

Course Syllabus

AEE 570-Sustainable Urban Agriculture and the Community Building Process

Tuesday and Thursday- 4:15-5:30, one weekend day per month for site visits

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Instructor Information

Allyson Schonfeld
 101 Agricultural Administration Building
 Flexible office hours
 (Set up appointment by email)
 814-865-7521
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Course Description & Purpose

In AEE 570, students learn about the role of sustainable urban agriculture in the community building process within predominately low income communities. A series of case studies and dynamic conversations with figures from various components of the city agriculture structure make up the core of the course. Through conversations and brainstorming sessions with visits to farm sites, students learn about aspects of urban agriculture and community building from top down organizations and bottom up organizations. Students learn how to effectively use their vast networks and community individuals to gain perspectives of their role in the world. This course is geared towards students who want to get hands-on experience working with communities of individuals who don't have access to fresh food.

Course Outcomes

After completing AEE 570, students will be able to:

- Identify the role of sustainable agriculture in the community building process
- Make a social map of the major power figures in an urban setting
- Obtain basic plant identification skills
- Meet and discuss important issues with figures in the urban agriculture community
- Evaluate current policy codes and issues in current urban agriculture and advocate for their personal stance

Course Readings & Resources

- *Urban Agriculture: Growing Healthy, Sustainable Places* by Hodgson, Campbell, and Baickey
- *One Billion Hungry: Can We Feed the World?* By Gordon Conway
- *Weighing In: Obesity, Food Justice, and the Limits of Capitalism* by Julie Guthman
- *The New Organic Grower* by Elliot Coleman
- *The Organic Farmer's Business Handbook: A Complete Guide to Managing Finances, Crops, and Staff- and Making a Profit* by Richard Wiswall
- Twitter: I suggest following @nprnews, @nprfood, @urbaninstitute, @USDA_NIFA, @dcck (DC Central Kitchen), @pasafarming, @MITColab

Teaching Philosophy Statement

My students will learn that we have a responsibility to be knowledgeable about the world we live in and expanding the body of knowledge is crucial to its preservation so that our descendents can continue to interact with it. I believe as a capable teacher I can find a way to reach every student. I want to reach every student in a learner centered environment and help each one identify what their style of learning is. Each student learns how to learn in a different way and I want to be able to make each student feel comfortable in the classroom. When I learned how to learn I felt limited to one specific way of learning. I had a feeling there was a better way. Once I identified my learning style and which resources worked best for me, the world was a new place and I felt like a valued member.

Evaluation

Quiz 1	25 points
Field Day 1 and reflection	100 points
Quiz 2	25 points
Field Day 2 and reflection	100 points
Quiz 3	25 points
Mock debate	100 points

Grading Scale

A	94% and above
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below

Instructor's Policies & Expectations

As students, you are expected to:

- Arrive on time and prepared for class, mentally and academically
- Participate in class by asking questions, creating discussion, etc.
- Practice active listening to your instructor and peers
- Evaluate situations and readings with care and creativity
- Continue to be mindful of the experiences of others

As an instructor, I am expected to:

- Arrive on time and prepared for class, mentally and academically
- Participate in class by asking questions, creating discussion, etc.
- Practice active listening to my students
- Evaluate situations and readings with care and creativity
- Continue to be mindful of the experiences of others
- Make myself available after class hours for discussion of grades and class matters

Class Meeting & Topic Schedule

Week	Topic	Evaluation
1	Course Introduction & History	
2	Tools and equipment on urban farms	
3	Methods of farming	
4	Farmers and city dwellers	
5	Places we farm	Quiz 1
6	Policy in cities	
7	Education and the School Garden	
8	Gender and Agriculture	
9	Traditional Agriculture	Quiz 2
10	Our Food System	
11	Government Aid and Welfare	
12	Extension's Role	Quiz 3
13	Panel- Policy Makers	
14	Practice (Student Farm on Campus)	
15	Practice (Student Farm in Harrisburg)	
16	Wrap-up Day (Future Directions)	

How to Succeed in the Course: Tips for Learning and Studying

- Come to class prepared
- Share your thoughts, experiences, variety is what makes it interesting and helps us all learn
- Review course material
- Ask for help
- Talk to community members
- Have fun and bring yourself into your work

University Policies & Expectations

Academic Dishonesty

Academic integrity, as defined by University Faculty Senate Policy 49-20, is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without information the instructor, or tampering with the academic work of other students.

Disability Access

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Service, ODS, located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS please visit their website at www.equity.psu.edu/ods.

Student Information Form (Please fill out and hand in)

Name: _____

1. Where are you from?
2. What are some of your interests or hobbies?
3. What do you hope to gain from this course?
4. How will this course help you achieve your personal and/or professional goals?
5. Have you had any experience in Agriculture?
6. What is the best advice anyone has ever given you?
7. Please describe a situation in class where you have felt as though you truly learned the material?