

Exploring Food and Urban Change: Theory & Praxis

ADV 378 (06355) | AFR 372D (30155) | WGS 340 (46920) | Fall 2016 | MW: 4:00-5:15 PM | WAG 420

Course Website: <https://utexas.instructure.com/> (Canvas)

Co-Course Instructors:

Dr. Kevin D. Thomas | kevin.thomas@utexas.edu | BMC 4.374 | Office Hours: MW 1:00-2:30 PM

Dr. Naya L. Jones | geonaya@gmail.com | Office Hours: By Appointment

Graduate Assistant:

Yuhsin (Melody) Wang | melodywangyuxin@gmail.com

Course Description:

Exploring Food & Urban Change: Theory & Praxis is a cross-disciplinary, place-based course that explores gentrification, displacement, and food marketing in relationship to racially and culturally diverse communities in the Greater Austin Area. Students will learn analysis techniques using critical theory; analyze data throughout the course of the semester using qualitative methodologies on- and off-campus; and produce counter-marketing material in teams.

This course is funded by a Curriculum Innovation Grant from the University of Texas-Austin. As part of a broader project, the intention is to create curriculum that will be available on-line for on-going use for UT courses as well as by other college classrooms and/or organizations, to encourage engaged, critical thinking and scholarship on local food systems.

This course explores the economic, social, and cultural implications of food marketing (production and consumption) and urban change – as well as who we are as students, researchers, consumers, and knowledge producers. Rather than discussing these subjects abstractly, we do so from an anti-oppression and self-reflective framework. We critically discuss issues such as race/racism, capitalism, oppression and privilege with a focus on self-awareness. By enrolling in this class, students agree to engage with this framework.

Through an interdisciplinary investigation of theories from the fields of Critical Marketing (Advertising), Critical Urban Geographies, Cultural Studies, Black Feminist Studies, Queer Studies, Law (Critical Race Theory), and Black Diaspora Studies we will engage with a range of topics that will further our understanding of food marketing and urban change.

Specific areas to be explored include the following:

Race, racism, ethnicity
Counter-marketing
Social class and mobility

Gentrification
Gender and sexuality
Place

We will discuss identities and social structures through an intersectional lens. Based on this lens, people and bodies simultaneously experience, navigate, and negotiate race/gender/class/ability, among other "axes" of identity.

Course Objectives:

- 1) Gain an understanding of food marketing and urban change
- 2) Learn how to practice community-based participatory action research (CPAR)
- 3) Cultivate self-reflection of one's role, action, and impact as a co-researcher
- 4) Develop critical media literacy

Course Agreements:

1. Unplug.

Turn all cell phone ringers off or on vibrate. Students who text or use other electronics in class will be dismissed and will be considered absent for the day.

2. Practice deep listening.

You all come from diverse backgrounds and experiences. Even if you do not completely agree with another person, allow them to speak and respect their discussion space. If in doubt, listen more and talk less.

3. Be actively present.

Though the readings correspond with what we discuss in class, they do not take the place of discussion or in-class activities. Both attendance and participation count toward your overall grade. (See Attendance Quizzes and Participation below for further details)

4. Communicate respectfully on and off-line.

When writing the instructor for this course, write e-mails like letters and professional communication, rather than like texting or Twitter. In other words, write us as if you are writing to your boss at work, not to your friend. Allow 24 hours for a response to your e-mail Monday through Thursday. If you e-mail on Friday or the weekend, we will respond Monday.

5. Your turn . . .

What are one or two agreements would you add as students? What would help you learn better, feel excited to come to class, and feel engaged throughout the semester? (We will add these agreements Week 2 of class)

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Evaluation:

Attendance.....	15 points
Course Participation.....	10 points
Critical Questions.....	5 points
Peer Evaluations.....	10 points
Quizzes (2).....	10 points
Group Project 1 (Analyzing an Advertising Landscape).....	10 points
Group Project 2 (Amplifying Counter/Emerging Stories).....	20 points
Theory & Praxis Journals (3).....	20 points
TOTAL.....	100 points

Grade Distribution:

<i>Point Total</i>	<i>Grade</i>	<i>Point Total</i>	<i>Grade</i>
93 or more	A	77 – 79.99	C+
90 – 92.99	A-	73 – 76.99	C
87 – 89.99	B+	70 – 72.99	C-
83 – 86.99	B	60 – 69.99	D
80 – 82.99	B-	Below 60	F

Assignment Descriptions:

Attendance (15 pts): Each class will begin with a short, one-question attendance quiz, worth .5 points. The question will be based on the previous class and/or reading assigned for that day. If you attend, take the quiz, and answer incorrectly, you will receive ½ credit (.25 points). Note: for the class before Spring Break, the quiz will have two questions and be worth 1 point. If arrive late to class and miss the quiz, you will not receive attendance points (no late or make up quizzes).

