

CURRICULUM VITAE

1. PERSONAL DETAILS

SURNAME: **Slocum**

FORENAMES: **Rachel**

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CITIZENSHIP: USA

EDUCATION

- 2001 Ph.D., Geography, Graduate School of Geography, Clark University, Worcester, Massachusetts
Thesis: *Possibility and the climate politics of the Cities for Climate Protection campaign*
Supervisor: David Angel
- 1996 MA, International Development, International Development Program, Clark University, Worcester, Massachusetts
Thesis: *Repositioning women on the landscape of the Office du Niger, Mali*
Thesis Advisor: Dianne Rocheleau
- 1986 BA, Highest Honours, Political Science, concentration Developing Area Studies, McGill University, Montréal, Québec, Canada

2. APPOINTMENTS

- Spring 2009 **Visiting Scholar**, Institute of Advanced Study, University of Minnesota, Minneapolis, MN
- ◆ Pursuing completion of three projects: analysis of two surveys and qualitative data and work on an edited volume with Michael Goodman (*Geographies of race and food: fields, bodies, markets*) for Ashgate's Critical Food Studies series.
 - ◆ Participating in a faculty and graduate student reading group on agri-food studies
- 2005-2009 **Assistant Professor**, Department of Sociology and Anthropology, St. Cloud State University, St. Cloud, MN
- ◆ 15 contact hours of teaching, multiple sections of Social Inequality, Democratic Citizenship, Environment and Society and others
 - ◆ 10 contact hours for student assistance if requested and extracurricular contributions to student growth
 - ◆ Service to the department, college, university and community
 - ◆ Publication of original material
 - ◆ All annual professional development goals and reports approved with support by the Dean of the College of Social Sciences
- Spring 2008 **Fellow**, Institute for Advanced Study, College of Liberal Arts, University of Minnesota, Minneapolis, Minnesota

- ♦ Research and writing on alternative food, race and the farmers' market project over spring semester and weekly seminars with the other fellows
- 2004-05 **Visiting Scholar**, Edward J. Bloustein School of Planning and Public Policy, Rutgers University, New Brunswick, New Jersey
- ♦ Began research on NSF grant on whiteness and anti-racist practice in the alternative food movement
- 2001-03 **Visiting Assistant Professor**, Syracuse University, Department of Geography, Syracuse, New York
- ♦ Taught Global Environmental Change, Population Change, Worlds of Food and Famine, World Geography and Africa: Problems and Prospects
- Spring 2000 **Adjunct Faculty**, College of the Holy Cross, Worcester, Massachusetts
- ♦ Proposed, designed and taught a seminar called Sustainable Cities
- 1996-99 **Research Assistant**, Clark University Graduate School of Geography, Worcester, Massachusetts
- ♦ Analyzed data on local causes of global climate change with David Angel
 - ♦ Conducted interviews for Susan Hanson's study of entrepreneurialism in Worcester, Massachusetts
 - ♦ Conducted archival work for Dick Peet's study of the cultural production of economic life in 19th century Massachusetts
 - ♦ Worked with the City of Worcester and the Marsh Institute to development alternative routes to avoid spills of hazardous materials and an emergency response plan for the greater metropolitan region.
- Summer 2004 **Consultant**, Oxfam America, Boston, Massachusetts
- ♦ Researched and wrote paper on government payments to cotton producers in support of Oxfam's work to support small scale farming globally
- Spring 2007 **Consultant**, Oxfam America, Boston, Massachusetts
- ♦ Provided comments for Oxfam's paper *Shut out: how US farm programs fail minority farmers* in support of Oxfam's efforts to reform the US Farm Bill. (Oxfam had requested that I conduct the research for this document but time constraints due to teaching prevented me from accepting).
- 2003-04 **Consultant**, Central New York Community Food System Coalition, Syracuse, New York
- ♦ Researched and wrote a proposal to encourage collaboration among food organizations in the Syracuse area, secured funding and conducted outreach to potential coalition members to create a broad base.
- 1995 **Trainer**, Gender and Development Workshop, Promotion of Local Initiatives, GTZ, Bamako, Mali
- ♦ Planned workshop, wrote case studies and presented gender

sensitive tools to staff

- 1994 **Program Assistant**, Unitarian Universalist Service Committee, Cambridge, Massachusetts
- ◆ Researched and wrote UUSC publication, Gender Justice while completing the MA
- 1992 **Consultant**, Africare, Bamako, Mali
- ◆ Evaluated village level integrated pest management program and prepared report
- 1992 **Project Manager**, sustainable livestock project for Tuareg nomads, Tahoua, Niger
- ◆ Wrote proposal, secured \$14,000 grant for the Kel Aghrala, Tuareg for various small projects
- 1990-91 **Policy Analyst**, Church World Service/Lutheran World Relief Office on Development Policy, Washington, DC
- ◆ Analyzed US bilateral aid, trade and human rights policy for Central America and Africa, planned advocacy strategy, wrote reports, lobbied Congressional staff and collaborated with NGO working groups
- 1987-89 **Peace Corps Volunteer**, Small Enterprise Development and Agroforestry, Tahoua, Niger,
- ◆ Implemented projects on fuel wood conservation, health and small enterprise development
 - ◆ Learned the Hausa and French languages to communicate with government officials and villagers
 - ◆ Lived with Tuareg nomads during seasonal migration North after completion of service

3. RESEARCH

An interest in the intersection of cultural politics and environment has been a central part of each stage of my academic career. Perspectives from geography and feminist theory on nature, space and difference have informed much of my research and writing on gender, land tenure, climate politics, race and alternative food. The four layers of research discussed below can be grouped into two themes:

Theme 1: Race, anti-racism, whiteness, food security, sustainable agriculture and food change

Theme 2: Critical nature-society studies in the global North and South, global environmental change, gender

My intention over the next few years is to pursue my study of the geographies of race and food at the Minneapolis Farmers' Market and to consider questions of race within alternative food. A single authored book project is planned which will draw upon both studies.

