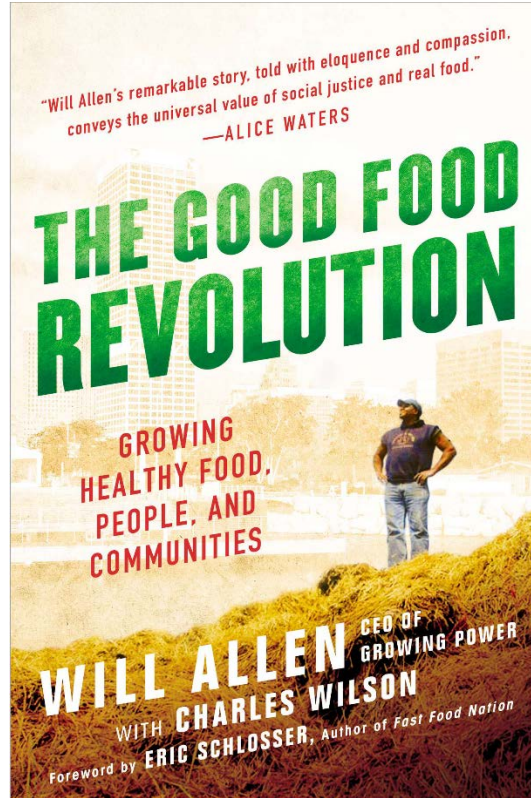


Reading and Learning Guide

The Good Food Revolution by Will Allen



COMMON READING PROGRAM
ST. CLOUD STATE UNIVERSITY

About the Book

The Good Food Revolution traces the journey of Will Allen from professional basketball player and executive with Kentucky Fried Chicken and Procter and Gamble to a preeminent urban farmer in inner-city Milwaukee and founder of an internationally recognized organization called Growing Power. Having cashed in his retirement fund to purchase a two-acre plot outside of the city's largest public housing project, Allen sets out on a mission to transform an urban food desert into a vibrant community organization that provides high-quality, healthy and affordable food to the community as well as jobs and educational opportunities for vulnerable youths. The book follows the evolution of what began as a small, one-man enterprise and quickly grew into a robust organization through a series of small, but meaningful decisions he made, each out of a desire to make a difference in the community. Today, Growing Power is a robust, internationally-recognized leader in sustainable urban farming and the food security movement and works with organizations throughout the country to develop community food systems.

About the Author

Will Allen (b. 1949) is the son of South Carolina sharecroppers who moved to Maryland during the Great Migration to start a new life. From state basketball championships to becoming the first African-American basketball player for the University of Miami, Allen followed a path that led to turning pro after graduating with a degree in education. His pro basketball career took him to Belgium where he found himself getting back to his roots, growing food for his family and teammates in the fashion of local families on small plots, and igniting his own passion for sustainable farming. After retiring from basketball and a successful career in marketing, Allen settled into managing his wife's family farm just outside of Milwaukee, Wisconsin. In looking for a place to sell his produce, he cashed in his retirement fund to purchase a derelict nursery in foreclosure, the last urban plot zoned agriculturally in the city on Milwaukee's northside, and there he founded the organization, Growing Power. He has been awarded a Ford Foundation leadership grant, a MacArthur Foundation Genius Grant, and been named Food Revolutionary on the first ever Rodale 100, among other accolades.

Will Allen's longer Growing Power biography can be found here:

<http://www.growingpower.org/about/leadership/will-allen/>

For more information on Will Allen's organization, Growing Power, visit the website:

<http://www.growingpower.org/>

Videos of Will Allen:

brief personal blurb for MacArthur fellowship intro (2.5 min): <https://youtu.be/3EpTWQWx1MQ>

Will Allen Interview with CNN (5 min): <https://youtu.be/BDL9iGtxf-k>

Keynote from a food symposium at Duke (1hr 20 m): <https://youtu.be/K0EMlaOGzmo>

Themes for Study

Theme activity:

If you are looking to connect themes of the book to themes in your course, there's a technique called a one-minute thesis that can help you foster a class discussion around connections students make. Find a description of the technique here: <http://chronicle.com/article/Small-Changes-in-Teaching-/235230>.

