

INTS 4388 – 002: SPECIAL TOPICS/  
INTS 4301-002: INTS RESEARCH PROCESS  
**URBAN FOOD DESERTS SYLLABUS**  
SUMMER 2<sup>ND</sup> FIVE WEEKS 2014  
Instructor: Dian Nostikasari  
CLASS MEETINGS MTWTH 10:30-12:30 PM, UH 11

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**CONTACT INFORMATION**

**Office Hours MTWTH 9:00-10 AM; MTW 1-2:00 PM and by appointment**

**E-mail [diann@uta.edu](mailto:diann@uta.edu)**

**Office UH 506**

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**COURSE DESCRIPTION**

Access to food is one of the most fundamental human rights. However, many communities, typically of lower income and minorities' population, are located in "food deserts" where there are abundant choices of fast food places but are forced to travel further for fresh food produce. The course critically examines how societal structures and spatial layout of cities affect people's access to healthy food options. Contrary to common belief that healthy eating is an individual's "choice" and that solution lies in "education" about nutrition, the class will examine how the industrial revolution and capitalism make breakthroughs in resolving "scarcity" but result in uneven development of cities where communities are segregated and fragmented. The course will review concepts of class and racial exclusion, concentrated poverty, and borrowing Wacquant and Wilson's term, "hyperghettoization" of neighborhoods that result in uneven access to healthy and affordable food. Students will be exposed to how access to healthy food options in industrialized cities is related to identity, inequity, political economic relations, power, and capitalism.

**LEARNING OUTCOMES**

- You will learn about the relationship between built environment in cities with class, race, and how people are excluded from access to socio-economic opportunities
- You will evaluate underlying causes of access to healthy and affordable food in urban areas
- You will learn to collaborate with your peer and people in local organizations, community members, and government agencies dealing with poverty and food insecurities in DFW Region.

**PLAN OF THE COURSE**

The class will be a mixture of lecture, group discussions, and a variety of assignments. The first section of the class will focus on the theoretical and historical development of industrialized cities, social structures and implications on access to healthy and affordable food. The second session of class will review various struggles and strategies for "food justice" through case studies of communities, non-profit organizations, and government agencies regarding access to healthy food options.

**ATTENDANCE POLICY**

You are expected to attend and participate actively in class, meaning that you should have read class materials and be prepared for discussions. Attendance is mandatory unless there is an unavoidable emergency and documented reason for why you cannot come to class. Any

unexcused absence will result in a 5 point deduction from the participation grade. **More than two unexcused absence will result in dismissal from the course.**

### GRADING EVALUATION

Components:	Percent of grade
1. Attendance and active class participation	<b>10 %</b>
2. Preparation	<b>10 %</b>
• Reflection journal You are required to write 1 page of reflection on at least 1 class readings for each class session. Submit the journal <b>weekly via Blackboard latest on Friday 11:59 A.M.</b>	
• You are required to prepare and bring 1-2 discussion questions based on at least one of the class readings for each class session.	
2. Mid-term exam covering the first section of the class	<b>20%</b>
3. Food Desert in DFW Group Assignment	<b>20 %</b>
4. Service Learning Assignment	<b>10 %</b>
5. Final Research Paper	<b>30%</b>
<b>TOTAL</b>	<b>100 %</b>

### LATE ASSIGNMENT POLICY

Late assignments will be penalized **-10 points/day** late unless reasons of illness, military service, or other emergencies. Students must notify the instructor at least one day before the assignment due date and provide documentation.

### GRADING SCALE

**A = 90-100 pts.** Consistent excellence in the course, strong initiative, and highly motivated for their own learning and success.

**B = 80-89 pts.** Good grasp of main objectives of the course and deliver consistent above the minimum work.

**C = 70-79 pts.** Average understanding of the main objectives of the course but not able to apply key concepts.

**D = 60-69 pts.** Below average work, may lack motivation to learn class materials.

**F =< 60 pts.** Low to zero attention to class materials, miss assignments, plagiarize, and/or lack of engagement with the course.

