
SOC 3460: Building a Community Commons K01 & T03

Department of Sociology, University of Manitoba
Summer Term/2017 (6 Credit Hours)

Instructor:	Evan Bowness, MA	Cell #: _____
Contact:	evan.bowness@umanitoba.com	
Office:	301-B Isbister Building	
Office Hours:	By appointment only.	
Course Website:	UMLearn	
Class Schedule:	May 15 – June 12: Mondays, 7 – 10 PM (no class May 22) <i>Room 202 Isbister Building, University of Manitoba</i> June 19 – June 30: Monday - Friday, 10 AM – 5 PM <i>Riverview Community Centre, 90 Ashland Ave.</i> Except: June 23: Field Trip to Clearwater MB Except: June 28 and 29: Garden Build at the U of M	

Course Overview and Objectives

The contemporary globalized, corporate-led, industrial food-system is socially and ecologically unsustainable. Let's discuss why this is the case, what needs to change and what role urban agriculture might play in making that happen. Welcome to *Building a Commons* – a community-based, experiential-learning, applied sociology course. It's...

- **community-based** in that it's embedded in a partnership with Sustainable South Osborne Community Cooperative Inc. (www.SouthOsborneCommons.ca).
- **experiential** in that, along-side learning and discussing in the classroom, we spend time 'in the field' and in practical workshops that give concrete and immediate examples to relate course concepts and material to and reflect on.
- **applied** in that the assignments provide training in community-based action-research methods and course activities are meant to leave a real-world impact.

The main goal of the course is developing our 'sociological imaginations' —seeing the connection between individual experience and social context, between personal troubles and public issues—around, through and for urban agriculture in Winnipeg. To do this, we link experiences as urban consumers/producers to broader agrarian and social problems. Then, we assess the emergent connections against the prospects, pathways and pitfalls for social transformation towards more sustainable and just food-systems.

Key concepts: The Sociological Imagination; Social Transformation; the Metabolic Rift; the Commons; Urban Agriculture's Multifunctionality; Food-System Sustainability; Food Citizenship; Food Literacy; Food Justice; Food Sovereignty.

“Building” a Commons:

This course is entering its fifth year and involves hands-on agricultural work. Past offerings have left something of a legacy (and burden) in the South Osborne Community. Since 2013, students have built and designed physical urban agriculture sites that now produce thousands of pounds of food a year. But, size of the South Osborne Permaculture Commons has grown to the community’s max capacity to maintain it. In response, last year we shifted focus and designed an on-campus ‘learning garden’ at the University of Manitoba which we may build as part of the class this year – TBD. Instead of creating new garden sites in South Osborne, our time there will be spent learning from urban agriculture experts about how to properly maintain the spaces and make them more inclusive, productive, educational and inspiring.

What to Bring to Class During the Last Two Weeks of June:

- a notebook that you don’t mind getting dirty
- water bottle
- sunscreen
- work gloves
- garden tools marked with your name
- closed-toe shoes
- appropriate clothes that you expect will get dirty
- a lunch (you will not have time to buy one).
- a cordless speaker to play music/musical instruments

Discussions Schedule (by ‘Themes,’ see Readings on page 6):

- May 29: Community-Based Research and Ethics
- June 19: Food Systems in Crisis
- June 20: The Metabolic Rift and Urban Agriculture
- June 21: Social Transformation and The Commons
- June 23: Individual and Social Approaches to Food-Systems Sustainability

This course has a heavy reading load (6 credit-hours worth, packed into 1.5 months). While you need to have a familiarity with all the course readings, the assignment structure allows you to pick which ones are most interesting to you to explore in depth. That being said, finish the readings before June 19 -- you will not have time to read material for the first time once the intensive part of the course begins. Start now.

Assignments and Deadlines (due by 10 pm)

Reading Journal and Questions (20%)	June 12 (feedback by June 23)
Reflection Essay (20 %)	June 30 (feedback by July 15)
Group Project – Part 1 (20%)	June 12 (feedback by June 23)
Group Project – Part 2 (20%)	June 29 (feedback by July 15)
Participation (20%)	Presentations: June 26, 27, 28 and 29 (feedback by June 23 and July 15)

Assignment Descriptions

Reading Journal and Questions – Write a summary (point form, max 250 words) of what you see as the most important/interesting **'big picture'** ideas from ten (10) course readings. This includes 1 article/chapter/report from each of the eight readings themes (you pick 7) + the two books (Biel and Bolier). Note that some readings are off-limits for this. For each entry, write three (3) critical-thinking questions that follow from your summary. Your questions are meant to stimulate discussion and debate in-class.

