



Final Project: Urban Garden Seminar

This class focuses on the importance of biodiversity in the food system. The seminar serves as an introduction to food system issues by exploring the role and purposes of community gardens. For the first part of the final project, we will use new knowledge provided by university and community members to create a community garden manual. The second component will introduce students to local food system issues by integrating research to explore food justice in the City of Riverside.

1. Community Garden Manual (25% of final grade):

Students will be expected to integrate class notes, experiences, and community knowledge to demonstrate an understanding of the assigned topic and its relation to sustainable food systems within community gardens. Each student is required to write a 5 page report that incorporates what they learned from the course and community member interview. The graph below shows the assigned topic for each student and the community member with expertise in that field of study. Each individual is responsible to contact and conduct an interview with the community member. The interview should be tailored to the topic of interest in order to help you develop the report.

Students can write the 5 page report on an alternative topic relating to the course by obtaining permission from the student facilitators. If this is the case, the student should announce both the topic and interviewee by the end of class on Tuesday May 17th, 2011. The information from each report will be utilized to create a comprehensive garden manual available to the citizens of Riverside, CA. (See table below)

Topic	Student	Community Member	Title	Phone	Email
Compost	Akter, Monia				
Soil	Yung, Bryan				
Seeds	Bejar, Chris				
Garden Calendar	Crowder, Sara				
Research & Education	Cuenca, Claire				
Integrated Pest Management	Diala, Pearl				
Weeds	Le, Stephanie				

Permaculture	Munoz, Daniel				
Companion Planting	Monay, Anais				
Market/ Outreach	Rami, Pavan				
Tillage & Cultivation	Siregar, Larissa				
Farm Production	Tsao, Craig				
Harvesting	Ung, Cheng				

Growcology Contacts of Community Teachers:

Planning a Community Garden: Bianca Heyming, 562-587-4013
 Compost & Soil: Eric Stephens, 310-936-3437
 Seed Education & Garden Calendar: Kathy Swanson, 951-640-9896
 Building a Water-wise Raincross Garden: Daniel Francis, 707-637-6741
 Irrigation & Timers: john.crossley@toro.com
 Transplanting/ Companion Planting/ Pest Management: Lucy Heyming, 951-961-7636
 Marketing & Community Outreach: Nick Heyming, 951-858-5980
 Harvesting & Seed Saving: Nick Heyming, 951-858-5980

Report Tips/Requirements:

- Explore the 5 main questions: what, when, where, how, why.
- How is this topic important for community gardens and to the broader food system?
- Prepare 7-10 questions for your interviewee before the interview (by whatever means of communication you decide to use: email, phone, in person, etc.)
- Incorporate 3-5 quotes provided by the interviewee and Michael Pollan’s novel
- Make use of at least one My GreenRiverside reflection and make it clear how it relates to your topic
- What would you like to further learn about this topic or any other topic in this course? (max one page)

Professor Amrhein, Jenerette, and Fedick will grade the reports. Your final paper should have minimal grammatical errors and highlight your understanding of the material while fulfilling the requirements mentioned. Remember this is 25% of your grade, and the manual editors want to incorporate well-thought out work into the final published manual.

2. Food Mapping (25% of final grade):

Unexpected consequences from our highly industrialized food system are seen all over the world: farm workers are facing difficult and hazardous conditions, low-income neighborhoods lack supermarkets, food products are less nutritious, and 1 out of 6 humans face either obesity or hunger (*World Health Organization*). In his book, Michael Pollan writes about the lack of government incentives that could improve food systems. For this reason, individuals are taking matter into their own hands and restructuring their food system by looking for social, economically, and environmentally sound

alternatives that achieve food justice. According to the *Community for Global Justice*, “the rights of communities everywhere to produce, distribute, access, and eat healthy food regardless of race, class, gender, ethnicity, citizenship, ability, religion, or community” defines food justice.

In the city of Riverside, some communities have twice or even three times as many fast food locations and liquor stores over fresh produce markets (Meconis 2). The lack of affordable, wholesome, fresh produce may be aggravating already high health problems in the city. Research from the County of Riverside Health Department shows that about “2 out of 3 adults and 15 percent of youth are overweight or obese in Riverside County.” Poor eating habits “contributes to obesity which puts local adults and children at greater risk for serious illnesses like diabetes, heart disease, and certain types of cancer (Meconis 2).” Our class final will focus on the Eastside neighborhood of the City of Riverside (Ward 2).