### READINGS

There is no text for the course. Readings and other class materials will be posted in *Blackboard*. Readings should be printed and brought to class unless you want to read them on your laptop/tablet. Your phone is not an appropriate reading tool.

### FINAL PAPER

You will be required to write a 7-10 pages final research paper to integrate what you have learned throughout the semester about the various approaches to address food insecurity and its relationship with social and spatial inequality. We will learn how to conduct develop a research statement, select academic sources, and write as a way to process your thoughts and communicate with an audience necessary for your academic success. Detailed instructions will be provided in class.

## ELECTRONIC POLICY

- This course uses the *Blackboard* system where you can find this syllabus and other class materials.
- Work must be submitted by uploading a Microsoft Word document. Students should make sure that assignments are submitted and uploaded properly at the time they are submitted.
- Computer crash is NOT an acceptable excuse for turning in late assignments.
- Laptops and tablets are allowed in the class but only for class purposes. The instructor reserves the right to change this policy if use of electronic devices deemed disruptive. Phones should be put on silent or turned off.

**\*\* I reserve the right to change the syllabus to best serve the educational needs of the students.**

## COURSE CALENDAR

WEEK & TOPIC	READ/ACTIVITIES
<b>T 7/8</b> <b>Introduction to class- syllabus</b>	<ul style="list-style-type: none"> <li>• 6 Reading Myths. Dartmouth College. (Document in Blackboard)</li> <li>• USDA Food Access Research Atlas <a href="http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx#.Uo0prOJGYVx">http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx#.Uo0prOJGYVx</a></li> </ul>
<b>W 7/9</b> <b>Poverty and food insecurity</b>	<ul style="list-style-type: none"> <li>• Screen “A Place at the Table”. PART I</li> <li>• Berg, Joel. (2008). <i>All you can eat: How hungry is America?</i>. New York: Seven Stories Press. P.13-18; p.45-51</li> </ul>
<b>Th 7/10</b> <b>What is a food desert?</b>	<ul style="list-style-type: none"> <li>• Screen “A Place at the Table”. PART II</li> <li>• Walker, R.E., Keane, C.K., Burke, J.B. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature, <i>Health &amp; Place</i>, Volume 16 (5), 876-884</li> </ul>
<b>M 7/14</b> <b>What is “Urban”?</b>	<ul style="list-style-type: none"> <li>• Mumford, L. (1937). What is a City? In the <i>City Reader</i>, 2nd edition. Richard LeGates and Frederic Stout, eds: 92-96.</li> <li>• Burgess, Ernest W. The growth of the city. In <i>The Urban Sociology Reader</i>, 73–81.</li> <li>• Wirth, Louis. (1930). Urbanism as a way of life. <i>American Journal of Sociology</i>, 1–24.</li> </ul>
<b>T 7/15</b> <b>Periods of Urbanism</b>	<ul style="list-style-type: none"> <li>• Jackson, K. (1987). Federal Subsidy and the Suburban Dream in <i>Crabgrass Frontier : The Suburbanization of the United States</i>. New York; Oxford: Oxford University Press: 190-203.</li> <li>• Wilson, S., Hutson, M., and Mujahid, M. (2008). How planning and zoning contribute to inequitable development, neighborhood health, and environmental injustice. <i>Environmental Justice</i> 1 (4), 211–16.</li> </ul>
<b>W 7/16</b> <b>Spatial constructions of others</b>	<ul style="list-style-type: none"> <li>• Wacquant, L. J. D., and W. J. Wilson. (1989). The cost of racial and class exclusion in the inner city. <i>The Annals of the American Academy of Political and Social Science</i> 501 (1) (January 1), 8–25.</li> <li>• Soja, E.W. (2010). On the production of unjust geographies in <i>Seeking Spatial Justice</i>. University of Minnesota Press. p.47-56</li> </ul>

