Learning Objectives

After taking this class, students will be able to:

- Define what constitutes urban agriculture;
- Articulate the key debates in the literature about urban agriculture projects;
- Identify measurable collective and individual actions in urban agriculture and their possible beneficial effects;
- Engage in experiential learning activities and practice systematic research and ethical scholarship;
- Communicate their learning with and to others using 21st-century tools;
main ideas of a reading, log your progress on a writing assignment, make a list of primary sources, or relate a reading your hometown—are graded with a check, not a grade. As long as you have these entries, you get full credit.

In addition, we'll do a public history and archiving project with the Fenway Garden Society, which runs the nearby Victory Gardens in the Back Bay Fens park. As a class we'll run a one-day archiving project (on Sunday, June XXth) and we'll archive the objects we collect at the Massachusetts Historical Society and online with the freeware Omeka.

**Required Supplies & Technology**

**Highlighters**
Please buy an orange, blue, and yellow highlighter—we'll be using these a lot.

**Course Reader**
There are no required books. The course reader has all the articles for the class; please buy it at xxxxxxx. All the course readings are available online through Blackboard. Please pull them into your Zotero collection each week.

**Course Journal**
I would like you to go to get a blank journal with at least 50 pages. I will send a list of several that I recommend but I mostly want you to have something durable with slightly thicker pages than a normal notebook. You will use this journal extensively both in and out the classroom; please bring it to every class. See the document on the Blackboard site before you purchase one.

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**zotero**

For this class we'll use the storage and citation freeware Zotero. Students who already have an equivalent or better system for storing files and citing (or who already use Zotero) should come speak with me. All other students will learn to use Zotero during the last hour of the first class. There will be support available from librarians and me for the whole summer session.

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**Classroom Technologies**

This classroom is a place that supports and encourages student learning. I make a lot of use of our course's Blackboard site and use clicker polling in the classroom, but I see your main learning tools as paperhighlighters, and pens. The research on laptops in classrooms seems fairly compelling: students who take notes by hand do better on tests and report (overwhelmingly) that they are less distracted in the classroom. Laptops used for purposes other than note-taking or course materials also have a negative effect on students near the person with a laptop. That said, I do not want to stigmatize students who need a laptop to be able to learn in this class. Any student who has an accessible education accommodation letter specifying that they need a laptop or other device in place of a class journal can of course use one and any other student can request permission with me in person. Students who do not have letters must make a compelling argument in person about why they need to use a laptop for learning in this classroom. All students who ask to use laptops must sign a laptop contract.

Students who have a letter from the Disability & Access Services should either email me or speak with me. I am happy to do anything I can to make my classroom more accessible, more inclusive, and less ableist.
A Civil & Inclusive Classroom

In this course we will be examining interpretations of history that can appropriately be called controversial, including the role of identity, power, privilege, and agency in the past. We should endeavor to engage in these dialogues with two competing ideas in mind: that the classroom is a space where free exchange of ideas must happen, but where consideration for others and their life experiences is also paramount. I also would like all of you to join me in respecting our fellow students in their choice of pronouns, and I want to make it clear that I see bilingualism (or tri-, or more) as a huge strength for students, not an obstacle.

Practical Matters

I subscribe to the Boston University Academic Conduct Code (here) and will enforce it. I would much rather sit down and work with you before something is due than have you feel like you have to copy someone else’s work.

I answer to the director of Gastronomy program (Dr. Megan Elias), but my daily work is at least in part for you. Coming to see me during office hours is never a bother for me: indeed, I love to talk one-on-one.

My office hours are Mondays for the hour before class and the hour following. Please sign up for slots through the calendar in Blackboard.

A Few Bits & Bobs

This course is a survey: No course can teach you everything about a subject and certainly not one as vast as urban agriculture, the literature for which spans several academic disciplines. This course’s goals are to give you bit of knowledge about a number of themes in urban agriculture and to give you master’s-level scholarly skills. Deeper knowledge of any one theme is the realm of another future course or your own research.

This syllabus is a draft: I reserve the right to modify, alter, delete, add, or otherwise change the contents of this syllabus at any time during the semester upon proper notification to all students enrolled in the course. For the most up-to-date assignments and reading, always refer to our course’s Blackboard site [here], not to this pdf.

I grant one, 24-hour extension per semester: Please request this via email. Please see Canvas for all due-dates and coordinate the assignments for this and other courses. The only possible exception to this policy is when you have a resident dean contact me. I am very happy to help you plan out assignments and to share my time-management tips. Late work receives the equivalent of a full letter grade off per day late. The extension cannot be used for the final project.

Active learning: This seminar may likely be very different from others you’ve taken, both in format or pedagogy. The course is organized around students learning actively and using skills immediately. to this pdf.

Weekly Readings

Week 1: Introduction & What is Urban Agriculture? [Typologies]

Readings
handout: “How To Read A Journal Article Well (And Quickly)”
“Beantown Farming: 10 Urban Agriculture Projects in Boston.” Food Tank (blog), February 15, 2014. [HERE]

Monday class—
Wednesday class—Visit to the Victory Gardens in the Bay Bay Fens.
Week 2: History of Urban Agriculture [Methods]
Readings
Monday class—
Wednesday class—

Week 3: Collective, Allotment, & Community Gardens [Stakeholders & Networks]
Readings
Eizenberg, Efrat. “Actually Existing Commons: Three Moments of Space of Community Gardens in New York City.” Antipode 44, no. 3 (June 1, 2012): 764–82.
article #3 something easier
Monday class—
Wednesday class—

Week 4: Institutional Gardens—Schools to Jails [Goals]
Readings
Monday class—
Wednesday class—

Week 5: Commercial & Guerilla Gardening [The State, The Market, & Legality]
Readings
watch: “Ron Finley: A Guerrilla Gardener in South Central LA | TED Talk.”
Monday class—
Wednesday class— Visit to Higher Ground Farm on the roof of the Boston Medical Center.
Week 6: Farmer's Markets [Performance & Race]

Readings

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Monday class—
Wednesday class—

Week 7: Conclusions & Presentations

Readings
article #1
article #2
article #3
something easier

Monday class—
Wednesday class—