

## **Foodscapes in Urban and Regional Strategic Planning**

Matlandskap i strategisk samhällsplanering  
7.5 credits

Programme course

709A14

Valid from: 2021 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Urban and Regional Planning	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2021-02-01	Second cycle	A1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within Social Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2021		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för Tema		

## Course offered for

- Master's Programme in Strategic Urban and Regional Planning

## Entry requirements

- Bachelor's degree in urban and regional planning or other relevant subject area equivalent to a Swedish Kandidatexamen
- English corresponding to the level of English in Swedish upper secondary education (English 6/B)  
(Exemption from Swedish)
- 45 ECTS credits passed from the first year of the programme

## Intended learning outcomes

On completion of the course, the student must, at an advanced level, be able to:

- Describe and explain concepts of foodscapes in strategic urban and regional planning
- Identify various competing foodscapes and their physical and social characteristics
- Describe connections between public health, lifestyle and foodscapes based on a multilevel perspective and social practice theory
- Identify and apply tools for planning initiatives in food systems and landscape planning

## Course content

The course introduces the concept of foodscape. The challenges of designing food systems, as well as the role of urban and regional planners in the transformation of practice relating to food and food systems, are studied. Further, the course introduces multi-level perspective and social practice theory in order to describe the connections between public health, lifestyle and foodscapes. During the course, methods and strategies for planning interventions in foodscapes and landscape planning are studied. The course discusses emerging options for food systems and their spatial expressions, as well as less sustainable spatial structures and institutions. Within the framework of the course an introduction is given to research as design, in order to examine alternative spatial arrangements for sustainable foodscapes.

## Teaching and working methods

Teaching and working methods used in the course are: lectures, seminars and excursions. In addition to this, the student is to conduct independent study.

## Examination

The course is examined by way of:

- Active participation in seminars: grading scale EC
- Oral presentation in group: grading scale EC
- Written group assignment: grading scale EC
- Individual written assignment: grading scale EC

For a passing final grade (E), the requirement is a Pass in active participation in seminars, as well as at least an E grade in oral presentation in group, written group assignment and individual written assignment.

For a final grade of D, the requirement is a Pass in active participation in seminars, as well as at least 75% D grades in oral presentation in group, written group assignment and individual written assignment.

For a final grade of C, the requirement is a Pass in active participation in seminars, as well as at least 75% C grades in oral presentation in group, written group assignment and individual written assignment.

For a final grade of B, the requirement is a Pass in active participation in seminars, as well as at least 75% B grades in oral presentation in group, written group assignment and individual written assignment.

For a final grade of A, the requirement is a Pass in active participation in seminars, as well as at least 75% A grades in oral presentation in group, written group assignment and individual written assignment.

Language of examination: English

Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.