Going Deeper Theme Assignment:

(Based on a course assignment developed by Laura Emerick for Oryx and Crake, the 2015-16 Common Reading book)

Ask students to select one of the themes on which to do further research, looking at the state of the issue in contemporary society (the focus could be narrowed to the local community, perhaps, or the state of

Minnesota). Working with a partner or small group, they should prepare a facilitated discussion of the topic. First, they should provide an overview of the issue based on their reading of *The Good Food Revolution*. Then look at the issue in contemporary society, either locally or regionally. Their discussion should explore the following questions: Why is this an important issue? What implications does it have for you as an individual, as well as our current and/or future society? What are the moral and ethical implications involved in addressing this issue? (where applicable) What can we do to ensure that this issue is resolved/dealt with in the most beneficial way?

Food Justice:

- **Food security/Access:**
 - 35-36: Will bringing food to areas that had limited access.
 - 212: example= Mound Bayou; closes store where fresh produce available is 10 miles
 - 216: Majority of food stamps being used at “fringe retailers.”
 - 217: Black Community Food Security Network
- **Food deserts:**
 - 9, 15-16, 20, 116, 147, 212, 216-17, 247
- **Income driven food accessibility:**
 - 7-8: inner-cities it is becoming common for fresh food to be more expensive than processed food.
 - 20: Closing of grocery stores in African American neighborhoods increase in processed food options.
 - 35-36: Will’s solution to creating accessible food: roadside stands, working with others to set manage stands, selling mobile.
 - 143-145: inner city food environment and those living on a budget (\$3.00 a days)
 - 147: Roughly 30 Million households are food insecure.
 - 170-171: presence of fast food vs fresh produce.
- **Hunger and Poverty:**
 - 212, 218
- **Agricultural Production**
- **Sustainability and sustainable food movement**

Environmental Justice: most examples tie into other categories listed so only page numbers are listed here:

- xxi, 21, 53, 68, 100, 123, 134, 142-43, 145-48, 179, 186-87, 188-89, 220-22, 225-27, 236.

Food Systems:

- **Food and Culture:**
 - 45: Meals and sharecropping. Eating big meals at lunch so that everyone had strength for the rest of the day. Rosa Bell teaching the importance of food, making do, taking care of the family and the rituals that accompanied supper.
 - 58-61: Food and bringing people together. Will’s family culture, growing up and working alongside his brothers. Willie Mae using food as a means of bringing people together in the parks.
 - 90: Hosting his first Thanksgiving. Realization that once his parents left the south, farming no longer resembled slaves work just as he now grows his own food it no longer feels like slaves work to him.
 - 51: Willie Mae’s food legacy
 - 213: Southern Food Traditions.
- **Sharecropping:**
 - 1-4: Will’s mother’s heritage in sharecropping.

- 44-45; 46-49: After the Emancipation Proclamation, many farmers returned to their farms and the relationship continued in the form of employee/employer. “sharecropping often became slavery under a different name”
- xi-xiv, 1-4, 5-6, 8, 44-50, 57-58, 98-101, 156, 206
- **Gardening:**
 - 58: Will’s gardening duties as a child with father
 - 89: Comments on gardens found in Belgium.
- **Food Waste:**
 - 134-6: Food waste is the major reason trash needs to be collected so often. Will and Jenna from WasteCap create an alliance in attempting to decrease food waste.
 - 221: “At least one quarter to half of the fresh food we crate in this country is thrown out before we can eat it”
- **Compost/Vermiculture**
 - 89: Compost lesson from his father as a boy.
 - 117-121: Meeting Alison Cohen who introduces Will to Vermiculture. First attempt at keeping the worms alive and the beginning of the process Will creates and uses. “Black Gold”- the worm casting that became successful compost.
 - 124: Foodshare Warehouse. Liquid compost
 - 134-136; 187: process of gathering compost materials
 - 164-165: With an excess amount of compost, they found alternative ways to market the excessive worm casting: Milwaukee Black Gold Tea and to go bags of fertilizer.
 - 175-179: Will’s Compost. HOW TO Section.
 - 189:depletion of soil nutrients
 - 220-25:compost and energy
- **Urban Gardening:**
 - 134: Environmental Challenges when trying to start an Urban Garden: Soil fertility.
 - 189-190; 192: Utilizing Vertical Space to maximize the room for production.
 - 194-197: Aquaponics System: Growing fish and vegetables in the same linked system. Attempts to maximizing productivity and space using an efficient system to minimize costs.
 - 198-199: “Hoop Houses”- Simple Low cost greenhouses effective for inner city communities.
 - 200: edible “Potager” Garden- in Chicago.
 - 220-222: Creative ways to generate heat for hoop houses: chickens. Anaerobic digester
 - Pesticides:
 - 68: Rachel Carson: spoke on the dangers of chemical pesticides.
 - 166: Pesticides effects on the bees.
- **Community Supported Agriculture (CSAs)**
 - 115: Explains the CSA model,pros and cons.