Food maps gauge the availability of fresh produce in neighborhoods, expose food deserts or areas with little or no access to wholesome foods, and help rebuild/plan healthy communities. Each of the four teams created on the first day of class will research the availability of fresh foods in a specific area of Ward 2. Each team will create a food map of their section by plotting the locations of **fast food businesses, family restaurants, coffee shops, liquor stores, grocery markets and any other location selling food.**

All 4 groups will accumulate collected data into a GoogleMap specifically developed for this project. The information provided by each team will be accumulated online and be made available to others. This research will contribute beneficial data for our local community and future Urban Garden Seminar students that build onto this food justice project. The data collection from Ward 2 may help pinpoint specific areas that have limited food choices compared to other locations in the city.

GoogleMap link:

<http://maps.google.com/maps/ms?ie=UTF8&hl=en&msa=0&ll=33.976286,-117.355936&spn=0.006904,0.013797&z=16&msid=201812186691694326808.0004a318e14af73962441>

Directions:

1. Sign up to your rmail/gmail account and then click on the link
2. Click Edit on the top left hand corner next to the Food Map summary
3. On the map, there are three icons on the top left hand corner, click on the second one (shape of balloon) for Add a Placemark
4. Change the correct Icon once you place it on the map
5. Each member should provide 10 food locations, only if there are no more food locations should you mention empty lots/empty business spots.

On the map, please provide the following information:

- Your name
- The name and type of business
- Provide 3-5 sentences describing the type of food location, what type of food is sold, and the price range. The more detailed the map and the descriptions are, the better. Please only note food-related locations that will help us learn about the availability of fresh, wholesome food in the area assigned to your team.

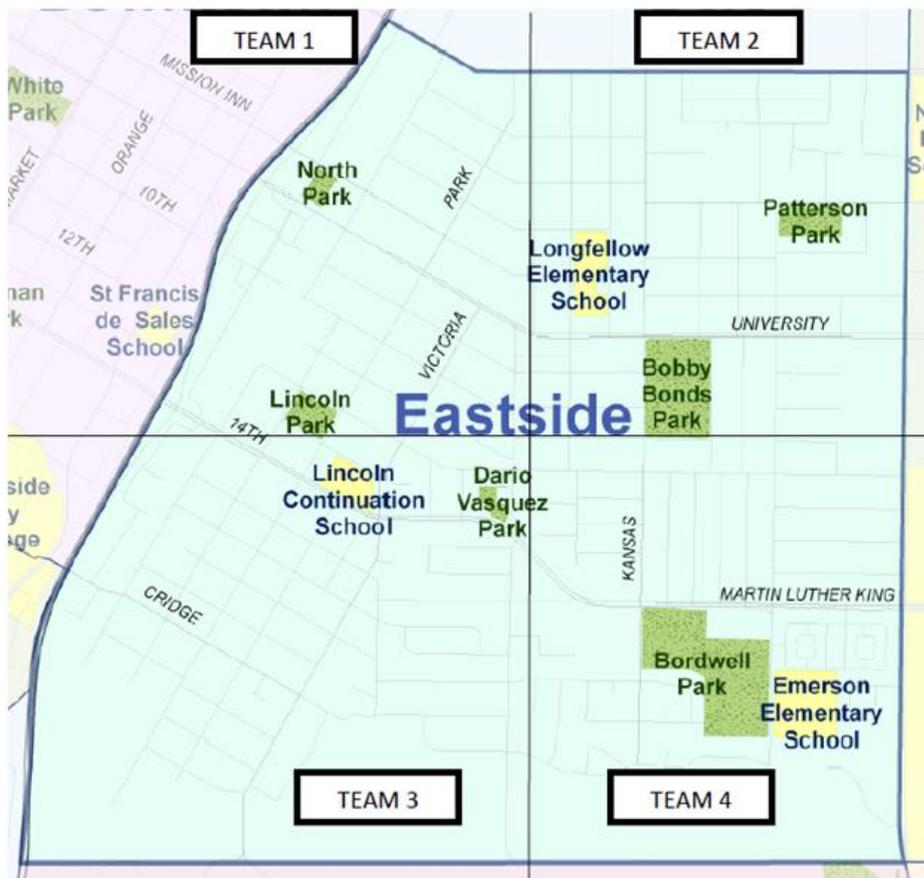
Teams:

Gp1: Josephine, Chris, Craig, Monia

Gp2: Pearl, Stephanie, Larissa

Gp3: Anais, Pavan, Cheng

Gp4: Daniel, Claire, Sara, Bryan



Sources:

Meconis, KD. The Local Food Environment in Riverside County, 2007: Retail Food Environment Index (RFEI) by City and Place. Riverside, CA: Riverside County Department of Public Health, Epidemiology and Program Evaluation, 2008.

http://www.rivcohealthdata.org/downloads/reports/publications/EPE_v2_i7_08-09.pdf

“Food Justice Project.” Community Alliance for Global Justice. Web. May 10, 2011.

<http://www.seattleglobaljustice.org/food-justice/>