Reflection Essay – Question: Can urban agriculture stimulate the Sociological Imagination through experiential learning? Max 1250 words (references included).

Parts:

1. Define the Sociological Imagination, drawing on at least 1 peer-reviewed academic source.
2. Relate the concept of 'public issues' to sustainability problems in the global food system. Select one (social or environmental), and describe it, drawing on at least two peer-reviewed academic sources.
3. Define and describe experiential learning, drawing on at least 1 peer-reviewed academic source.
4. Describe how urban agriculture might (theoretically) increase or hinder the Sociological Imagination (take a stance or explore both).
5. Pick an experience / experiences from the course and reflect on it/them as experiential learning in relation to the Sociological Imagination.

Group Project – In one of four groups, you will work on an action-research project:

- *Group 1 – Food Citizenship Survey:* Analyze and present back the results of an online survey distributed to all houses in South Osborne neighbourhood about its relationship with food. Make connections to existing/potential SSO activities in a list of recommendations. Design a follow-up research project for BAC 2017.
- *Group 2 – Urban Farming through Ethnographic Film:* Make a video exploring the experiences of urban farmers in South Osborne and beyond in Winnipeg.
- *Group 3 – Food (Systems) Literacy Workshops:* Organize and host hands-on food literacy workshops during the event on the last day of class (open to the community). Base your workshops on a systems diagram of the South Osborne Permaculture Commons. Make a resource guide for hosting workshops (including needed materials and prep requirements). Budget: \$500.00 (funded by HTN!)
- *Group 4 – Audio Tour and Oral History of SSO:* Record a series of audio stories describing the sites in the South Osborne Permaculture Commons, set to an online map. Record an 'oral history' of SSO and a timeline to be shared on the website.

This community-based research project assignment involves data collection and has been approved by the UM Research Ethics Board. You must complete the CORE TCPS2 tutorial before conducting any research activities. We discuss ethics and methods in class and you will have support and supervision as you work through your projects.

There are two parts to submit for the group project:

Part 1:

- **Team Charter:** Lays out the rules and expectations for group work.
- **Project Proposal:** Explains in detail; what your group plans to do for the deliverables.
- **Outline** for the Group Report (max 750 words)

Part 2:

- **Infographic:** Use *Piktochart* to make an attractive graphic representation of the applied research you conducted and the results.
- **Group Report:** A report summarizing what your group did for the group project, including a methods section drawing on academic literature, a results section, a references section, an executive summary and a policy brief written with the Winnipeg Food Policy Council as the intended audience.

Peer Evaluation: At the end of the course, each team member will assess the contribution of other members of the group (and be evaluated by them).

Note: more detailed group project assignment description and rubrics for all assignments will be made available on the course website.

Participation –Takes into account peer, instructor, community partner and guest-participant evaluations of student contributions to course activities and discussions.

Final Grades:

A+ = 90-100%	C+ = 65-69%
A = 80-89%	C = 60-64%
B+ = 75-79%	D = 50-59%
B = 70-74%	F = Below 50%

Note: Rounding up is at the instructor's discretion

Assignment Submission Guidelines:

Double-space, 12-point font, number pages. Use APA style. All written assignments will be submitted through the course website. No e-mail or hardcopy submissions unless arranged in advance. For all written assignments that require an online submission, be sure to **carefully** follow these instructions—failing to do so will result in a loss of marks:

1. Include the following on a title page (not counted in page/word count limits):
 - The Course Name (e.g. SOC 34 (A01): Sociology Through Film)
 - The Assignment Name: (e.g. Critical Reflection 1)
 - Your Name **and** Student Number, OR the Names **and** Seven-Digit Student Numbers of all group members if it's a group assignment.
 - The Date and Year (e.g. Oct 25, 2013)
 - My Name (Evan Bowness)
2. Save the file as a **.doc** or **.docx** file on your computer, *not any other format*.
3. Use the following filename format for individual assignment submissions: "Firstname_Lastname_Assignment Title." Use the following filename format for group submissions: "Group Number_Assignment Title" for group submissions.
4. Sign into UMLearn. For group submissions, select one group member to submit the assignment on behalf of the group.
5. Click on the "Assessments" Tab. Click "Dropbox." Find the appropriate folder (e.g., In-Class Discussion Activity #1).
6. Click on "*Add File*." In the popup window that opens, make sure that "My Computer" is selected on the left hand side. Click "*Upload*." Locate and select your file. Click "*Open*." Click "*Add*." Click "*Submit*."