Community

- **Urban Planning:**
 - 142-146: “The idea that people in cities should eat food grown within a few miles was not always a strange idea.” Discusses the change in urban planning. Introduces Jerome “Jerry” Kaufman, professor in the department of urban and regional planning.
 - 186: The benefits Will sees from bringing agriculture back into urban planning: remedy to moral, health, and as a counter to damaging the environment.
 - Community Building: also see Community Projects under “**Education**”

- 169-172: Walnut Way Conservation Corporation movement to transform Lindsey Heights: Block party, peach orchard, preventing new fast food restaurant from coming in, planting in the community.
- 222-226: Will talks about his success and its dependency on strong relationships/partnerships with different community businesses.
- 233-235: Dereck Cunningham, runs the non-profit Lynch-Grows. How his business benefits the community: saves the city 50,000 by providing space for composting materials, farmers market, reaches out to members of the community whom have a disabilities or special needs.
- 243-245: Growing Power workshops: Connecting community on a global scale.
- Social Capital: *Definition: the networks of relationships among people who live and work in a particular society, enabling that society to function effectively. (O.E.D.)*
- **Poverty:**
 - xii-xiv, 8, 31-32, 44-45, 64-65, 142-145, 156-158, 171, 186-187, 212
- **Urban Disinvestment:**
 - 20: Example for Silver Spring Drive
 - 143: 20th century urban movement and dismembering of local agricultural system.
- **Ecological Community**
 - 136: Will's vision for the start of an ecological community: Intercepting organic waste before it goes to the landfill.
 - 187: "A broad vision was taking place in my head of a new urban ecology, where a city's waste could connect to its food-producing stream and where small facilities like my own could be not only food stands but also food producers."
 - Family History and experience: also see sharecropping under "**Food systems.**"
 - 43-50: Family story from grandparents to his parents union.
 - 52-62: Will's early childhood and grade school years:

Race

- **American historical Context:**
 - 6: During the movement of away from farming, the argument as to best way to self-improvement. W.E.B. DubBois- Success through higher liberal education vs. Hooker T. Washington.- development of practical skills
 - 44: Chickasaw tribe enslaving African Americans after the civil war had ended.
 - 55-56: "White flight" in 1905 in Ken Gar. Black community growing "on the other side of the tracks." Major differences in access: running water, sewage. Segregation.
 - 78-79: Quick summary of some of the current events of the time: assassination of Martin Luther King Jr., Bobby Kennedy shot, War in Vietnam.
 - 146: Freedom Rides- told in reference to the life story of Jerry's Brother Arnold.
 - 168: "Redlining" Real-estate agents systematically denied housing to people of color.
 - 183: Farm crisis of 1980 and impact on mental health: specifically suicide rates.
 - 212: Mound Bayou: Historical black town.
- **The Great Migration:**
 - Xi: History of agriculture largely a history of racial exploitation. How the Great Migration (starts to discuss Will's families specific experience) and agricultural production are connected.
 - 1-6:10: Will's mother's story and individual journey migrating north.
 - 31-32: Milwaukee one of the last stops on the great migration. Black population grew from 7,500 in 1930 to 105,000 in 1970.
 - 55-56: Note about housing. Many families traveled north and then found themselves living with multiple families in one home.
 - 97-100: policies that influenced the movement of black farmers to the north.

