going, what are they doing, what do they need - from you, from me, from their neighbors, from the city, from the state, from the nation? How can their work become successful?

April 8: Specifics: Farm City

Farm City, First Half

No assignment due (next week the assignment will cover the entire book! So, read anyway please!)

April 15: Specifics: Planning for Farm City: Can You? Should You? How?

Farm City, Second Half.

Write-It: How does *Farm City* speak to the contexts and issues raised in the first half of the semester? What makes Carpenter's urban agriculture adventure possible? Does she see herself, and do you see her, as part of a larger movement? Why or why not? Is it possible for everyone to do what Carpenter does? What's with all of the animals - should there be some kind of limit as to what constitutes an Urban Farm, - or not? What did you learn from this book that might be something you can apply to your own life, somehow?

Share-It: Updates on Carpenter and on her Farm City?

ADDITIONAL RESOURCES

Flisram, Greg, 2009. "A Serious Flirt with Dirt: Urban Farming Makes a Comeback," *Planning*, American Planning Association.

Worrel, Gabriela, 2009. "Lawn Be Gone," *Planning*, American Planning Association.

Shigley, Paul, 2009. "When Access is the Issue: What Cities are Doing to Get Healthy Food Into Underserved Neighborhoods," *Planning*, American Planning Association.

Aquaponics

In this inspiring talk about recent developments in biomimicry, Janine Benyus provides heartening examples of ways in which nature is already influencing the products and systems we build.

http://www.ted.com/talks/janine_benyus_shares_nature_s_designs.html

Sweet Water Organics, Milwaukee

<http://sweetwater-organic.com/blog/>

April 22: Specifics: Guerrilla Gardening

David Tracey, *Guerrilla Gardening: A Manualfesto*, Introduction – Chapter 5 (1-120)

Write-It: What is Guerrilla Gardening? What do you think about it? What have you learned from reading this book so far? Anything you find really exciting, interesting? Anything you might want to try out? Or perhaps do you think some of it goes so far? Be specific, and use the text.

Share-It: Do you know of any Guerrilla gardening spots, people, or groups in Milwaukee? Show us some info, posters, etc.

April 29: Specifics: Guerrilla Gardening

David Tracey, *Guerrilla Gardening: A Manualfesto* Chapter 6 – End (121-209).

Write-It: How does Guerrilla gardening fit with Patel's idea and call to revitalize "the Commons"? Be specific. What are your thoughts on how the Guerrilla gardening movement relates to the overall Urban Agriculture movement?

Share-It: Take a picture of something growing in the city, in public space, that you suspect might be the work of a Guerrilla gardener.

Raj Patel, Edible Education 101, course: Feeding the World, The Future of the Food Movement

<http://www.youtube.com/user/ucberkeley?blend=1&ob=4#p/search/9/wSnwYbaqcQU>

May 13: Final Exam Week!

Grow It!'s due.

THANK YOU ALL!

UNIVERSITY AND URBAN STUDIES PROGRAMS POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:
<http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following:
http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for

awarding an incomplete to graduate and undergraduate students can be found at the following:

http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:

http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following:

<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>

Complaint Procedures. Students may direct complaints to the Urban Studies Programs Director or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Urban Studies Programs Director, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:

http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. Procedures for student grade appeal can be found at:

http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm

Final Examination Policy. Policies regarding final examinations can be found at the following:

http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm

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