You will receive an e-mail confirming that your Dropbox submission was received. If you do not, try again. If that doesn't work, then you can contact Evan.

Note: Late assignments will be penalized 10% per day late (including weekends). Failure to hand in an assignment will result in a grade of zero

Course Textbooks:

- Biel, R. (2016). *Sustainable Food Systems: The Role of the City*. London: UCL Press.
Available online: <https://www.ucl.ac.uk/ucl-press/browse-books/sustainable-food-systems-the-role-of-the-city>
- Bollier, David. (2014). *Think Like a Commoner: A Short Introduction to the Life of the Commons*. Gabriola Island: New Society.

Course Readings, by Theme:*Community-Based Sociology, Experiential Learning, Action Research and Ethics*

- Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., et al. (2013). Everyday Ethics in Community-Based Participatory Research. *Contemporary Social Science*, 8(3), 263–277. <http://doi.org/10.1080/21582041.2013.769618>
- Maiter, S., Simich, L., Jacobson, N., & Wise, J. (2008). Reciprocity: An Ethic for Community-Based Participatory Action Research. *Action Research*, 6(3), 305–325. <http://doi.org/10.1177/1476750307083720>
- Minkler, M. (2004). Ethical Challenges for the “Outside” Researcher in Community-Based Participatory Research. *Health Education & Behavior*, 31(6), 684–697. <http://doi.org/10.1177/1090198104269566>
- Sipos, Y., Battisti, B., & Grimm, K. (2008). Achieving Transformative Sustainability Learning: Engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, 9(1), 68–86.
<http://doi.org/10.1108/14676370810842193> **[off-limits for reading journal]**
- The TCPS 2 Tutorial Course on Research Ethics (CORE)
www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/
*(students must complete the tutorial by end of May) **[off-limits for journal]**
- Mills, C. W. (1959). The Promise. In *The Sociological Imagination* (pp. 1–14). New York: Oxford University Press. [available on UMLearn, **off-limits for journal**]
- University of Manitoba Research Ethics Board Protocol, Application and Appendices for SOC3460: Building a Community Commons (2017). **[off-limits for journal]**

Food Systems in Crisis

- Armson, R. (2011). *Growing Wings on the Way: Systems Thinking for Messy Situations*. Devon: Triarchy Press Ltd. Available: <http://www.triarchypress.net/growing-wings---systems-diagrams.html> **[off-limits for journal]**
- Fan, S. Cho, E. E. Y.; and Rue, C. (2017). Food Security and Nutrition in an Urbanizing World: A Synthesis of the 2017 Global Food Policy Report. *China Agricultural Economic Review* 9(2). Available:
<http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/131086/filename/131297.pdf>
- McIntyre, B. D., Herren, H., Wakhungu, J., & Watson, R. (Eds.). (2009). *Synthesis Report: A Synthesis of the Global and Sub-global IAASTD Reports*. Washington, DC: Island Press.

- Morley, A., McEntee, J., & Marsden, T. (2014). Food Futures: Framing the Crisis. In T. Marsden & A. Morley (Eds.), *Sustainable Food Systems Building a New Paradigm* (pp. 1–33). New York: Routledge. [available on UMLearn]
- Pothukuchi, K., & Kaufman, J. L. (1999). Placing the Food System on the Urban Agenda: The Role of Municipal Institutions in Food Systems Planning. *Agriculture and Human Values*, 16(2), 213–224. <http://doi:10.1023/A:1007558805953>
- Rudolph, K. R., & McLachlan, S. M. (2013). Seeking Indigenous Food Sovereignty: Origins of and Responses to the Food Crisis in Northern Manitoba, Canada. *Local Environment*, 18(9), 1079–1098. <http://doi.org/10.1080/13549839.2012.754741>

The Metabolic Rift

- Biel, R. (2016). *Sustainable Food Systems: The Role of the City*. London: UCL Press. Available online: <https://www.ucl.ac.uk/ucl-press/browse-books/sustainable-food-systems-the-role-of-the-city> [**whole book, mandatory for reading journal**].
- McClintock, N. (2010). Why Farm the City? Theorizing Urban Agriculture Through a Lens of Metabolic Rift. *Cambridge Journal of Regions, Economy and Society*, 3(2), 1–17. <http://doi.org/10.1093/cjres/rsq005>
- Schneider, M., & McMichael, P. (2010). Deepening, and Repairing, the Metabolic Rift. *The Journal of Peasant Studies*, 37(3), 461–484. <http://doi.org/10.1080/03066150.2010.494371>

