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University of Toronto
School of the Environment
ENV463/1063 The Edible Campus

Fall 2023

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General Information

Time: Wednesdays 9:00am – 12:00pm

Course instructor

Michael Classens
Email: michael.classens@utoronto.ca
Office: Earth Sciences, 5 Bancroft Ave, Room 1044M
Office hours: Tuesday 12:00 – 2:00, or by appointment

Teaching Assistant
Asana Farshchi
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Course description

This course situates students and campuses within the context of broader movements for more ecologically rational and socially-just food systems. Topics include critical food systems pedagogy; the political economy of campus food systems; student food (in)security and health; campus food systems alternatives; campus food growing spaces; student/campus-based food movements; campus-community partnerships. The course is praxis-driven and will provide students with opportunities to engage in change-making on their campus, and beyond, through an action-focused project with a campus and/or community partner.

Course objectives

This course is designed to support students to:

1) Explain key social and ecological issues related to campus food systems

2) Explain and analyze how campus food systems are implicated within broader food systems and socio-ecological dynamics

3) Creatively engage with knowledge translation and mobilization

4) Engage in change-making on their campus, and beyond

5) Work collaboratively and respectfully with others

Time Commitment

This class will probably be different from many of your classes. This is not strictly a lecture/seminar style class – while we will have some lecture and seminar-style sessions, I'm hoping many of our classes will be discussion-based. Toward that end, I'm hoping you can, to the best of your ability, come to class prepared to engage critically with readings and ready to contribute to a shared learning environment. We will also, from time-to-time, learn through conviviality – by cooking and eating with one another.

Evaluation

Action one-pagers – 25% - October 4 / October 18
       Draft – 5% - October 4
       Final – 20% - October 18
Mapping the campus foodscape / The Edible Campus Symposium – 35% - November 22
Collegiality and collaboration – 20% - December 6
Learning reflection – 20% - December 13

Action one-pagers

Working in small groups, you will research and develop a one-page capacity building / strategy / how-to sheet. These one-pagers are meant to provide practical guidance on a variety of issues relevant to those organizing for a more just and sustainable campuses. Examples of praxis sheets include: "unpacking your campus foodscape" (guided questions to encourage readers to learn about their own campus food system); "tips for student activists" (useful tactics and strategies for campus activists); "access to information" (a primer on how to file FOI/FIPPA requests); "building solidarity and community" (a guide on how to hold meetings, ensuring an equitable approach, minute taking, etc.); "saving history" (a guide to archiving as a form of praxis); "continuity planning" (a primer on how to plan for constant turnover in leadership/participants), among others. You are free to choose your own topic – but please check in with me so we can avoid overlap/duplication. These are primarily knowledge translation/mobilization documents – and as such, special attention should be paid to the accessibility/aesthetic of the documents. You will submit a draft on October 4, and then a final draft on October 18.

Mapping the campus foodscape (Undergrad students only)

Following Fanshel and Iles' (2020/2022) mapping pedagogy, we will endeavor to co-create several maps documenting various elements of our own campus foodscape. Fashel and Iles define campus foodscape as "Entities that make up food-related learning and practice, encompassing (but is not limited to) teaching, research, student organizations, activism, administrative decisions and initiatives, support services, campus gardens, dining services, eateries, catering and other procurement" (2020, 3).

As a whole group we will discuss the opportunities and limitations of mapping and collectively decide which elements of our campus foodscape we want to map. This could include any number of things, for example: the institutional structure(s) of food services; food outlets; student-run

farms and cafés; microwaves and water refill stations; food systems-related courses and pedagogies; etc. Once we have decided what to map, we will divide into smaller groups and each group will conduct the necessary research to assemble a map. Each group will submit (1) a database containing the information to be mapped, and (2) a brief (1 page) analysis / interpretive document. Group members will also be responsible for uploading their map data on a shared platform.

The Edible Campus Symposium (Graduate students only)

This year, the graduate students in the course will organize a 1-2 day symposium that brings together a diversity of campus food systems actors, stakeholders, activists, and allied community partners. The objectives of the symposium will include: (1) providing a venue, for the first time ever, for campus food systems actors across the tri-campus to exchange and mobilize knowledge; (2) build campus-community solidarities and networks, and (3) establish the groundwork for collaborative organizing and action aimed at campus food systems transformation. More details will be provided in class.