- 212: Mound Bayou: example of the impacts of the great migration on a specific town. Historically black community and that was once thriving, and now what remain.
- 215-216: Great Migration and Detroit: Illusions of opportunity and actual struggles faced by those who answered calls for advertisements of an improved life.
- **Desegregation: See passages on college experience**
 - 52: Brown vs. Board of education: desegregation of schools.
 - 64-65: Will's experience in his segregated school and early experiences of educational integration.
 - 71-72: Will's first experience of interracial dating despite it being illegal for blacks and whites to marry in Maryland and the backlash he received.
 - 74-75: Being one of two student to integrate the University of Miami program. "black favoritism" belief that black players were being accepted onto teams to satisfy affirmative action, not based on real talent.
 - 76: 1976 Supreme Court ruled it legal for blacks and whites to marry.
 - 80: Noticing deeper racial prejudices when he traveled farther into the south for basketball games.
- **Environmental Racism**
 - 168-170: Sharan's history of moving to Milwaukee: redlining, Federal- Aid Highway act of 1956.
 - 216: Accounts of Redlining in Detroit
- **Decline of Black Farming in America:**
 - 5: In 1920, more than 900,000 farms were operated by African Americans in the United States.
 - Today there are only 18,000 black people who claim farming as their primary occupation.
 - 13: 1990 census, only 25 black people in all of Wisconsin operated or managed a farm.
 - 98-103: Will reflects on how his early experiences at Fondy market was symbolic of black farmers in America: distrust, hurt rather than helped by the government, which he historically traced back to Union General William Tescumseh Sherman who made promises of resettling volunteers with "40 Acres and a mule" (which was later retracted).
 - 98-103: government influence on decline of black farming
 - 155: Average age of Black farmers is higher than general pop. Black farmers are farming later in life, the survival of small farms is dependent on transfer of farmland to the next generation and less people from this that generation are wanting to farm due to hardships witness, experience, etc.
- **Farm Subsidies:**
 - xiii-xiv, 100-103, 113-115, 144, 184, 227, 233
- **Racism:**
 - xii-xiii, 1-3, 37, 52-53, 55, 64-65, 74-75, 78-81, 98-103, 146, 168, 208-210, 212, 215-16

Health and Nutrition

- xii-iii: life expectancy can be predicted based off zip code: how some areas are targeted by different organizations (cigarettes, fast food etc.). Ethnicity/race often a factor.
- 7-8: General health stats: "Nearly half of African Americans born in the year 2000 are expected to develop type II Diabetes."
- 94: Will learns about the repercussions of radiation treatment received as a kid, in the form of Thyroid Cancer (thyroid and skin cancer most diagnosed).
- 104-105: Will is diagnosed with cancer in his parotid gland.
- 144: "Costs" of unhealthy food on society. Obesity has costed \$170 billion annually.

- 160-162: Study of students who have early exposure to hands on garden learning environment are more likely to increase fruit and vegetable intake. Allergies and clean eating.
- 183: Mental Health: Discussion of links in profession to suicide rates/increase in suicides for farmers (originally at the bottom of the risk list) around the farm crisis of 1980.
- 188: Fertilizer and water contamination linked to gastric and bladder cancers.
- 190-191: Sunflower sprouts: high in vitamin D, chlorophyll, protein, calcium- some credit with relieving pain to deodorizing the body.
- 211-212: Dorothy Grady Scarborough: Saw so many people coming into the hospital with illness, wanted to know what was different, believed it was food consumption. Looks and lower Mississippi River Delta, home to some of the most severe health problems in the U.S.
- **Obesity:**
 - xii-xiv, 144, 212
- **Fast Food:**
 - xii-xiv, 54, 143-45, 147, 170-171, 199, 238, 240-241.

Business:

- **Entrepreneurship within local foods:**
 - 229-230: Compost cab.
 - 108: Formation of Fondy Market co-op.
- **Small farms:**
 - 19-20: Decrease in small farms from 1978 to 1992 in Wisconsin, increase on average farm size by 70 acres.
 - 96: Resource for small farms: U.S. department of Agriculture’s Agricultural Stabilization and
- **Conservation Service**
 - 100-101: Income-support programs had the indirect effect of pushing small farmers off their land.
 - 107: Small Farmers coming together to form a co-op.
- **Industrial farming (Commercial Farming);**
 - 5-8: Push for farmers to plant commodity crops
 - 100-101: Equipment differences: Small scale to large scale.
 - 113-15: 1971, Earl Butz becomes secretary of agriculture and his policies reflect the influence of big agricultural business firms. Policies place considerable financial pressure on small to mid-sized farms.
 - 143-4: Industrial farming, urban planning, and technology advancements allow for farming to be done farther away, but at an unseen cost. “to feed just one American, the industrial agricultural system requires, on average, the equivalent of 530 gallons of oil a year.
 - 155-6: Industrial farming effect on price of small farms
 - 223: Industrial farming cuts out the relationships and interactions with the community.
 - 232-33: Commercial sales undermining local business
- **Nonprofits:**
 - 112-118: Farm City Link: Will’s program to reach out to schools and run educational programming
 - 116-17: Heifer International : Non-profit that funds projects in 40 countries: Worm Project
 - 123-26 FoodShare Metro Toronto: Fish system
 - 131-133: Growing Power: the transition from Hope working independently to joining with Will.
 - 156-157: Cabrini Green & The Fourth Presbyterian Church community garden.
 - 217: Black Community Food Security Network.

- 232: Lynchburg grows
- **Product sales:**
 - There are many examples throughout the book where product sales were conducted out of Will's vehicle, at local farmer markets (such as Fondy) or through other roadside stands in an attempt to increase accessibility outside of pairing with markets, co-ops, or larger businesses: 96,97,97-98,107,
 - 17-18: opening of Will's Roadside Farm Market. Importance of presentation from Will's viewpoint.
 - 95: "Truck Farmer": a person who filled back of his pickup truck and drove it busy intersections or markets. Examples also on: 36
 - 115-116: "Market Baskets" CSA inspired food baskets as a reach out to communities with limited access to fresh produce sold at an affordable price.
 - 190-191: Alliance with Sysco to provide foods to schools.
- **Walmart local food initiative:**
 - 224: Wanting to increase the amount of food bought locally to 9%
- **Agricultural Production**

Education

- **Community projects**
 - YWCA (Young Sisters and Brothers leadership program) 34-35; 111-112: 118-119;
 - Neighborhood house (early childhood education and childhood services) 116;126;
 - Cabrini Green Community Garden: 156-7
 - Local/urban / small farms utilize and are dependent upon community projects. Creates stronger community ties.
 - Walnut Way Conservation Corporation: 169-172

Liberal Education and Career Prospects:

- **Growing Power**
 - 12: Finding the property of Growing Power as a for sale property.
 - 131: Federal Art Project: Hopes inspiration for wanting to create some kind of community culture.
 - 132-134: Hope and Will connect resources
 - 141-142: development of greenhouses
- **School- based program**
 - 191-192: Sysco and Will partnership to get fresh produce into the schools.
 - Cabrini Green after school program: 157
- **Youth Programs:**
 - Youth Corps: Growing Power apprenticeship program.158-159
 - YWCA (Young Sisters and Brothers leadership program) 34-35; 111-112: 118-119;
 - Neighborhood house (early childhood education and childhood services) 116;126;
 - Cabrini Green: Erica's work with

Discussion Facilitation Tips:

1. Circular response: Have students sit in a circle. Each student in turn responds to an agreed upon issue or question. Each response needs to clearly state how it relates to the response of the previous person.
2. Hatful of quotes: Come prepared with quotes from the book printed on strips of paper. Students draw a quote from the hat, read it out loud, and then comment on it. Give students a few minutes to think

about what they want to say. (a Powerpoint will be available from Academic Initiatives ; email: commonread@stcloudstate.edu with your request.)

3. Sentence completion: Have students complete a sentence—
 - a. The moment I remember best from the book is . . .
 - b. The question I'd like to ask Will Allen about the book/his work/Growing Power is. . .

[If you use this one, jot them down and share with us at commonread@stcloudstate.edu! We can use them to help shape programming.]

- c. My favorite moment in the book is _____ because. . .

4. Avoid vague questions, for example, “Who wants to start us off?” or “What do you think?” And be comfortable with silence because you will need to allow participants time to reflect before answering.

Questions for Discussion

Before You Read:

What do you know about local growing seasons and growing conditions where you've grown up? What sorts of food is grown locally? Do you have a Farmer's Market in your community?

Think about where you can buy groceries. How far from your residence must you travel? Is this food source accessible by public transportation or only by car? In how many stores must you shop to have a balanced, healthy and affordable diet?