Urban Agriculture

- Dimitri, C., Oberholtzer, L., & Pressman, A. (2016). Urban Agriculture: Connecting producers with consumers. *British Food Journal*, 118(3), 603–617. <http://doi.org/10.1108/BFJ-06-2015-0200> [**off-limits for journal**]
- Martellozzo, F., Landry, J.-S., Plouffe, D., Seufert, V., Rowhani, P., & Ramankutty, N. (2014). Urban Agriculture: A global analysis of the space constraint to meet urban vegetable demand. *Environmental Research Letters*, 9(6), 1–9. <http://doi.org/10.1088/1748-9326/9/6/064025> [**off-limits for journal**]
- McClintock, N. (2014). Radical, Reformist and Garden-Variety Neoliberal: Coming to terms with urban agriculture's contradictions. *Local Environment*, 19(2), 147–171. <http://doi.org/10.1080/13549839.2012.752797> [**mandatory for reading journal**].
- Santo, R., Palmer, A., & Kim, B. (2016). *Vacant Lots to Vibrant Plots: A Review of the Benefits and Limitations of Urban Agriculture* (pp. 1–35). John Hopkins Centre for a Livable Future. Available: http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-a-livable-future/pdf/research/clf_reports/urban-ag-literature-review.pdf [**off-limits for journal**]

Social Transformation

- Levkoe, C. Z. (2011). Towards a Transformative Food Politics. *Local Environment*, 16(7), 687–705. <http://doi.org/10.1080/13549839.2011.592182>

Wright, E. O. (2010). Elements of a Theory of Transformation. In *Envisioning Real Utopias* (pp. 273-307). London: Verso. [posted to UMLearn]

The Commons

Bollier, David. (2014). *Think Like a Commoner: A Short Introduction to the Life of the Commons*. Gabriola Island: New Society. **[whole book, mandatory for reading journal]**

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243–1248.
<http://doi.org/10.1126/science.162.3859.1243>

Magdoff, F. (2012). Food as a Commodity. *Monthly Review*, 63(8).
<http://monthlyreview.org/2012/01/01/food-as-a-commodity/>

Individual Pathways to Transformation: Food Literacy and Food Citizenship

Johnston, J. (2007). The Citizen-Consumer Hybrid: Ideological Tensions and the Case of Whole Foods Market. *Theory and Society*, 37(3), 229–270.

<http://doi.org/10.1007/s11186-007-9058-5>

Vidgen, H. A., & Gallegos, D. (2014). Defining Food Literacy and its Components. *Appetite*, 76(C), 50–59. <http://doi.org/10.1016/j.appet.2014.01.010>

Wilkins, J. L. (2005). Eating Right Here: Moving from Consumer to Food Citizen. *Agriculture and Human Values*, 22(3), 269–273.

<http://doi.org/10.1007/s10460-005-6042-4>

Yamashita, L., & Robinson, D. (2016). Making Visible the People Who Feed Us: Educating for Critical Food Literacy Through Multicultural Texts. *Journal of Agriculture, Food Systems, and Community Development*, 269–281.

<http://doi.org/10.5304/jafscd.2016.062.01>

Social Pathways to Transformation: Food Justice and Food Sovereignty

Davila, F., & Dyball, R. (2015). Transforming Food Systems Through Food Sovereignty: An Australian Urban Context. *Australian Journal of Environmental Education*, 31(01), 34–45. <http://doi.org/10.1017/ae.2015.14>

Desmarais, A. A., & Wittman, H. (2014). Farmers, Foodies and First Nations: Getting to Food Sovereignty in Canada, 41(6), 1153–1173.

<http://doi.org/10.1080/03066150.2013.876623>

Holt-Giménez, E., & Wang, Y. (2011). Reform or Transformation? The Pivotal Role of Food Justice in the U.S. Food Movement. *Race/Ethnicity Multidisciplinary Global Contexts*, 5(1), 83–102. <http://doi.org/10.2979/racethmulglocon.5.1.83>

Cidro, J., Martens, T., & Guilbault, L. “Traditional Indigenous Food Upskilling as a Pathway to Urban Indigenous Food Sovereignty” Pp. 41-58 in (Eds. Deer, F. and T. Falkenberg). *Indigenous Perspectives On Education for Well-Being In Canada*. University of Manitoba: ESWB Press. Available: http://www.eswb-press.org/uploads/1/2/8/9/12899389/indigeneous_perspectives_2016.pdf#page=49