Alternative food geographies, race and anti-racism

The first study to explore race and the alternative food effort in the US, this research has produced several well place papers. I continue to engage with food and anti-racism activists as a consequence of this work.

- Focus** A study into the analysis of race and practice of anti-racism in the alternative food movement in the US.
- Funding** National Science Foundation grant to independent scholar, \$60,000, 2004-2007
- Methods** I conducted 80 interviews with movement leaders in the US northeast. The research also included participant observation of conferences and other meetings. Additionally, I worked as a member of an anti-racism organization within the alternative food movement and participated in anti-racism trainings. A web-based survey of over 450 organizations nationwide, which will provide a comprehensive view of alternative food work and help me to draw theoretical conclusions about race in the context of this movement, is being analyzed.
- Findings** First, racial inequality is central to the modern food system, yet many alternative food leaders' analyses acknowledge only poverty. Second, my data on anti-racism training and activism within alternative food led me to propose that less emotionally-charged ways of practicing anti-racism, coupled with a theory of race not rooted in an 'oppressor-oppressed' binary, would enable stronger anti-racist practice. Third, alternative food tends to be supported by white, middle class, progressive activists and consumers. 'Whiteness' emerges through the spaces of alternative food as well as through the focus on personal health, community, and environmentalism. Thus it is possible to speak of co-ops, organic supermarkets, farmers' markets and alternative food activism as 'white food space'. There is transformative potential in the progressive whiteness of alternative food but without caution, this whiteness becomes exclusionary in spite of itself. Alternative food is an important social change effort, but it fails to consider race as a constitutive element of what it strives for and struggles against.
- Output** 3 peer reviewed papers, 7 guest contributions, 3 conference presentations

Race and the economies and ecologies of the Minneapolis Farmers' Market

This research will contribute to the discipline in four ways: 1) enhance political ecology specifically, as well as agro-food studies by theorizing race as an organizing feature of society; 2) provide an in-depth study, currently lacking, of farmers' markets and race; 3) provide ethnographically detailed work toward a theoretical contribution on racial embodiment and food practices; and 4) provide support for the argument that food democracy requires a strong commitment to anti-racism and public space.

- Focus** This ethnography explores the emergence of racial difference through food practices at the Minneapolis Farmers' Market through two questions: 1) What is the social and economic geography of racial difference at the Market? and 2) How does racial difference emerge through the agricultural practices of Market growers? It aims to contribute to a growing body of North American political ecology research. The study suggests that differences among racial groups are made and remade through the practices of growing, selling and eating food. Drawing on feminist theorists, I investigate the process of race as it emerges through connections among foods, people and places. Race can be studied at the Market as the gathering of racially identified people around particular vendors or certain produce. Some food practices, I suggest, are also racial practices. I propose that minute but nonetheless consequential connections are made at the market across difference, which, if understood, documented and promoted, can enhance anti-racist efforts and encourage food democracy. Equally, the research addresses consumption, ownership and vending inequalities that are connected to a racialized economy, racial segregation and a lack of access to healthy food that falls disproportionately on non-white people in the US.
- Funding** Center for Urban and Regional Affairs, University of Minnesota (\$10,000 for summer and fall semester 2008).
- Methods** Structured and unstructured interviews with growers will illuminate how people become producers and maintain themselves in farming. Participatory observations of agricultural practices will allow me to understand variation in farming methods. A survey and informal conversations with consumers are used to explore the relationships customers have with particular growers and their

produce. Archival work and oral history interviews are planned for a later date as is a GIS and mapping element. Because St. Cloud State does not have Ph.D. students, I will request funding for research assistants from the University of Minnesota's Department of Geography. These RAs would not only help me with the study, but I would have the opportunity to work with graduate students in a mentoring capacity.

Output 1 peer reviewed paper, 3 guest lectures, 2 conference presentations

Doctoral research

Focus My doctoral research investigated the translation of global climate change into a local issue in the United States as part of municipal commitments to greenhouse gas emissions abatement in the Cities for Climate Protection campaign. My interest was driven by my understanding of a class and/or race split in the US between an interest in sustainability and climate protection and a concern for justice. I wondered if in climate activism, these divisions might be fused.

Funding National Science Foundation Doctoral Dissertation Improvement Grant, \$7,000.

Methods I used a comparative case study methodology looking at Minneapolis, Seattle and Tucson. In these cities, I conducted 135 in person, structured interviews and used text analysis of local action plans. I also analyzed emissions inventories from 10 cities as well as conducted phone interviews with campaign contacts in twelve other cities.