Participation (10 pts): Because this is a course centered on engagement and participation, actively taking part in small and large group conversation, analysis, and media production is key. Your in-class engagement is informed by input from all course instructors (content and media teams).

Critical Questions (5 pts): You will be responsible for submitting 2 critical questions in the course the semester. Questions should 1) be grounded in the critical paradigm of the course, and 2) focus on the class topic or course theme of the moment.

Peer Evaluations (10 pts): Your peers will provide feedback about your engagement in group work. Their evaluations will be based on the following: participation, collaboration, feedback, cooperation, and time management. If a group member under-contributes during the class, their team members should use the peer evaluation to share this.

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Quizzes (10 pts): There will be (2) quizzes worth 5 pts each administered to gauge your understanding of pertinent course material. Quizzes will include a combination of multiple choice, short answer, fill in the blank, and True/False questions.

Group Project 1 (10 pts): Using the critical framework for the course, capture and analyze the advertising landscape of an assigned geographic area of Austin. Apply the lectures and readings from the course. Further details to be provided.

Group Project 2 (20 pts): Using the critical framework for the course, contribute to a collaborative counternarrative report regarding Austin's food landscape, the impacts of urban change, and advertising's role. This project is based on 1) critical analysis of *The Economic Impact of Austin's Food Sector* report, and 2) information from secondary and/or primary sources. Further details to be provided.

Theory & Praxis Journals (20 pts): Critical participatory action research involves ongoing self-reflection and processing of key concepts. In this journal you will individually respond to three (3) prompts during the course. You will receive feedback from instructors and/or the graduate assistant. (Journal 1 – 8 pts / Journal 2 – 8 pts / Journal 3 – 4 pts)

Canvas

Canvas will serve as our online informational hub. Canvas is a learning management system (LMS) similar in scope to Blackboard. However, most users prefer the design and functionality of Canvas in comparison to Blackboard. Those of you that are new to Canvas may find the following information useful.

- [What is Canvas](#)
- [Canvas for Students](#)
- [Canvas Glossary](#)

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 471-6441 (TTY). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Policy on Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

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Please read more information at: http://deanofstudents.utexas.edu/sis/acint_student.php.

Biographical Information

KEVIN D. THOMAS, PhD

PhD, University of Texas at Austin, Advertising, 2011

MBA, California State Polytechnic University - Pomona, Entrepreneurship, 2005

BBA, Loyola Marymount University, Marketing, 2000

Dr. Kevin D. Thomas is Assistant Professor in the Stan Richards School of Advertising & Public Relations at The University of Texas at Austin. Dr. Thomas utilizes a critical theory lens to investigate the socio-cultural impact of marketing communication and consumer behavior, particularly among marginalized and oppressed populations. Dr. Thomas's current stream of research examines how identity markers (e.g. race, gender, class, and sexuality) are represented in marketing communication and experienced in the marketplace. His research work has appeared in the Journal of Public Policy and Marketing, Journal of Business Research, Consumption Markets & Culture, and Advertising and Society Review. He is also the co-founder of two justice-oriented community organizations, Black Media Council and Food for Black Thought. Prior to entering academia, Dr. Thomas worked as a consumer researcher in the food marketing sector.

Natalie (Naya) L. Jones, PhD

PhD, University of Texas at Austin, Geography and the Environment, 2016

MA, University of Texas at Austin, Latin American Studies, 2008

BA, University of Puget Sound, English, 2003

Dr. Natalie L. Jones is an ecstatic facilitator, food justice educator, holistic practitioner, and social entrepreneur. Her doctoral research focused on Black youth, food, and gentrification in Austin. For her MA, she studied Afro-Mexican healing traditions in Veracruz, Mexico. She is co-founder of Food for Black Thought and facilitates self-care workshops as founder of RootWork. She brings 15+ years teaching in non-profit and university settings.