What do you know about 'food insecurity'? Do you know what resources there are for people living without sufficient access to food? What do you know about the food stamp program? What it covers? Where it can be used?

How have different types of food or familiar dishes shaped you growing up?

Are you aware of and can you identify the ways in which your food choices have an impact on the environment? Specifically within your community?

While You Read:

What are the challenges that Allen identifies in the local community with regard to access to convenient, affordable, healthy foods? How does he explain the connections between communities and the land?

Describe the neighborhood in Milwaukee where Allen sets up his urban gardening program. What key issues does that neighborhood face (e.g., food access issues, poverty, social issues)?

What life circumstances lead Allen to his urban gardening work? How does he use skills from his varied work life experiences to operate the garden? What aspects of his prior life does he highlight as influential on the work he now does?

“The fate of a seed can be predicted by the health of the soil where it takes root,” Allen writes. “This is true of summer crops. It can be true, in another sense, of people.” In what ways does *The Good Food Revolution* try to draw a connection between ecology and human development?

Allen identifies himself as the child of a sharecropper. What is sharecropping and how is it situated within American history? What has been its impacts?

How does Allen’s project connect to the historical experiences of African Americans? How does Allen connect his own experiences to the Great Migration, the movement of Blacks from the rural South to the urban North, Midwest and West?

How has the disruption of the relationships that African Americans had to the earth impacted their health and well-being? What historical and political forces engendered this disruption? How might the kind of reconnection that Allen advocates change the health of communities?

What are some of the techniques and infrastructures Allen pioneers to develop innovations in sustainable urban agriculture?

After You Read:

After reading the book, have you changed the way you look at our food systems? If you are inspired to do things differently, what changes will you make? How might similar issues be addressed in a rural community in the US? Elsewhere around the globe?

Why do you think Allen has been so successful? What is it about him that really captures the imagination? What factors of his background contribute to his success? What is it about the way he interacts with people and the community that helps foster his success?

The development of Growing Power depended on a number of committed individuals -- from Alison Meares Cohen of Heifer International, who funded Mr. Allen’s first work with works, to Hope Finklestein, who provided the organization its name and shaped its mission as a “community food center.” What does the book seem to say about the roles of chance encounters in our lives? How much does it suggest that we are self-determined and how much the product of other people?

Mr. Allen has described his urban farm as a “work in progress,” and the book reveals how his urban farm has developed incrementally over two decades. He says that “all big things are created by a slow and steady accumulation of small, stumbling steps.” Are there cases in your life where you have not pursued a passion because the road ahead seemed too long or where your idealism has led to inaction? What might be a takeaway from Allen’s experiences.

Assignments and Activities

Where does your food come?

There are two variations on this theme as a class activity. In one variation, you can ask students to trace the history of a typical food item in their diet (e.g., your breakfast banana). In another variation, they can try to map where their food has travelled from for a week. Either research activity can foster a discussion about food access and affordability, as well as an examination of the food supply chain.

Food and Wellness

Have students reflect on their own eating habits. What areas could use improving? What personal barriers prevent you from making these changes? Are there environmental barriers that contribute? As a child, what messages were you given about healthy eating, specifically about eating vegetables? How has that shaped your relationship with healthy food?

Related curriculum to the above two activities from The No Impact Project:

<http://noimpactproject.org/educators-middle-high-school-environment-curriculum-html/lesson-plan-3-of-5-food/>

Food Insecurity Activities

Have students visit <http://www.feedingamerica.org/hunger-in-america/quiz> and take the quiz OR you can use it in class for an in-class discussion. Discuss how much people knew or didn't know about hunger and food insecurity. For a point of comparison, St. Cloud is among the top 10 poorest cities in MN with a 24% poverty rate.

Use the M&M Hunger Banquet in class: <http://stcdio.org/wp-content/uploads/sites/21/2013/06/MM-hunger-banquet.pdf>

Out-of-class follow-up: encourage/require students to attend the Oxfam Hunger Banquet in November.