Findings I found that the cities involved and the Cities for Climate Protection campaign itself relied on a consumer model of citizenship, drawing on the concepts of deliberative democracy and governmentality. Additionally, feminist science studies enabled a discussion of the strategies to make climate change locally relevant that were developed by Greenpeace Canada and the Cities for Climate Protection campaign. Examining the boundary objects used in climate politics was an important contribution to the literature.

Future The invitation to participate in an NSF workshop on research directions for sociology on climate change in May has renewed my interest in climate change governance as one part of my research agenda.

Output 2 published papers. 3 conference presentations, 1 invited lecture, 1 invitation (NSF workshop see above).

MA research

Focus Gendered land use in the *Office du Niger*, a para-statal rice project in Mali, West Africa

Funding Fulbright Scholarship, \$25,000.

Methods I interviewed women and men in the villages and in the *Office* bureaucracy, held focus groups, plotted gendered work schedules and mapped land tenure arrangements. Additionally, I made recordings of the focus groups and was requested by the women who participated to send these recordings to a national radio show on women and development. The tapes were aired.

Findings Women's customary use rights to land, observed elsewhere in Mali, were not a tenure pattern employed in the *Office*. Strong support for production-oriented development ideologies by both international donors and the state meant women-in-development programs there centred on hulling machines, not land access. Women employed a number of strategies such as secretly renting land to enable them to grow rice and onions. Men's responsibilities to the household were also the subject of much discussion; women claimed men no longer purchased household staples nor withheld

enough rice from the market for yearly household consumption. Literatures in geography, rural sociology and anthropology as well as African Studies supported a political ecology framework.

Future	Funding was sought to return to Mali to update these data but was not obtained. My language ability (Hausa, French), interest in political ecology and gender as well as my knowledge of Niger and Mali would be useful to the eventual development of a research agenda in West Africa. I will continue to seek a means to return to this work.
Output	At least one publication could be expected were I to update the study. One presentation at the AAG while in my first year in the Ph.D. program.

3.1 RESEARCH DISSEMINATION

- ◆ 7 research publications in high impact factor journals;
- ◆ 5 publications with colleagues
- ◆ 4 book reviews
- ◆ 1 academic report, peer reviewed by editors
- ◆ 1 edited collection produced while undertaking my MA degree research;
- ◆ 12 invited lectures;
- ◆ 10 conference papers.

3.2 RESEARCH SKILLS

- ◆ Naturalistic and participant observation used as a means to build theory in the Minneapolis Farmers' Market study;
- ◆ Interviews, structured and semi-structured, analyzed using Nvivo (qualitative data analysis software);
- ◆ Oral histories collected with the intent to produce an audio and written record of Minnesota market farming for the Minnesota Historical Society;
- ◆ Survey research: customer survey for Minneapolis Farmers' Market project of 200 customers. Web survey of over 500 alternative food organizations nationwide recently completed. Analysis using SPSS;
- ◆ Mapping: transect mapping of farms planned as part of Market project. Funding for a GIS (to be undertaken by a graduate student) was initially part of the first NSF proposal. Two GIS components were planned. The first was to reveal, spatially, the relationships among three key layers of data: 1) demographics (race, income), 2) land value, ownership and rental status and 3) land use past and present, soils and arability and crop cover. The second GIS was to associate zip code information, customers and their purchases using the survey data (previous bullet). Funding may be sought in the future for both parts;
- ◆ Research Action applied:
 - National Science Foundation project on alternative food and anti-racism: while studying race in alternative food, I participated in an anti-racist group within the movement, providing my time, ideas and writing assistance to a collaborative effort to bring anti-racist practices into alternative food.
 - Minneapolis Farmers' Market project: participating in a Twin Cities coalition as part of the process of understanding sustainable food, farming and food security efforts in the area. Additionally, customer survey at the Market will include questions that the Market board considers important.
 - Participating in an ongoing discussion among food activists locally and nationally about academic research, ethics and anti-racism.

- Dissemination of research results in accessible writing format for the use of alternative food groups.
- ◆ Proposed working with high school students in North Minneapolis, which has a higher concentration of low income and African American residents than other parts of the city as part of a project to uncover histories and geographies of economic change in the area, particularly as it affects the food system (project not yet funded). Students would take part in the only US food assessment that incorporates racial geography and history into the assessment under the guidance of the PIs.

3.3 RESEARCH GRANTS AND CONTRACTS

- 2008 Centre for Urban and Regional Affairs, University of Minnesota, \$10,000, to do a customer survey of the Minneapolis Farmers' Market, summer and fall semester. Graduate RA funded through this grant.
- 2004 The National Science Foundation, Division of Behavioural and Cognitive Sciences, Geography and Regional Science, Title of grant funded: *Community food systems and anti-racist practice*. Grant obtained as an unaffiliated scholar. Award dates 7/27/2004-8/30/2007, Award Number BCS-0417592, \$60,000.
- 2004 Oxfam America, contract for a report titled *US Cotton production and government payments*. This report helped the organization to determine its position on subsidies to US producers, \$3,000.
- 1999 The National Science Foundation Doctoral Dissertation Improvement Grant, Title of grant funded: *Urban commitments to greenhouse gas emissions abatement*. Award dates: 4/1999-11/2000, Award Number BCS-9900876, \$7,000.
- 1994 Fulbright Scholarship, Institute for International Education, United States Information Agency, for Master's research in Mali, \$25,000.
- 1993 Peace Corps Fellowship, International Development Program, Clark University Scholarship covering tuition, first year of MA program, stipend \$12,000.
- 1991 Presbyterian Hunger Program and Church World Service, grant to return to Niger and work with Tuareg nomads to rebuild their herds and generate income. \$14,000.