Collegiality and collaboration

I hope we can challenge the individualism held in such high esteem in many academic spaces by creating a collegial and collaborative co-learning environment in our time together. Toward these ends, I want to reward participating in ways that exemplify support, mutual aid, and gratitude. You can demonstrate this in a variety of ways – if you're unsure whether something will 'count', you can email either me or the TA. A few examples of possible activities:

- Taking notes during class and sharing them on Quercus.

- Sending a classmate a relevant resource/article/book chapter.

- Undertaking an act of mutual aid (e.g. proofreading someone's work, showing them how to use a piece of software, talking through a concept/research challenge, etc. with someone, etc.)

- Writing an email to an author / community partner / mentor / classmate to express your gratitude to them.

Aim for 5-7 (undergrad) / 8-10 (grad) collegial activities and log them in a word document (2-3 sentences per activity). Submit this log by the due date indicated above.

Learning reflection

Reflection is a key part of learning. To encourage you to reflect on your learning experience in this class, I ask that you keep a learning journal throughout the course and make at least 4 (undergrad) / 8 (grad) TOTAL entries of approximately 200 words each. You do not need to submit each entry as you write it – instead, submit all 4/8 entries in one document by the due date.

The purpose of the journal is to document and reflect on whatever aspects of the course were most impactful, problematic, resonant and/or challenging for you. Reflections in particular on your experience as a community-engaged learner and/or group learner are welcome.

Readings

All course readings are available through the University of Toronto library system and/or the course Quercus site.

Quercus

We'll make extensive use of Quercus in this class, and you'll find a variety of useful resources there. Each week of the course is laid out with the weekly topic and readings. You'll submit all of your work through the appropriate assignment drop box in Quercus. We'll also start various informal discussion boards through which we can communicate between classes.

Schedule

Note: This schedule is subject to change

Date	Topic	
September 13	**Introduction and overview** ***Meet in Melinda Seaman Hall Kitchen*** **Read** The syllabus Fanshel, R. Z., & Iles, A. (2020). Transforming the Campus Foodscape Through Participatory Mapping. *Case Studies in the Environment*, *4*(1), 1120325. https://doi.org/10.1525/cse.2020.1120325	
September 20	**UTSC Campus Farm visit** ***Details to be discussed in class*** **Read** Fanshel, R. Z., & Iles, A. (2022). Mapping Inequity: The Campus Foodscape as Pedagogy and Practice. *Frontiers in Sustainable Food Systems*, *6*. https://www.frontiersin.org/article/10.3389/fsufs.2022.759076	
September 27	**Colonialism, the campus, and landgrabs** **Read** Harvey, C. P. A. (2021). The Wealth of Knowledge: Land-Grab Universities in a British Imperial and Global Context. *Native American and Indigenous Studies*, *8*(1), 97–105. https://doi.org/10.1353/nai.2021.a784821 Palmer, M. A. (2023). Good Intentions are Not Good Relations: Grounding the Terms of Debt and Redress at Land Grab Universities.	

	ACME: An International Journal for Critical Geographies, *22*(3), Article 3. https://acme-journal.org/index.php/acme/article/view/2296	
	Other resources	
	Nash, M. A. (2019). Entangled Pasts: Land-Grant Colleges and American Indian Dispossession. *History of Education Quarterly*, *59*(4), 437–467. https://doi.org/10.1017/heq.2019.31	
	Lee, R., March 30, T. A. I. credit: K. G. C. N., & edition, 2020From the print. (2020, March 30). *Land-grab universities*. https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities	
	Mapping + organizing	
October 4	**The trouble with conventional food services**	**Due**
	Read	Draft of action one-pager
	Martin, S. J., & Andrée, P. (2012). The "Buy Local" Challenge to Institutional Foodservice Corporations in Historical Context. *Journal of Agriculture, Food Systems, and Community Development*, *2*(3), Article 3. https://doi.org/10.5304/jafscd.2012.023.008	
	Bohunicky, M., Desmarais, A. A., & Entz, M. (2019). Self-operated vs. corporate contract: A study of food procurement at two universities in Manitoba. *Canadian Food Studies / La Revue Canadienne Des Études Sur l'alimentation*, *6*(1), Article 1. https://doi.org/10.15353/cfs-rcea.v6i1.280	
	Special Guest	
	Mike Lawler, PhD (ABD), Geography and Planning, UofT	
October 11	**Food service, food labour**	
	Read	
	Gaddis, J. E. (2014). Mobilizing to Re-value and Re-skill Foodservice Labor in U.S. School Lunchrooms: A Pathway to Community-level Food Sovereignty? *Radical Teacher*, *98*, 15–21. https://doi.org/10.5195/rt.2014.67	
	Mirchandani, K., & Buckley, M. (2023). *Service Work at the University of Toronto: A Summary Report*. https://tspace.library.utoronto.ca/handle/1807/126394	
	Daccord, L and Treivus, S. (2023). CUPE 3261 gears up for another round of bargaining, fights to keep good jobs on campus. In *Steel Drum*, Spring 2023 21(1), pages 26-29.	
	Special Guest	
	Luke Daccord, President CUPE 3261, and others	
October 18	**Campus food systems alternatives**	**Due**
	Read	Action one-pager

