

**Geography 496**  
**Community-Based Geographic Research: Food and Place**

Department of Geography – San Diego State University

Spring 2013

Tuesdays 12:30 to 1:45 pm (lectures and discussion)

Thursdays 12:30 to 1:45 pm (fieldwork and community-based work)

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**Course Description**

This course is designed to train undergraduate students in constructing and developing geographic research through a hands-on, community-based experience. Throughout the semester, students will acquire knowledge and skills about the research process and will apply what they learn in class discussions by participating in fieldwork in community settings. Specifically, students will collect and analyze data to uncover the different food landscapes of different urban neighborhoods in San Diego such as City Heights, Southeast San Diego and Little Italy.

Students will learn about various aspects of research in human geography, including performing a literature review, creating and or working with research instruments such as interview guides, conducting food landscape assessments (visual surveys), participant observation and interviews, becoming knowledgeable of ethical issues related to research with human subjects, transcribing and organizing data, and presenting to an academic audience. In the process, students will learn about the ways in which food, social and cultural identities and places are connected to and shape each other.

**Learning Outcomes**

Through this course, students will:

- Develop a research plan, including identification of research questions that address community needs and connect to the pertinent geographic literature
- Cultivate academic integrity and social responsibility by considering the ethics of doing research with human subjects and taking seriously the perspectives of others
- Apply skills and knowledge to real world problems by developing and implementing a research plan to collect data necessary to address key research question(s).
- Learn some of the geographic dimensions of food production, distribution and consumption in a large urban area such as San Diego.

**Required textbook**

- Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J. and Philo, C., eds. (2004) *Practising Human Geography*. London/New York, Sage.

The book is available to purchase on line new or used at retailers like Amazon, Half.com and many others. Purchase the paperback version (it is cheaper).

Additional readings such as journal articles and sample data instruments will be made available through the Blackboard page for this course. See course schedule and Blackboard for details.

## **Course Evaluation and Requirements**

This course requires you to participate in classroom discussions of assigned readings and participation in the classroom discussion board via Blackboard, and group presentations/reflection. The course also requires you to conduct fieldwork in community settings, collecting data that you will later transcribe, format and analyze, and working with existing primary and or/secondary data that relates to food and place in San Diego.

Some of your work will take place “in the field” where you will conduct visual surveys (such as assessments of food landscapes) as well as interviews and participant observation with selected community partners and food stakeholders. We expect you to conduct fieldwork after the first five weeks of the semester. After each fieldwork experience, you will need to report on your individual blog, available in Blackboard. You will also need to return the completed questionnaires, audio files, and other visual survey materials to one of the instructors at the end of the fieldwork period or the semester. Some of your work will also take place in the computer lab or at home, where you will be working on formatting and analyzing data. For example, if you conduct interviews, you will transcribe them and format the textual data. Remember that transcribing takes time and is a critical component of the research process.

Based on hour hands-on experience in the field and the skills learned throughout the semester, you will produce a final research project, consisting on a presentation and a paper. Your research project will be assigned to you, and it will be relate to different issues of the geographies of food in either Southeast San Diego, City Heights in Little Italy. During the last two weeks, everyone in the class will be asked to present on their research, highlighting one or more aspects of the research that you found interesting. Depending on your assigned research, the presentation could focus on different aspects of your fieldwork (methodological focus) or on issues regarding food landscapes, identities and place, including policy outcomes (substantive focus). In your final paper, you will make sure to relate the material of your research to the methodological and substantive geographic literature discussed during the semester.

## **Grading**

Your grade will be based on the following:

- Class attendance, participation and Blackboard discussion board entries: 30%
- Fieldwork, work with your data, and entries in your blog (including fieldwork reports or other assignments) 30%
- Final presentation 10%
- Research paper 30%

## **General Course Policy**

Regular attendance, communication and participation are very important to the success of this course. You should not hesitate to contact us if you have any questions or concerns (see contact information above), and we (including your class mates) should be able to get in touch with you to schedule meetings or plan for teamwork. We ask that you check your email regularly and provide us with the most efficient and reliable contact information. We will use Blackboard’s communication capabilities as a central way to stay in touch and share information and experiences.

Reading prior to class is required to be able to participate and be successful in this course. You should expect to be asked to discuss the assigned reading for the day, so read before class! Do not hesitate to see either of the instructors if you have questions about the material discussed in class or any of the assigned readings. If you cannot make the posted office hours, we are available by appointment. As explained above, weekly fieldwork and community-based work is also a required component for the class. You should be working out in the community collecting data or participating in other activities at least 1 ½ hours a week, but you we encourage you to spend even more time if it fits your schedule.

Academic misconduct will not be tolerated. Academic misconduct includes conduct which is aimed at falsely representing a student's academic performance such as cheating, plagiarizing, unauthorized collaboration on course work, falsifying records or data, or intentionally assisting another individual in any of the above. Students who cheat will receive an "F" and the SDSU's Judicial Coordinator will be notified. You are responsible for learning about SDSU's policies and procedures regarding academic misconduct.

