

LDA 191: ADVANCED LANDSCAPE STUDIO

DESIGNING FOR URBAN AGRICULTURE: MAKING EQUITABLE FOOD SYSTEMS IN SACRAMENTO

LANDSCAPE ARCHITECTURE, DEPARTMENT OF HUMAN ECOLOGY, U.C. DAVIS

David de la Peña, Fall 2015

Location: Hunt Hall 149

Office: Hunt Hall 155, Tuesdays 1:30-2:30

Time: Monday & Wednesday 9:10-1:00

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DESCRIPTION

Urban agriculture (UA) is a hot topic in landscape architecture. But what do we really know about growing food in the city? What should our role be as designers? Can we use our skills and attitudes to help improve cities through the design of, and advocacy for, local food systems that are productive, equitable and just?

This studio will tackle the complex issue of urban agriculture, moving beyond the hype and into how urban gardens actually provide social, psychological, physical, ecological, and economic benefits to diverse communities. Sacramento is an ideal place to study this topic; it is at the heart of one of the most productive food growing regions in the world, and it is also the most ethnically integrated city in the US. Many of the local food growing traditions have already been in practice for decades by immigrant and minority groups throughout the city. We will specifically address how this kind of local knowledge should inform our approach to how urban agriculture is implemented in the city.

We will begin by understanding how Sacramento's alternative urban food system works—where are sites of farming, gardening, demonstration, distribution, and so on? How and why should we map UA for equitable outcomes? This aerial view of the city will be augmented by field trips to several local farms and gardens, and by digging in the dirt ourselves as garden volunteers. Finally, we will study an informal community garden in North Sacramento called the International Garden of Many Colors, and we will evaluate city proposals to formalize that garden. Our goal is twofold—first, to learn about designing urban agriculture and community participation; and second, to be useful to the urban gardeners who want to continue growing food on this site. We will present our final design propositions to the gardeners, to city staff, and to the nonprofit housing agency currently overseeing the site.

Note: We will be inserting ourselves into a real and existing political dynamic that will be unpredictable. Therefore we must keep an attitude of flexibility, as the parameters of the project or the schedule may need to change throughout the quarter.

COURSE OBJECTIVES

This course is designed to help students acquire and refine several essential skills. At the end of the course, students should be able to:

1. Describe the prototypical elements of urban agriculture and their intended benefits.
2. Analyze complex systems, social networks, typologies, and landscape elements.
3. Document existing landscapes at multiple scales through the discovery and collection of data, first-hand observation, and interviews.
4. Sensitively engage with communities through design techniques that empower local actors.
5. Represent design proposals in compelling ways directed at multiple audiences.

STUDENT TASKS

In order to meet the objectives above, students will submit the following work for evaluation:

1. Prototypes & Precedents	(Describe prototypical elements of UA)	10%
2. Sac UA Map group work	(Analyze complex systems)	20%
3. Site Analysis & Assessment	(Document existing landscapes)	15%
4. Input Review	(Sensitively engage with communities)	15%
5. Final Review	(Represent design proposals)	30%
6. Participation	(Showing up, engaging, reflection assignments)	10%

TEACHING PHILOSOPHY AND EXPECTATIONS

I love teaching and learning, and I believe that occurs best when courses allow students to take an active role in their own education. Each of you brings experiences and skills to this class and I hope that you will draw upon those in your work. I also hope that each student feels comfortable in the classroom, and that nobody feels that they are unfairly treated, for whatever reason. I do my best to tailor my teaching to a variety of learning styles, but also appreciate if you let me know when you have concerns.

As students, I expect you to be present, on time, and prepared for class; to ask questions, create discussion, and listen to your peers. I ask that you respect everyone's time and energy by not using your mobile devices or computers while we are having discussions or lectures, and to dedicate all class time to class work, not to personal issues or other courses. When outside guests are part of our course, I expect you to give them your undivided attention and to participate with questions and comments.

As your instructor, I will arrive on time and prepared; I will ask questions, create discussions, and listen to students. I will be available during and after class to discuss class matters and grades, and I will be available during office hours or other times if you cannot make those hours. I will provide clear expectations and timely feedback on your assignments.

HOW TO SUCCEED IN THIS COURSE: TIPS

- Show up on time or early, with your assignments complete!
- Work in studio, during class and after class hours – create your space and your studio culture.
- Be ready for desk crits; know what you want input on and have materials I can respond to
- Do your own research, bring in ideas, share with the class.
- Have fun, take creative risks.
- Don't wait til the last minute; get sleep!