	Classens, M., Adam, K., & Srebot, S. (2023). Food systems change and the alternative campus foodscape. *Journal of Agriculture, Food Systems, and Community Development*, *12*(3), Article 3. https://doi.org/10.5304/jafscd.2023.123.010 Barlett, P. F. (2017). Campus Alternative Food Projects and Food Service Realities: Alternative Strategies. *Human Organization*, *76*(3), 189–203. https://doi.org/10.17730/0018-7259.76.3.189 **Mapping + organizing**	
October 25	**Campus food growing spaces** **Read** LaCharite, K. (2016). Re-visioning agriculture in higher education: The role of campus agriculture initiatives in sustainability education. *Agriculture and Human Values*, *33*(3), 521–535. https://doi.org/10.1007/s10460-015-9619-6 Sayre, L. (2022/2011). "The student farm movement in context." In, Sayre, L. B., & Clark, Sean. (Eds). *Fields of learning: The student farm movement in North America*. University Press of Kentucky, (1-28).	
November 1	**Food insecurity** **Read** Darby, K., Hemmer, L., Holt, R., Kempton, T., Rosario, M. del, Stubblefield, J., & Webster, G. (2023). From food access to food sovereignty: Striving to meet university student needs. *Journal of Agriculture, Food Systems, and Community Development*, *12*(2), Article 2. https://doi.org/10.5304/jafscd.2023.122.020 Maynard, M. S., Meyer, S. B., Perlman, C. M., & Kirkpatrick, S. I. (2018). Experiences of Food Insecurity Among Undergraduate Students: "You Can't Starve Yourself Through School". *Canadian Journal of Higher Education*, *48*(2), 130–148. https://doi.org/10.47678/cjhe.v48i2.188121	
November 8	**Reading Week**	
November 15	**Critical food systems pedagogy** **Read** Meek, D., & Tarlau, R. (2016). Critical food systems education (CFSE): Educating for food sovereignty, *Agroecology and Sustainable Food Systems, 40*:3, 237-260, DOI: 10.1080/21683565.2015.1130764 Valley, W., Wittman, H., Jordan, N., Ahmed, S., & Galt, R. (2018). An emerging signature pedagogy for sustainable food systems education. *Renewable Agriculture and Food Systems*, *33*(5), 467–480. https://doi.org/10.1017/S1742170517000199	
November 22	**Toward a food sovereign campus?** **Watch**	**Due**

	AdJustedProductions. (2007). *Chartwells New Scheduled Meal Plan*. Retrieved from YouTube: https://youtu.be/tnQECO-uyvI	Mapping the campus foodscape (undergrads)
	(4min video)	
	Read	
	Chevrier, E. (2022). *Building Food Sovereign Campuses: A Case Study of the Campus-Community Food Groups at Concordia University* [Phd, Concordia University]. https://spectrum.library.concordia.ca/id/eprint/991200/ 12-15 (introduction) 35-43 (building food sovereign campuses) 63-92 (results and discussion) 133-141 (discussion about frameworks for food sovereign campuses) **Special Guest** Eric Chevrier – Concordia Food Coalition	
November 29	**Student power** **Read** Alideeb, N. (2023, June 15). There are no short cuts to creating the union or world we want. *Education Forum*. https://education-forum.ca/2023/06/15/there-are-no-short-cuts-to-creating-the-union-or-world-we-want/ Brady, J. (2020). Visions of New Student Activism. *Radical Teacher*, *118*. https://doi.org/10.5195/rt.2020.868 **Special guest(s)** Nour Alideeb – Ontario Nurses' Association Erin Mackey – Climate Justice UofT Evelyn Austin – Banking on a Better Future	
December 6	**Wrap up** ***Meet in Melinda Seaman Hall Kitchen***	**Due** Collegiality and collaboration **Due December 13** Learning reflection

Course Policies

1. **A note on COVID-19**: It is important to recognize the likelihood that COVID-19 will substantively shape our time together in class, as well as our respective lives outside the

classroom. The frustrating truth is that we cannot predict the specific impacts of COVID-19 in the coming academic year. However, I hope the following will help guide us.