<b>Th 7/17</b> <b>Whose City?</b>	<ul style="list-style-type: none"> <li>• Harvey, D. <i>Rebel Cities</i>. Chapter 1: The Right to the City</li> <li>• Logan, J. and Molotch, H. (2005). The city as a growth machine. In <i>The Urban Sociology Reader</i>, Jan Li and Christopher Mele (eds.), 97–105.</li> </ul>
<b>M 7/21—v</b> <b>Midterm exam</b>	<ul style="list-style-type: none"> <li>• <b>Exam covers class materials up to 17/7 (45 min)</b></li> <li>• <b>Discuss final research paper</b></li> </ul>
<b>T 7/22</b> <b>Food (in)security</b>	<ul style="list-style-type: none"> <li>• Screen “The Great Food Stamp Binge” (FoxNews Reporting)</li> <li>• Berg, J. (2008). <i>All you can eat: How hungry is America?</i>. New York: Seven Stories Press. p.99-110</li> </ul> <p><b>Food Deserts in the DFW Group Assignment (<u>DUE M 7/28, 10:30 AM</u>):</b></p> <ul style="list-style-type: none"> <li>• Visit <a href="#">U.S. Department of Agriculture website</a> and select one neighborhood in DFW that is federally recognized as a food desert</li> <li>• Develop a list of places where people buy food such as local markets, gas stations, etc.; provide categories of food sold at these places</li> <li>• Describe items and price for grocery items such as vegetables, milk, eggs, meat, etc.</li> <li>• Compare prices with items sold in national-chain supermarket</li> <li>• Write 3-4 pages of report</li> </ul>
<b>W 7/23</b> <b>Health and hunger</b>	<ul style="list-style-type: none"> <li>• Brittmann. Leave ‘Organic’ out of it. NYTimes.</li> <li>• Berg, J. (2008). Are Americans Hungry—or Fat in <i>How Hungry is America?</i> p.111-126</li> <li>• Treuhaft, S., &amp; Karpyn, A. (2010). <a href="#">The grocery gap: who has access to healthy food and why it matters</a>. PolicyLink.</li> </ul>
<b>Th 7/24</b> <b>Fruitless supermarket?</b>	<ul style="list-style-type: none"> <li>• Cook, C. (2004). One big supermarket in <i>Diet for a dead planet: How the food industry is killing us</i>. P.21-26</li> <li>• Kliff, S. <a href="#">Will Philadelphia’s experiment in eradicating ‘food deserts’ work?</a></li> <li>• Yaccino, S. <a href="#">In Chicago, Michelle Obama takes on “Food Deserts”</a> in New York Times. October 25, 2011.</li> </ul>
<b>M 7/28</b> <b>Food and identity</b> “Food deserts in the DFW Group Assignment” <b>DUE</b>	<ul style="list-style-type: none"> <li>• Mihesuah, D.A. (2003). Decolonizing our diets by recovering our ancestors' garden. <i>American Indian Quarterly</i> (27), 807-839.</li> <li>• Pollan, M. (2006). <i>The omnivore's dilemma: A natural history of four meals</i>. New York: Penguin Press. p.109-120</li> <li>• Discuss “Food deserts in the DFW Group Assignment”</li> </ul>
<b>T 7/29</b> <b>Making the connection</b>	<ul style="list-style-type: none"> <li>• Raja, S., Yin, L., Epstein, L., Yadav, P., Ma, C., Roemmich, J., &amp; Ticoalu, A. B. (2010). Food environment, built environment, and Women’s BMI: Evidence from Erie county, New York. <i>Journal of Planning Education and Research</i>, 29(4), 444-460.</li> <li>• Kolata, G. <a href="#">Studies Question the Pairing of Food Deserts and Obesity</a>. New York Times.</li> </ul> <p><b>Service Learning Assignment: (<u>DUE TH 8/7</u>)</b></p> <ul style="list-style-type: none"> <li>• Visit <a href="#">U.S. Department of Agriculture website</a> and select one neighborhood in DFW that is acknowledged as a food desert</li> </ul>