3.4 RESEARCH FUNDING APPLICATIONS

- 2008 Centre for Urban and Regional Affairs, University of Minnesota, request for graduate RA to undertake a customer survey of the Minneapolis Farmers' Market. \$10,000. Obtained
- 2008 The National Science Foundation, Geography and Regional Science, *Geographies of race and food: the Minneapolis Farmers' Market*, via St. Cloud State University and subcontracting to the University of Minnesota to enable use of graduate student RAs, \$280,000. Favourable reviews but not funded on 4th try (January 2007, August 2007, January 2008, August 2008). Will revise to submit to other funding sources.
- 2008 *Northside Food Assessment: Families, Food, and Racism*, submitted to MN Futures Grant, The University of Minnesota, inter-disciplinary proposal with the Northside Food Project, the Minnesota Institute for Sustainable Agriculture, University of Minnesota faculty from Rhetoric and African and African American Studies and the UMN Office of Information Technology, \$250,000. This project was to do an historical analysis of the food system as well as asset mapping and food assessment with high school students in the poor and African American area of Minneapolis. Not funded.

- 2007 National Endowment for the Humanities, proposed a book project based on research from the study of alternative food and the Minneapolis Farmers' Market and race, \$60,000. Not funded, reviews were generally positive.
- 2006 St. Cloud State University Researcher Funds, *Gender and land tenure in the Office du Niger, Mali*. Requested funding to return to Mali to update data collected in 1994-5 which would allow me to publish thesis material in scholarly journals. \$5,210. Not funded
- 2006 St. Cloud State University Reseracher Funds. Requested funding to support grant writing to NSF and USDA, \$1,599. Not funded

3.5 MEMBERSHIP IN ACADEMIC SOCIETIES

Association of American Geographers

- ◆ Cultural and Political Ecology Speciality Group
- ◆ Geographical Perspectives on Women Speciality Group

Diverse Economies Network

4. PUBLICATIONS

4.1 SINGLE AUTHOR PAPERS IN REFEREED JOURNALS, PROCEEDINGS, AND BOOKS

- 2009 Commentary on "Public health as urban politics, urban geography: venereal biopower in Seattle, 1943-1983 (Discussant comments on Michael Brown's Urban Geography Plenary lecture), to be published in *Urban Geography*, (anticipated date). ISI Impact Factor 2006, 0.627, rank: **29/39**
- 2009 The embodied politics of pain in US anti-racism, *Acme, An International E Journal for Critical Geographies* 8(1):tba. (anticipated in 2009, accepted in 2007). Not ranked, disclosed reviewers
- 2009 Sociological research directions on climate change: paper for public report to be published through the National Science Foundation as a collection with environmental sociologists (anticipated date). Peer reviewed by editors.
- 2008 Thinking race through corporeal feminist theory: divisions and intimacies at the Minneapolis Farmers' Market, *Social and Cultural Geography*, 9(8):849-869.
ISI Impact Factor 2006 0.855, rank **27/39**
- 2007 Whiteness, space and alternative food practice. *Geoforum* 38(3):520-533.
ISI Impact Factor 2006, 1.664, rank: **8/39**
- 2006 Anti-racist practice in the work of community food organizations. *Antipode* 38(2):327-349.
ISI Impact Factor 2006, 1.287, rank: **16/39**
- 2004 Polar bears and energy-efficient light bulbs—strategies to bring climate change home *Environment and Planning D: Society and Space*, 22(3):413-438.
ISI Impact Factor 2006, 1.495, rank: **11/39**
- 2004 Consumer citizens and the Cities for Climate Protection campaign *Environment and Planning A*, 36(5):763-782.
ISI Impact Factor 2006, 1.610, rank **10/39**

4.2 PUBLICATIONS WITH COLLEAGUES

- 2009 Slocum, Rachel and Susan J. Smith. Introduction, Author Meets Critics (Braun, Ley, Pratt, Kobayashi): Arun Saldanha's *Psychedelic white: goa trance and the viscosity of race* to be published in *Social and Cultural Geography* (anticipated date). ISI Impact Factor 2006 0.855, rank 27/39
- 2009 Slocum, Rachel, Elisabeth Ellsworth and Arun Saldanha. Local food and public space: a study of Minneapolis Farmers' Market customers' perceptions and practices, CURA Reporter, June. (anticipated date)
- 1998 Angel, David *et al.* The drivers of greenhouse gas emissions: what do we learn from local case studies? *Local Environment* 3(3):263-277.
- 1995 Slocum, Rachel and Barbara Thomas-Slayter. Participation, empowerment and sustainable development in *Power, process and participation: tools for change*. Rachel Slocum *et al.* (Eds.). London, Intermediate Technology Publications: 3-8.
- 1995 Rocheleau, Dianne and Rachel Slocum. Participation in context: key questions in *Power, process and participation: tools for change*. Rachel Slocum *et al.* (Eds.). London, ITP: 17-30.