Other readings as assigned/suggested to accompany the group projects

Course Schedule (subject to change)

15/may	Mon	Course Overview / Group Projects			
29/may	Mon	Group Projects			
05/jun	Mon	Group Projects			
12/jun	Mon	Group Projects			
		AM	Lunch	PM1	PM 2
19/jun	Mon	Lecture / Discussion 1		Tour of SO	SO Workbee 1 (Tiffany G)
20/jun	Tues	Lecture / Discussion 2		SO Workbee 2 (Tiffany G)	
21/jun	Weds	Lecture / Discussion 3		SO Workbee 3 (Tiffany G)	
22/jun	Thurs	Permaculture Workshops 1 (Stacey T)			Group Work
23/jun	Fri	FIELD TRIP TO CLEARWATER			
		Lecture / Discussion 4	Clearwater Workbee (HMS)		Pizza
26/jun	Mon	Workbee 4.1 (Tiffany G)	Lunch	SO Workbee 4.2 (Tiffany G)	Group Work
27/jun	Tues	Workbee 5.1 (Tiffany G)	Lunch	SO Workbee 5.2 (Tiffany G)	Group Work
28/jun	Weds	Garden Install (UM)	Lunch	TBD	Permaculture Workshop 2 (Tom N)
29/jun	Thurs	Garden Install (UM)	Lunch	TBD	Permaculture Workshop 3 (Tom N)
30/jun	Fri	Celebration Prep 3 / Group Work		Celebration	
Optional: As per tradition – bonfire @ Evan’s Mom’s house in the evening					

Recognizing the On-going History of Colonization

The University of Manitoba campuses and the South Osborne Permaculture Commons are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

Thank you to Sustainable South Osborne

We thank SSO for their ongoing support and partnership in this course, as well as the South Osborne Permaculture Worker's Co-op, the Harvest Moon Society, Prairie Permaculture and all other folks who contribute their energies to make Building a Commons unique. Funding for the group projects provided through grants and fundraising efforts by SSO.

Other Considerations

Conduct: Come to class *prepared to participate* in class discussions. Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

E-mails: The best way to reach me is through an e-mail containing the following:

1. *A salutation* (e.g., "Hi Evan,")
2. *Mention of course that your e-mail is about* (e.g., "I'm in your SOC 2200 class.")
3. *A clear purpose for your e-mail* (e.g., "I would like to ask for an extension...")
4. *Your signature* (e.g., "Thank you, Tina Weymouth, Student Number 1234567")

E-mails must also be sent from your institutional UM account and include the course number in the subject line. If any of these elements is missing, you can expect this in response:

*"Please fix this e-mail, then resend.
I will get back to you as soon as I have a complete e-mail inquiry to work with."*

If your e-mail is written using text shorthand, bad grammar and/or spelling, or was otherwise overly informal, you'll get a reply like this one:

"Lol. Pls fix dis!?!?!?! Thaksssss. G2G! :P"

Late Assignments: Assignments submitted after the deadline (without my prior arrangements) will be penalized 10% per day, including weekends and holidays.

Extensions: I am open to granting extensions for assignments where they are warranted. Note that documentation (such as a doctor's notes) will usually be required. Except under exceptional circumstances, I will not entertain requests for extensions after the fact – you must make your request *before the deadline*.

Unclaimed Term Work Disposal: Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

VW Deadlines: June 5, 2017 is the last day to withdraw and not be assessed a “VW.” June 23 2017 is the last date for Voluntary Withdrawal without academic penalty (see refund schedule, published on the Registrar's Office website, for financial implications).

Special Needs: Students with special learning needs (who for legitimate reasons require extra time, aids or other supports) should discreetly identify themselves to me at the beginning of the term in order to arrange suitable accommodation.

Religious Holidays: The University recognizes the right of all students to observe recognized holidays of their faith, which fall within the academic year. At my discretion, necessary arrangements can be made to ensure studies are not jeopardized. Again, please notify me via e-mail if you need to miss a class.

•Academic Dishonesty: Don't do it. Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, (“Personation at Examinations” (Section 5.2.9) and “Plagiarism and cheating” (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at: http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. Note that these regulations apply to group and individual assignments alike. The Faculty of Arts also reserves the right to submit student work that is **suspected of being plagiarized** to Internet sites designed to detect plagiarism. The minimum penalty for plagiarism on a written assignment is F on the paper and may result in and F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.