	<ul style="list-style-type: none"> <li>• Search for and select one initiative/a non-profit that works in the neighborhood and volunteer for one day (e.g. Meals on Wheels, community garden, food pantry, etc)</li> <li>• Write 1-2 page(s) reflection paper on the experience</li> </ul>
<b>W 7/30 Community food security</b>	<ul style="list-style-type: none"> <li>• Short, A., Guthman J., and Raskin, S. (2007). Food deserts, oases or mirages? Small markets and community food security in the San Francisco Bay area. <i>Journal of Planning Education and Research</i> 26, 352-364</li> </ul>
<b>Th 7/31 Community and Strategies</b>	<ul style="list-style-type: none"> <li>• Berg, J.(2008). Bolstering Community Food Production in <i>All you can eat: How hungry is America?</i>. New York: Seven Stories Press. p.259-273</li> <li>• Hagey, A., Rice, S., and Flournoy, R. (2012). Growing urban agriculture: Equitable strategies and policies for improving access to healthy food and revitalizing communities. Policylink, p.5-21</li> <li>• Ron Finley TEDTalk. <a href="http://embed.ted.com/talks/ron_finley">http://embed.ted.com/talks/ron_finley</a></li> <li>• Sharing backyards project. <a href="http://www.sharingbackyards.com/">http://www.sharingbackyards.com/</a></li> <li>• Houston Plant it Forward Farms. Website: <a href="http://plant-it-forward.org/our-story/our-story-2/Video">http://plant-it-forward.org/our-story/our-story-2/Video</a></li> </ul>
<b>M 8/4 Practices of providing and getting food</b>	<ul style="list-style-type: none"> <li>• Guthman, J. (2008). Bringing good food to others: investigating the subjects of alternative food practice. <i>Cultural Geographies</i>, 15: 431-447</li> <li>• Miewald, C., McCann, E. (2014). Foodscapes and the geography of poverty: Sustenance, strategy, and politics in urban neighborhood. <i>Antipode</i>. 46: 537-556</li> <li>• <a href="#">Working list of Dallas Area Community Gardens</a></li> </ul>
<b>T 8/5 Top-down initiatives</b>	<ul style="list-style-type: none"> <li>• Caton C. M. (2004). Building a common table: The role for planning in community food systems. <i>Journal of Planning Education and Research</i>, 23(4), 341-355.</li> <li>• Bornstein, D. April 18, 2012. <a href="#">Conquering Food Deserts with Green Carts.</a></li> <li>• Reily, Mark. 'Food deserts' prove resistant to city's fresh-produce push. <a href="http://www.bizjournals.com/twincities/morning_roundup/2014/02/">http://www.bizjournals.com/twincities/morning_roundup/2014/02/</a></li> </ul>
<b>W 8/6 Food justice (?)</b>	<ul style="list-style-type: none"> <li>• Alkon, A.H. and Norgaard, K.M. (2009). Breaking the Food Chains: An Investigation of Food Justice Activism. <i>Sociological Inquiry</i>, 79 (3), 289–305.</li> <li>• Food desert Bill. <a href="http://www.kshb.com/news/local-news/food-desert-bill-promises-to-bring-healthier-food-jobs-to-the-area">http://www.kshb.com/news/local-news/food-desert-bill-promises-to-bring-healthier-food-jobs-to-the-area</a></li> </ul>
<b>Th 8/7</b>	<p>Screen “ The Apple Pushers”</p> <p><b>FINAL PAPER DUE</b></p>

**Grade Grievance Policy:** In the event that the student wishes to contest his/her grade, the student must follow the procedure specified in the “Student Grievance Procedure Related to Grades” in the university’s online catalogue at <http://www.uta.edu/catalog/general/academicreg>. I also suggest that we review this procedure the first day of class as part of your review of the entire syllabus.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.



**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located \[insert a description of the nearest exit/emergency exit\]](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Student Resources:**

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog .....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals .....	<a href="http://liblink.uta.edu/UTALink/az">http://liblink.uta.edu/UTALink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>