- I hope that we are able to conduct community-based research projects this year, and that you all will get to spend time 'in the field', so to speak. If this is not possible, we will adjust and find equally meaningful projects to work on and learn from.
- The pandemic has and will continue to have unequal and differential impacts. I hope that we are all attuned to this fact and resist assuming how the pandemic is being experienced by others in the class.
- Given the profound disruption of the global pandemic over the past 3+ years, many of us are rightfully beleaguered. Given this, I hope we can prioritize being kind, gentle and understanding with each other.
- I expect that everyone in the class will follow the COVID-19 guidelines established by the university and do their utmost to keep their peers safe and healthy. Updates on COVID-19 protocols can be found here: https://www.utoronto.ca/utogether

2. **A note on the use of AI/ChatGPT**: I want us to consider our responsibilities to each other as members within a community of learning, and think about how using AI tools may impact/undermine that. I also want us to consider the hidden environmental impacts of all digital tools (particularly those that rely on very large servers). We should also keep in mind the invisibleized labour – often done by racialized people in the majority world – that maintains these digital infrastructures. Finally, drawing on Métis scholar Max Liboiron, I want us to consider the *citational politics* of using AI. Who we cite in our work, who we chose to be in scholarly conversation with, is always a political choice. I want to acknowledge Sarah Martin, whose inspiring thinking on AI I draw on here.

3. **Deadlines**: Please do your very best to submit your work on time. In this class, perhaps more than most, your peers will be relying on you to complete your work in a timely fashion. Late penalties of up to 2% per day may apply in cases where work is not submitted on time. If you need extra time for an assignment, please do not hesitate to ask – and please try to do so at least a week in advance of the deadline.

4. **Academic Integrity:** (http://uoft.me/CodeofBehaviour)
   The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document.
   Potential offences include, but are not limited to:
   - In papers and assignments: Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).
   - Misrepresentation: Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes. Falsifying institutional documents or grades.
   If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation

methods, you are expected to seek out additional information from me, the Writing Centre or the Academic Success Centre.

Institutional Policies

ACADEMIC INTEGRITY

On Academic Integrity:
Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.
   In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see https://www.academicintegrity.utoronto.ca/).

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ACCESSIBILITY NEEDS

Students with diverse learning styles and needs are welcome in this course. The University of Toronto is committed to accessibility: if you require accommodations for a disability, or have any other accessibility concerns about the course, please contact Accessibility Services as soon as possible.

Support

Writing Support: Writing support is available to all students year-round at Writing Centres: http://writing.utoronto.ca/writing-centres/arts-and-science/. You can visit the writing centre for help with an writing projects.

> **Writing Workshop Series**: http://writing.utoronto.ca/writing-plus/.
>
> **English Language Learning**: http://www.artsci.utoronto.ca/current/advising/ell.
>
> **Academic Success Centre**: www.asc.utoronto.ca

AccessABILITY: (www.accessibility.utoronto.ca) Students with diverse learning styles and needs are very welcome in this course. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services immediately.

Wellness: Wellness refers to maintenance of a balanced life, stress reduction and prevention of serious health issues. You are encouraged to seek support early and often. Find out more here https://studentlife.utoronto.ca/department/health-wellness/

Support is also available **24/7** for students within and outside of Canada at:

> **U of T My Student Support Program** (U of T My SSP) at **1-844-451-9700** or, outside of North America, **001-416-380-6578**.
> More info is available at: https://studentlife.utoronto.ca/service/myssp/

The following are some important links to help you with academic and/or technical service and support

- General student services and resources at Student Life

- Full library service through University of Toronto Libraries
- Resources on conducting online research through University Libraries Research
- Resources on academic support from the Academic Success Centre
- Learner support at the Writing Centre
- Information for Technical Support/Quercus Support