### **Tentative Class Schedule**

(subject to change, always check Blackboard for updates)

- ❖ **Week 1: Introduction to Food and Place**
  - Introductions, plan for the semester, logistics
- ❖ **Week 2: Geographic and Class Dimensions of Food Landscapes**
  - Read: Feagan (2007), Johnston and Baumann (2010)
- ❖ **Week 3: Food Landscapes: from the Local to the Global**
  - Read: Zukin (1995), Zukin (2010), Mankekar, P. (2005), Pilcher (2013)
- ❖ **Week 4: Research Design-Constructing Geographical Data I**
  - Read: Chapter 1, 2 and 3 in Cloke et al
  - Introduction to the Food, Ethnicity and Place Research Project -
- ❖ **Week 5: Research Design-Constructing Geographical Data II**
  - Read: Chapters 5 and 6 in Cloke et al
  - Class discussion on assembling a geographic research project - Assignment of research projects.
- ❖ **Week 6: Research with Human Subjects and the Importance of Ethics in Research**
  - Read Chapter 12 in Cloke et al
  - IRB – Human Subjects web-based learning experience and tutorial. Complete on-line tutorial at <https://www-rohan.sdsu.edu/~gra/login.php>. In order to conduct research with human subjects, you must complete the online SDSU Human Subject Tutorial. You will obtain a certificate after you successfully complete the tutorial.

- ❖ **Week 7: Fieldwork Instruments/Sifting and Sorting Data**
  - Read Chapter 9 in Cloke et al Short
  - Discussion of research project assignments; learning about your research instruments, including: practicing visual surveys and assessment of landscapes and interviewing.
  
- ❖ **Week 8: Constructing your research project: Studies on Food and Place**
  - Read: Ceccarini, R. (2013), Cawley, M. (2012), Salazar (2012), Short, Guthman & Raskin (2007)
  
- ❖ **Week 9: Analyzing Geographic Data**
  - Hands-on experience with your geographical data: transcribing, organizing, coding and making sense of your fieldwork data.
  - Discussion of your ongoing research projects, troubleshooting
  
- ❖ **Week 10: Fieldwork and Research Project Work**
  - Read: Chapter 10 in Cloke et al. Discussion of your ongoing research projects, troubleshooting
  
- SPRING BREAK - APRIL 2<sup>nd</sup> NO CLASS**-----
  
- ❖ **Week 11: Fieldwork and Research Project Work**
  - AAG meeting (professors away). Troubleshoot through Blackboard/email. Post fieldwork reports and updates in your blog.
  
- ❖ **Week 12: Research project work & peer review of paper draft**
  - Read: Chapter 11 in Cloke et al. Discussion of your ongoing research projects, troubleshooting.
  - Review and discussion of your first draft of the final research paper.
  
- ❖ **Weeks 13: Analyzing Geographic Data: Writing and Presenting**
  - Read: Chapter 11 in Cloke et al
  
- ❖ **Weeks 14: Presentation of Final Projects (Group 1)**
  
- ❖ **Week 15: Presentation of Final Projects (Group 2)**
  
- ❖ **Week 16: Final Exams Week**
  - Final written research project due.
  - Submit all data collected during the semester

## **Bibliography / Additional Required Readings**

- Cawley, M. (2012). Irish chefs and restaurants in the geography of 'local' food value chains. *The Open Geography Journal*, 16–25.
- Ceccarini, R. (2013) Food Workers as Individual Agents of Culinary Globalization: Pizza and Pizzaioli in Japan. In C. Counihan and P. Van Esterik (eds) *Food and Culture: A Reader*. New York: Taylor and Francis
- Feagan, R. (2007). The place of food: mapping out the “local” in local food systems. *Progress in Human Geography*, 31(1), 23–42.
- Johnston, J. and Baumann, S. (2010) Class and its Absence. Chapter 5 in *Foodies: Democracy and Distinction in the Gourmet Foodscape*. New York: Routledge.
- Mankekar, P. (2005) “India Shopping”: Indian Grocery Stores and Transnational Configurations of Belonging. In J. Watson and M. Caldwell (eds) *The Cultural Politics of Food and Eating: A Reader*. Malden, MA. Blackwell.
- Pilcher, J. (2013) Taco Bell, Maseca and Slow Food: A Postmodern Apocalypse for Mexico’s Peasant Cuisine? In C. Counihan and P. Van Esterik (eds) *Food and Culture: A Reader*. New York: Taylor and Francis.
- Salazar, M. (2012) Visualizing 21<sup>st</sup> Century Foodscapes: Using Photographs and New Media in Food Studies. In P. Williams-Forsen and Counihan, C. (eds) *Taking Food Public: Redefining Foodways in a Changing World*. New York: Routledge.
- Short, A., Guthman, J., & Raskin, S. (2007). Food Deserts, Oases, or Mirages?: Small Markets and Community Food Security in the San Francisco Bay Area. *Journal of Planning Education and Research*, 26(3), 352–364.
- Zukin, Sharon (1995) Artists and Immigrants in New York City Restaurants. Chapter 5 in *The Cultures of Cities*: Malden, MA: Blackwell
- Zukin, Sharon (2010) A Tale of two Globals: Pupusas and Ikea in Red Hook. Chapter 5 in *Naked City: The Death and Life of Authentic Urban Places*. New York: Oxford