GRADES

Grades will be assigned based on preparedness, participation in class discussions and pinups, and the quality and completeness of submitted student work. Students will receive a mid-quarter grade and an opportunity to provide course feedback to the instructor.

A grades refer to work that is excellent across the board, with very few deficiencies; **B** work meets all expectations and even exceeds some course requirements, but may also suffer from some significant deficiencies; **C** work is adequate and meets the minimum requirements. Some ideas may show promise but are not fully demonstrated in the final product. **D** grades do not meet the minimum requirements and exhibit a lack of understanding of the material covered in the course. **F** grades reflect a neglect for meeting course requirements, such as completion of assignments, gross unpreparedness or consistently inadequate work.

Students must attend all of the class meetings. Without due cause, only one absence is excused during the semester. Arriving to class more than 15 minutes late, or leaving early, will be considered an absence, unless prior arrangements are made with the instructor. Out of respect for your everyone, please come on time and stay for the duration of class. Unexcused absences will impact your ability to succeed, and also will automatically reflect in your grade (each absence = -5% of participation grade).

Work turned in late is better than work not turned in at all. However, it will be graded lower. Missing an assignment deadline, pinup or review without a valid and verified excuse will result in a 15% penalty. (You will still have to present your work on a later date.) For every additional class day the material is late, you will be penalized 10%. For example, if you missed the Monday review and turned in your presentation materials the following Monday, but the grade would have been 90/100, your actual grade would be -15% for missing the review and -10% for being an additional class day late. So....65/100.

ACADEMIC INTEGRITY

Any test, paper, report or creative work submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. Please refer to the UC Davis Code of Academic Conduct for additional information: <http://sja.ucdavis.edu/cac.html>

COUNSELING

At times, we can all use help with our mental health. I am available at any time if you need someone to talk with. Even better, please take advantage of the campus services through Student Health and Counseling Services. <http://shcs.ucdavis.edu/>

If you are in crisis and need urgent care, come to Student Health and Wellness Center. Student Health and Counseling Services (SHCS) offers both medical and mental health urgent care services on the [first floor of the Student Health & Wellness Center](#) during [normal hours of operation](#). For urgent needs you can call or walk in to speak with an [advice/triage nurse \(530\) 752-2349](#). The nurse will discuss your concerns and determine if urgent care is appropriate.

LDA 191 CLASS SCHEDULE (Tentative as of 9/28, but subject to change)

Wk.1 Monday Sept 28	Personal introductions; Overview of the course; Portfolios Film: Plant This Movie	Wednesday Sept 30	Lecture on Sac UA ; continue portfolio review; work on UA prototypes
Wk. 2 Monday Oct 5	PINUP: Prototypes Discussion on Mapping; begin mapping work – gathering data	Wednesday Oct 7	Field Trip: Cannery, 5th & C, Freemont, Foodbank, Oak Park Sol, Yisrael, Soilborn Farms
Wk. 3 Monday Oct 12	Desk Crits	Wednesday Oct 14	Desk Crits 12pm Chanowk Yisrael Lecture in CRD 290
Wk. 4 Monday Oct 19	REVIEW: Sac UA Map Guest: Claire Napawan Start base maps	Wednesday Oct 21	Site Visit: River Garden Estates, including garden work session (Meeting with gardeners tbd)
Wk. 5 Monday Oct 26	Desk Crits Fieldwork outside of class	Wednesday Oct 28	Desk Crits Fieldwork outside of class
Wk. 6 Monday Nov 2	PINUP: Site Analysis & Community Assessment (Possible community forum)	Wednesday Nov 4	Desk Crits 12pm Mark Van Horn Lecture in CRD 290
Wk. 7 Monday Nov 9	Desk Crits	Wednesday Nov 11	VETERAN'S DAY – No Class
Wk. 8 Monday Nov 16	INPUT REVIEW: details to come (Possible community forum)	Wednesday Nov 18	Desk Crits
Wk. 9 Monday Nov 23	Desk Crits	Wednesday Nov 25	DAY BEFORE THANKSGIVING – Studio Work
Wk. 10 Monday Nov 30	Studio Work Day	Wednesday Dec 2	Studio Work – Finishing touches!
Final Boards Due Friday Dec 4 by 5pm; FINAL REVIEW DATE TBD			