4.3 REVIEWS

- 2009 Review of Morgan, K., Marsden, T., and Murdoch, J. 2006. *Worlds of food: Place, power, and provenance in the food chain*. Oxford University Press, Oxford and Blay-Palmer A. 2008. *Food Fears: From Industrial to Sustainable Food Systems*. Ashgate, Aldershot, Hants for *Environment and Planning A*. (anticipated date)
- 2008 Review of Anderson, Kay. 2007. *Race and the crisis of humanism*. London, Routledge, for *Gender, Space and Culture* 15(1):88-90.
- 2003 Review of Portney, Kenneth. 2003. *Taking sustainable cities seriously: economic development, the environment and quality of life in American cities*. Cambridge, MIT Press. for *Environment and Planning A* 35(10):1895.
- 2000 Review of Low, Nicholas *et al.* (eds.). 2000. *Consuming cities: the urban environment in the global economy after the Rio Declaration*. London, Routledge, for *Environment and Planning A* 32(6):1138

4.4 OTHER WRITING

- 2004 Cotton production and government payments, a report for Oxfam America (unpublished report)
- 2006 Difference, power and community food: a report to respondents (unpublished report)

5. PROFESSIONAL ACTIVITIES

5.1 INVITED LECTURES

- 2008 Guest lecture, Race, bodies and alternative food geographies, Institute for Advanced Study, University of Minnesota, Minneapolis, MN
- 2008 Invited Participant, Research Directions in Sociology on Global Climate Change Workshop, National Science Foundation, Arlington, VA
- 2008 Discussant for Michael Brown's paper at the Urban Geography Plenary, AAG, Boston, MA

- 2008 Invited Participant, Food and Society 2008: Gathering for Good Food, sponsored by The Kellogg Foundation, Chandler, AZ
- 2008 Chair, Food Environments III: Access and Race, AAG, Boston, MA
- 2007 Invited lecture, Geographies of race and food, University of Minnesota, Department of Geography
- 2006 Invited lecture, Geographies of race and food, St. Cloud State, Department of Geography, MN
- 2006 Guest lecture, Place, race, and the Minneapolis Farmers' Market for Bruce Braun, Freshman Seminar, Department of Geography, University of Minnesota, Minneapolis, MN
- 2007 Discussant, Food geographies II: Everyday Food, organized by Peter Jackson and Megan Blake, AAG, San Francisco, CA
- 2006 Theorizing race and food, Invited participant, Eating Cultures: Race and Food, a research group, organized by Melanie DuPuis, University of California Humanities Research Institute, Irvine, CA
- 2005 Whiteness and community food, Invited participant 'White Food', a workshop organized by Julie Guthman and Melanie DuPuis, sponsored by the University of California, Santa Cruz, CA
- 2004 Food, justice and society, Department of Political Science, Dickinson College, Carlisle, PA
- 2003 Consumer citizens and the Cities for Climate Protection campaign, Rutgers University, Graduate Student Association, Department of Geography, Newark, NJ

5.2 CONFERENCE PRESENTATIONS

- 2008 Corporeal feminism and political ecology, in Political Ecology of Bodies II, organized by Becky Mansfield and Julie Guthman, AAG, Boston, MA
- 2007 The embodied politics of pain in US anti-racism in Subaltern Cosmopolitanisms, organized by David Featherstone, 5th International Critical Geography Conference, Mumbai, Maharashtra, India
- 2007 Race at the market, in Geographies of Race and Food II: Bodies and Spaces, AAG, San Francisco
- 2006 At the market: feeling race and food, in Emotional Geographies of Rurality, organized by Jo Little, Royal Geographical Society/Institute of British Geographers, London
- 2006 Whiteness, space and alternate food practices, in Performing Alternative Economic Imaginaries: Governance, Ethics, and the Everyday Spaces of Responsibility, organized by Trina Hamilton, AAG, Chicago, IL
- 2005 Shifting the balance of power? Anti-racist practice and cross difference alliance in the 'community food' movement, in Political and Cultural Economies of Organic Food Supply Chains/ Alternative Food Networks, AAG, Denver, CO
- 2002 Hungry polar bears and energy efficient light bulbs: toward a critical climate politics, AAG, Los Angeles, CA
- 2001 The climate politics of the Cities for Climate Protection campaign, AAG, New York
- 1999 Cities and climate change prevention, AAG, Honolulu, HI
- 1996 Repositioning women on the landscape of the *Office du Niger*, Mali, AAG, Charlotte, NC

5.3 SESSIONS ORGANIZED

- 2008 Co-organizer with Susan J. Smith, Author Meets Critics: Arun Saldanha's *Psychedelic White: Goa Trance and the Viscosity of Race*, AAG, Boston, MA
- 2007 Co-organizer with Julie Guthman, Geographies of Race and Food I and II, Annual Meeting of the Association of American Geographers, San Francisco, CA

5.4 RESEARCH GRANT REFEREEING

- 2008 National Science Foundation, Sociology, proposal on environmental social movements
- 2007 National Science Foundation, Sociology, proposal on health and climate change
- 2007 National Science Foundation, Geography and Regional Science, Career proposal
- 2006 National Science Foundation, Geography and Regional Science, proposal on racial disparities and toxics
- 2005 National Science Foundation, Geography and Regional Science, proposal on rural poverty

5.5 JOURNAL REFEREEING

- 2009 *Antipode, Global Environmental Change*
- 2008 *Social and Cultural Geography, Emotion, Space and Society, Global Environmental Change, Annals of the Association of American Geographers, Antipode*
- 2007 *Environment and Planning A* (2)
- 2003 *Urban Studies*

6. TEACHING

I have five years of teaching experience. I began teaching in 2000 with a seminar for 4th year students called Sustainable Cities that I designed and proposed to a small, elite liberal arts college in Worcester, Massachusetts. After graduating, I taught in the Department Geography at Syracuse University. I had five new course preps over the two years (2001-2003). I taught two modules per semester amounting to 6 contact hours/week.