Privilege and Oppression

To help students with framing the context of privilege and oppression in which Will Allen's work is situated in the book, instructors can seek to unpack the ways that people can be both privileged and oppressed. Peggy McIntosh's Invisible Knapsack activity is a classic and rich starting point for these conversations:

<http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Gardening Activities

Cornell University has a Garden-based Learning curriculum with some rich activities:

<http://gardening.cals.cornell.edu/>. If you are interested in using our local community garden located by the Women's Center, to utilize these activities:

- Contact Tracy Ore, tore@stcloudstate.edu
- Participate in St. Cloud State Community Garden work days, which take place Wednesdays, 4-6 and Sundays, 3-5

Carbon Footprint Assignments

Have students calculate their carbon footprint and/or that of their family. Then ask them to research three specific actions they could take immediately to reduce their carbon footprint. To tie back to the book, have them make a specific suggestion related to their place in the food chain.

There are several Carbon Footprint calculators available on-line. A standard one that takes into account the country in which one lives relative to the rest of the world is found here:

<http://www.nature.org/greenliving/carboncalculator/index.htm>

And the BBC has a website with links to calculators to analyze the carbon impact of travel:

<http://www.bbc.com/travel/story/20130531-how-big-is-your-carbon-footprint>.

Life Purpose Assignment/first year seminar assignment

Will Allen's own career and life journey is a very interesting case for discussion with new students as they think about their own major and career planning decisions. "Planned Happenstance" is a theory of how chance events often play a role in shaping a person's career path. So while it is important to plan, one should be prepared to be flexible and persistent in the face of potential setback, willing to take risk and keep an open-mind about new opportunities, and think creatively and optimistically about ones future. An simulation

activity called “This is Your (future) Life” was developed as a tool for first year seminar meetings during First Four, but can also be used profitably to begin a class discussion about goal-setting and/or major and career planning. A full activity guide for this is also available at the Common Reading Faculty Resources page: <http://www.stcloudstate.edu/commonread/faculty.aspx>.

Volunteering and Service Learning Projects

Some instructors may be using Service Learning as part of the curriculum. This book lends itself to so many different opportunities to volunteer or engage in service projects. Please see the Department of Campus Involvement page for more information on what service learning means:

<http://stcloudstate.edu/campusinvolvement/volunteer-service/service-learning/course-component.aspx>

Community Gardens are plentiful in the greater St. Cloud Community, and the campus community garden is an award-winning example, named Minnesota’s Best Community Garden by WCCO TV viewers in 2015:

<http://www.stcloudstate.edu/communitygarden/>. Work days are Wednesdays, 4-6 and Sundays, 3-5 or contact Tracy Ore, tore@stcloudstate.edu for other opportunities.

Local Agencies:

There are many local organizations working on **food security and access issues in Central MN**:

Sustainable Farming Association

Land Stewardship Project

United Way Community Solutions team.

Benton and Stearns CO SHIP programs

Food Access summit -- happens every Nov., usually in Duluth

Catholic Charities Emergency Food Shelf

Tri-Cap

Central MN Food Access Network

Central Minnesota Sustainability Project

Beyond the Book

Growing Power is an organization founded by Will Allen to provide opportunities for inner city teens to grow food for their community. It has since expanded and gained prominence as a national leader in exploring and developing sustainable food systems. Growing Power’s Mission: Growing Power is a national nonprofit organization and land trust supporting people from diverse backgrounds, and the environments in which they live, by helping to provide equal access to healthy, high-quality, safe and affordable food for people in all communities.

<http://www.growingpower.org/>

Resources on African-Americans and Land

The Color of the Land: Reclaiming the African-American Land Ethic <http://www.seesouthernforests.org/case-studies/color-land-reclaiming-african-american-land-ethic>

Glave, DD & Stohl, M, eds. *To Love the Wind and the Rain: African Americans and Environmental History*. Pittsburgh: University of Pittsburgh Press, 2011.

SCSU Library Collections: Call Number E185 .T65 2006

Blogpost: *This land is ours: African Americans should claim their place in the great outdoors*
<http://grist.org/cities/are-black-people-really-afraid-of-the-outdoors/>

U.S. Commission on Civil Rights, *The Decline of Black Farming the United States*, 1982.
<http://hdl.handle.net/2027/mdp.39015053747633>

Gilbert, J, Sharp, G, & Felin, M.S. *The Decline (and Revival?) of Black Farmers and Rural Landowners: A Review of the Research Literature*, 2001.
<https://www.google.com/search?q=the+decline+of+black+farming+in+the+united+states&ie=utf-8&oe=utf-8>

Additional Resources can be found in the LibGuide for the Common Reading Program:

<http://stcloud.lib.mnscu.edu/subjects/guide.php?subject=CommonReadingLibrary2017>

Films

The films listed here are readily available either on campus (SCSU), through the Great River Regional Library system (GRRL), or from an online site such as Netflix or Hulu.