Hired by the Sociology department at St. Cloud State University in 2005 to teach Social Inequality, human-environment courses and Democratic Citizenship, I taught 4 undergraduate modules (classes) per semester, amounting to 12 contact hours per week over a 15 week semester. Office hours were an additional 10 contact hours per week.

6.1 CURRENT UNDERGRADUATE AND POSTGRADUATE TEACHING

All teaching discussed below refers to courses that I have taught (not team taught) and designed myself.

6.1.1 Level 1

World Regional Geography, Department of Geography, Syracuse University, fall 2002, spring 2003

Designed the class, chose textbook (Marston and Knox) and supervised two teaching assistants. This lecture-based class with discussion sections held by the teaching assistants provided students with a basis in introductory geographical concepts via a regional approach. I was responsible for designing exams, assignments, topics for discussion sections and quizzes. The teaching assistants and I did the grading. Class size the first year was 150

students and the second year, 40 (no teaching assistants). Contact hours were two hours/week the first semester and three hours/week the second time I taught the course (no discussion section). Students came from across the disciplines. Changes in lecture content were made for the second iteration. Powerpoints were used for every lecture.

Environmental Citizenship, Department of Sociology, St. Cloud State University, spring 2007, fall 2008

This module, known as Democratic Citizenship, is required for all St. Cloud students. Many departments teach it and it can be taught according to the interests of each staff member. I taught the module as an introductory human-environment course in which students learned about the relationships among social relations, economic development and environmental change. We read an American classic, *Silent Spring*, by Rachel Carson and Elizabeth Kolbert's *Field Notes from a Catastrophe* as a way into discussions of institutions, practices and processes involved in climate change, agricultural development and resource use. Students learned about ecosystems and dangerous anthropogenic interference as well as environmental justice, green consumerism and the Cities for Climate Protection campaign. In 2008, I used an introductory environmental sociology text by renowned sociologist Michael Bell. Students were required to do a short research paper on sustainable solutions to socio-environmental problems. For some this was their first experience using peer reviewed sources for a paper. Essay exams, multiple choice tests and quizzes tested specific knowledge and grasp of conceptual frameworks.

Social dimensions of environmental change, Department of Sociology, St. Cloud State University, not yet taught

I designed and secured Department, College of Social Science and University level approval for this course to introduce students to nature-society interactions in global environmental change. Due to department needs for the teaching of other courses, I have not yet taught this module.

6.1.2 Level 2

Global Environmental Change, Department of Geography, Syracuse University, spring 2002, fall 2002

This course for 2nd year but especially 3rd and 4th year students covered nature and difference, political ecology, environmental justice and new genetic technologies. We drew on works by Kay Anderson, David Demeritt, Bruce Braun, Donna Haraway, David Harvey, Paul Richards, Laura Pulido and Judith Carney, among others. The reading requirements were heavy and the module combined lecture and open discussion of concepts. I used powerpoint as a backdrop to the lectures. Essay exams and a research paper tested analytic skill and reading comprehension. Evaluations, particularly for the first time this was taught, were highly positive.

Population Change, Department of Geography, Syracuse University, spring 2002, fall 2003

Students gained an appreciation for basic demography concepts and theories used in the analysis of population and environment. The first time I taught the course, we focused on population and political representation in the US and Europe. The second time, I covered reproductive rights, health and technology using examples from around the world. In both cases, I designed powerpoints to aid the lectures. Some of these were very elaborate. As with other modules, I used essay exams.

Africa: Problems and Prospects, Department of Geography, Syracuse University, fall 2001

A mid level, lecture based module for students with some grounding in Geography, this course covered history, government, environment and development.

Social Inequality Department of Sociology, St. Cloud State University, fall 2005, spring 2006, fall 2006, spring 2007, fall 2007

Readings and lectures in Social Inequality, a required course for the Sociology major, draw on the work of Richa Nagar, Doreen Massey, Melissa Wright and Geraldine Pratt as well as sociologists and anthropologists. The point of this course, aimed at sophomores, is to explain gender, class and race difference as fundamental to US and global inequalities. Research papers require primary data collection and use of peer reviewed secondary sources. Changes to the readings, case studies and assignments have been made each year I have taught the course.

6.1.3 Level 3

Sustainable Cities, Liberal Arts, College of the Holy Cross, spring 2000

Graduate students at Clark University did not often teach undergraduate classes and as a consequence, teaching experience had to be gained elsewhere. The module, designed as a senior seminar with lectures and discussion, covered the history of land use in the US and urban planning, sprawl and the new urbanism, environmental justice and living wage movements and city efforts to confront environmental degradation and climate change.

Worlds of Food and Famine, Department of Geography, Syracuse University, fall 2001

A seminar, this discussion-oriented module addressed topics from cultural geography, agro-food studies and the international development literature.

6.1.4 Postgraduate teaching and mentoring

St. Cloud State University does not have doctoral students and the Department of Sociology does not have an MA program. MA students from other programs take classes with upper level undergraduates typically.

I have informally advised several students working on alternative food and race from Rutgers University, University of Washington, University of California, Davis and University of Minnesota. As a graduate instructor, in addition to providing rigorous guidance throughout the stages of the doctorate, I would seek to develop strong mentoring relationships with students. I would work to ensure I was accountable to their needs and to their position in academia relative to mine. I would try to support them through grants, mentor them through research and teaching assistantships and write papers for publication with them.

In the summer and fall of 2008 I supervised a University of Minnesota graduate assistant who helped me with the Minneapolis Farmers' Market project. She is new to survey data gathering and analysis, consequently, I will work with her closely to ensure that she learns these skills through the process.

Environment and Society, Department of Sociology, St. Cloud State University, spring 2006

This graduate and upper level undergraduate course used Paul Robbins' *Political Ecology* to raise questions about development in the Global North and South. Another text, now abandoned looked at justice and the environment globally. Additionally, we considered human-animal relationships with Donna Haraway's *Companion Species Manifesto*, aspects of food production and consumption using chapters from books by Elspeth Probyn and Julie Guthman and natural 'agency' with Nigel Clark's 'the demon seed'. MA students were held to a higher standard in oral and written presentation. Research papers required primary data collection and use of peer reviewed secondary sources. Planned for 2008 is the text *Political Ecology* edited by Zimmerman and Basett.

Gender, space and society: global perspectives, Department of Sociology, St. Cloud State University, not yet taught

Developed in collaboration with a cultural geographer at St. Cloud State and cross listed with Women's Studies and Geography, this course for upper level undergraduates and graduate students, has been approved at all levels of the administration, but has not yet been taught (scheduled for spring 2009). At this point, it is designed to consider the relationships among gender, geography and society at seven key scales—the body, home, workplace, the environment, city, nation and the global scale. The learning process will build on the latest and best scholarship from geography, feminist theory, sociology, anthropology and related disciplines. The course will reveal the importance of looking at gender in place. It will emphasize how cities and suburbs, landscapes and workplaces, the imagined community of nation and the intimate space of the body are gendered. Equally, the course demonstrates that these spaces play a role in the ways women and men live out their lives just as they inform the performance and transformation of masculinities and femininities. Gendered relations and gendered spaces will be presented as phenomena that are constantly created, contested, and recreated. The course begins with feminist theory and methodologies, which have been central to understanding the relationship of gender to environmental change, economic life, spatial patterns, and social practice. We cover key subfields—political geographies, health and gender, international development and the human-environment relationship among others.

6.2 TEACHING DEVELOPMENT AND INNOVATION

6.2.1 Teaching strategies

- ◆ Challenge students to excel in the development of their ideas through careful engagement with academic literature, written work and oral presentation;
- ◆ Balance accessibility with conceptual depth in choice of texts;
- ◆ Uphold a high standard and building students' confidence in their abilities;
- ◆ Cover controversial ideas and current issues;
- ◆ Enable students to examine their presuppositions and to develop explanatory theories;
- ◆ Introduce students to the experiences of others whose lives may be quite different from their own;
- ◆ Encourage reflection on a student's position in society;
- ◆ Build comprehension through class discussions and active engagement with students while lecturing;
- ◆ Allow students to arrive at an understanding using their own words and examples as the basis for conceptual understanding;
- ◆ Ensure that discussions enable all students the opportunity to speak and develop other means (email, online discussion groups, minute papers);
- ◆ Teach students how to base arguments in analysis of evidence, critical reasoning and the use of theoretical frameworks;
- ◆ Ensure that students know how to present orally in ways that quickly convey evidence, analysis and conclusions;
- ◆ Design assignments that build skills including the
 - collection and use of primary data;
 - ability to recognize the difference between peer and non-peer reviewed writing;
 - ability to use peer-reviewed scholarship;
 - capacity to develop an argument through a paper.

6.2.2 Evaluation and Development

- ◆ Peer reviews of my teaching, 2005, 2006
- ◆ Participation in Center for Teaching Excellence workshop: Transforming Student Writing, spring 2006
- ◆ Participation in Center for Teaching Excellence workshop: Teaching Race, a session with Howard Winant, spring 2006
- ◆ Participation in a faculty workshop concerning the development of online courses, fall 2008

My approach to teaching is recognized in evaluations (both from students and peers) as rigorous, well-prepared, inventive and socially relevant. Student evaluations have been generally positive (summaries available upon request). I use a qualitative evaluation because I find that when students have a chance to write specific observations, their comments are more helpful in my efforts to change the course and my teaching. Evaluations from both Syracuse and St. Cloud reveal that I provided students with many new ideas and challenging material and I engaged them well in discussion. For St. Cloud students, class discussions stood out as one of the best parts of the class, although they found the lectures interesting too. Many students indicated that I presented concepts in a way that encouraged them to re-examine their ideas. A great many students remark on the passion I bring to my teaching as something that encourages them to learn.