<i>Title</i>	<i>Description</i>	<i>Trailer</i>	<i>Availability</i>
<i>Food Fight (2008)</i>	The story of the battle to save Market Basket, and about the power of ordinary, passionate people to rewrite corporate history	http://www.foodfightfilm.com/see-the-trailer/	SCSU GRRL Hulu
<i>Farmageddon (2011)</i>	<i>Focuses on small local farms that are forced to cease operation by the government</i>	https://www.youtube.com/watch?v=IH_my56FkuQ	Netflix
<i>The Garden (2008)</i>	Tells the story of the South Central Farmers, a group of families who had the largest urban farm in the country until they were evicted by the land's original owner, who may or may not have made a shady backroom deal with the Los Angeles City Council.	https://www.youtube.com/watch?v=dVWZcuGUG6o	SCSU
<i>A Place at the Table (2012)</i>	<i>Food Insecurity. Follows people who struggle to find adequate dietary resources on a daily basis</i>	https://www.youtube.com/watch?v=DKOiT1vY7v0	GRRL HULU
<i>Sustainable Table (2006)</i>	Is a feature documentary that takes an unadulterated look into the food you eat. What's on your plate?	https://www.youtube.com/watch?v=pnXguBoR5rA	GRRL
<i>Fresh</i>	FRESH began as a grassroots effort for a grassroots movement, and it's been tremendously exciting to see the movie spread like wildfire. Within a month of our launch in April 2009, we received over 20,000 visitors and hundreds of screenings	http://www.freshthemovie.com/	GRRL

	were organized. Today, FRESH is a community of over 100,000 advocates for healthier, more sustainable food, a film that's used all over the world as a platform to raise awareness and connect people to solutions in their community. But that's not good enough.		
<i>Forks over Knives (2011)</i>	<i>Scientific based film. Strong opinion towards anti-animal eating</i>	https://www.youtube.com/watch?v=O7ijukNzIUg	GRRL Netflix
<i>How we feed the World</i>	HOW WE FEED THE WORLD is a film about food and globalization, fishermen and farmers, long-distance lorry drivers and high-powered corporate executives, the flow of goods and cash flow—a film about scarcity amid plenty. With its unforgettable images, the film provides insight into the production of our food and answers the question what world hunger has to do with us .	http://www.we-feed-the-world.at/en/trailer.htm	GRRL
<i>No Impact Man</i>	Follow the Manhattan-based Beavan family as they abandon their high consumption 5th Avenue lifestyle and try to live a year while making no net environmental impact.	https://www.youtube.com/watch?v=Z9Ctt7FGFBo	GRRL
<i>Fed up (2014)</i>	<i>Diets of children in America. Focus on the massive amounts of sugar pumped into our diets</i>	https://www.youtube.com/watch?v=aCUbvOwwfWM	GRRL Netflix
<i>King Corn</i>	King Corn takes a look at the industrialization of our food system through its most ubiquitous vegetable: corn. The demise of family farms, government food subsidies, and high fructose corn syrup — corn ties it all together.	https://www.youtube.com/watch?v=tGSsScjwQ3Y	SCSU GRRL
<i>Food Inc. (2008)</i>	Focuses on the condition of the American food system and industry, revealing that this aggressive model is spreading throughout the world. With a real format, it combines interviews to producers and farmers, smothered by large multinationals wanting to implement their own production methods no matter the consequences.	https://www.youtube.com/watch?v=5eKYyD14d_0	SCSU GRRL Netflix Hulu

<i>The Future of Food</i>		https://www.youtube.com/watch?v=n9Y_QH_c70s	SCSU
<i>The Beautiful Truth</i>	Raised on a wildlife reserve in Alaska, 15-year old Garrett was interested in the dietary habits of their animals. After the tragic death of his mother, Garrett s father decided to home-school his son and assigned a book written by Dr. Max Gerson that proposes a direct link between diet and a cure for cancer.	https://www.youtube.com/watch?v=bF7boUEKnOI	