I have quantified aggregate responses from Social Inequality over 4 semesters. Drawing on evaluations from 5 sections in each semester (fall 2005 to spring 2007), between 74 to 100% of responses find my lectures organized. Evaluations showed between 75 to 96% found that the class challenged ideas they previously had held. Students were very positive about my email contact with them (74-100% indicating helpful experience). Using data from the spring and fall of 2006 and spring of 2007, it appears that most students found my expectations of them to be clearly articulated (79-100%). Across the 2005-2007 semesters, the majority also found that I encouraged them to participate (74%-97%). Additionally, students value discussions highly. I use this as a method often to break up lecture and to help students become involved with the ideas. Not all semesters have great class discussions owing in part to class composition, but evaluations indicate students are typically pleased with this aspect of the course. My evaluations often ask students what they have learned in the course as a means to gauge what I was able to convey and how I was able to inspire students. This is also a

pedagogical tool helpful, I think, to promote their own sense that they have come away with something. Students offered specific suggestions on what to change such as a shorter paper, different readings, more time for some assignments, more videos and slower development of concepts. The aspects they appreciated most range from group discussion to overall content to the theoretical concepts proposed in lecture.

6.2.3 Innovation in Teaching

- ◆ Designed, on my initiative, three new modules for the Sociology curriculum;
- ◆ Participated in the development of the General Education standards for St. Cloud State University for environmental modules;
- ◆ Used web-based program (Desire to Learn, similar to Blackboard) for all modules, allowing discussions, uploading of papers, timed quizzes, posting of readings etc. Students find this helpful;
- ◆ Used Skype from home to interact with students whose jobs and teaching schedule prevent them from coming to office hours;
- ◆ Encouraged students to write anonymous feedback and questions on index cards several times during the semester. I also use mid-semester evaluations if the course is new;
- ◆ Designed a form that students in Democratic Citizenship (first year students) fill in so that I know something about their skills in technology, their access to the internet at home, the number of hours their job requires and their experience with various sorts of assignments. This enables me to know about and understand the challenges they face.
- ◆ Organized field trip to an exhibit at the Minnesota Science Museum on Race produced by the American Anthropological Association. Though a one off event, this required organizing students to get them from St. Cloud to Minneapolis (over 60 miles) as well as a significant time commitment as I had to meet three groups of students during the weekend to accommodate students' work and family commitments.

7. ADMINISTRATION

7.1 ADMINISTRATIVE ACTIVITIES AT ST. CLOUD STATE UNIVERSITY

- ◆ Library Allocations Committee, 2007, 2008
- ◆ Faculty search committees, spring 2005, fall 2006, spring 2007, fall 2007
- ◆ Chair, faculty search committee, fall 2007
 - Wrote job announcement, screening forms, and interview questions
 - Chair meets with director of affirmative action and college Dean
- ◆ Sociology Program Assessment committee, 2005-fall 2008
 - Devised 6 year timeline to assess whether the Sociology program is meeting its learning objectives associated with courses for the Sociology major and minor
- ◆ College of Social Sciences Assessment Committee, 2006-fall 2008
 - Prepared reports to college on faculty assessment of Sociology courses
- ◆ Department webmaster, 2007-fall 2008
 - Added pages for fixed term faculty and included staff on a 'People' page; they had not been listed before

- Made program pages more accessible to students, added photos etc.
- ◆ Department curriculum committee, 2007
- ◆ Developed three new course proposals (2006-07) to develop a relationship with Women's Studies and Geography (Gender, space and society) and to create an environmental focus in Sociology (Global nature and Social dimensions of environmental change)
- ◆ Advisor to Sociology and General Education majors
- ◆ Wrote letters of recommendation for Sociology majors

7.2 INNOVATIONS IN ADMINISTRATION

- ◆ Established a Sociology intra-web share file of materials (syllabi, films, readings) to support adjuncts teaching in Sociology at St. Cloud State University
 - Department regularly uses adjuncts to teach required courses. The file allows adjuncts to make use of syllabi and other materials developed by or used by Department faculty.
- ◆ Outlined new course proposal procedures for the College of Social Sciences, 2007
 - No detailed guide existed for the steps necessary for new course proposals and there was significant confusion about the process.
- ◆ Wrote a report for the Dean of the Maxwell School, Syracuse University, concerning adjunct faculty and changes that might be made to benefit the University and these staff.
- ◆ Wrote a guide for new faculty for the Department of Geography including frequently asked questions about housing, technical assistance, course details etc.

8. SERVICE TO THE COMMUNITY

- ◆ Participant, Home Grown Committee of the City of Minneapolis, 2009
 - Providing recommendations to the city in support of farmers' markets
- ◆ Member, Twin Cities food and justice coalition, 2008-2009
 - Working with local food organizations to understand and address issues of social justice and particularly racial inequality in the food system
- ◆ Provided comments for Oxfam America's paper *Shut out: how US farm programs fail minority farmers* in support of Oxfam's efforts to reform the US Farm Bill, 2008
- ◆ Committee member, anti-racism committee within the US alternative food movement, 2003-05
- ◆ Coordinator (and other service), Clark University Geographical Society (graduate student organization), Worcester, MA, 1995-98

9. SKILLS

- ◆ Knowledge of SPSS, NVIVO, Spanish, French and Hausa

10. REFERENCES

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