

**Land and Food Systems 250**  
**LAND, FOOD AND COMMUNITY I**  
**Faculty of Land and Food Systems**  
**The University of British Columbia**  
**2013-2014**

**Instructors**

Prof. Hannah Wittman, Faculty of Land and Food Systems, Food, Nutrition & Health  
[hannah.wittman@ubc.ca](mailto:hannah.wittman@ubc.ca) Office: FNH 210

Will Valley, Faculty of Land and Food Systems, Integrated Studies in Land and Food  
Systems, PhD candidate  
[wcvall@mail.ubc.ca](mailto:wcvall@mail.ubc.ca) Office: MCML 170A

**Course Coordinator**

Chessa Adsit-Morris [cadsit@gmail.com](mailto:cadsit@gmail.com)

**Teaching Assistants**

- Ghazal Ebrahimi [ghazal\\_arch67@yahoo.com](mailto:ghazal_arch67@yahoo.com)
- Adrienne Levay [alevay@ualberta.ca](mailto:alevay@ualberta.ca)
- Camil Dumont [camildumont@gmail.com](mailto:camildumont@gmail.com)
- J. Dennis [dennis.jess.dennis@gmail.com](mailto:dennis.jess.dennis@gmail.com)
- Leanna Killoran [leannakilloran@gmail.com](mailto:leannakilloran@gmail.com)
- Nicolas Talloni [nicotalloni@gmail.com](mailto:nicotalloni@gmail.com)
- Samantha Gambling [samanthagambling@gmail.com](mailto:samanthagambling@gmail.com)
- Tugce Conger [tugceconger@gmail.com](mailto:tugceconger@gmail.com)
- Zoe Tennant [tennantzoe@hotmail.com](mailto:tennantzoe@hotmail.com)

**Learning Objectives of the LFC Series**

The Land, Food and Community (LFC) series (LFS 100, 250, 252, 350, and 450) is the academic core of all programs in the Faculty of Land and Food Systems (LFS). The objective of the LFC series is to create learning opportunities that encourage us to become citizens, professionals, and leaders who understand the opportunities and obstacles to creating regional, national and global food systems that are ecologically, socially and economically sustainable.

The objectives of the LFC series are achieved through a pedagogical approach and learning environment that we call the “Ecology of Knowledge”, a theory that helps people to understand “how we know what we know.” “Ecology of Knowledge” refers to how knowledge is created, and re-created, in the many diverse contexts in which it emerges. It also examines how knowledge is produced, distributed, and shared. In the LFC series we foster a learning environment that values diversity, encourages excellent oral and written communications skills, and cultivates the ability to work creatively and cooperatively in team settings. Course instructors and teaching assistants are viewed as facilitators and resource people who participate in a “community of learners” with you and your classmates.

Students who have completed the LFC core series are systems thinkers, able to work collaboratively in multicultural, inter- and trans- disciplinary teams to develop solutions for complex, multi-stakeholder issues related to food, health and the environment. Incorporating academic and community perspectives, they apply their knowledge in an environmentally, socially and economically sustainable manner to community food security challenges. The LFS core series courses provide students with the opportunity to acquire and apply the fundamental knowledge, tools and expertise required for successful participation in food security and sustainability initiatives.

Upon completion of LFS 250, successful students will be able to:

- 1) Critically reflect on diverse ways of seeing and knowing
- 2) Apply systems principles to issues in land and food systems
- 3) Collaborate effectively and professionally as members of a multicultural, interdisciplinary community of learners.
- 4) Engage with multi-stakeholder communities in British Columbia to characterize complex food systems
- 5) Apply basic communication, critical thinking and research skills

### Assignments and Due Dates

Assignment	Percentage of Grade	Due Date	Marks Returned
Group Presentations (3)	10	Varies (see table below)	One week after presentation
On-line Quizzes	10	Varies	Immediately
Reflective Journal Entries	10	Journal 1 September 30	October 7
		Journals 2-4 November 15	December 6
		Journals 5-6 March 17	March 24
Dairy System Report	10	November 12	November 19
Midterm Exam	15	Open December 9 Closed December 20	January 7
School Food System Report	10	February 11	February 18
Literature Review	10	February 25	March 11
Final Project Presentation	5	April 8	April 15
Final Project Report	10	April 10	April 22
Participation	10	On-going	N/A
• Breakout Room Activity			
• Secret Letter			
• Individual & Group Assessments			
• Group Multiplier			
	April 15	N/A	

## A note on Plagiarism

- Plagiarism is a serious offence that can result in expulsion. Please ensure that you understand what qualifies as plagiarism before you hand in your paper. Never use another author's ideas or phrasing without indicating a source, and use quotation marks when quoting. (Website for UBC Guide to Academic Integrity <http://learningcommons.ubc.ca/guide-to-academic-integrity/>)

## A note on Late Penalties

- Our general policy is to deduct 5% per day penalty for late assignment submissions. Exceptions will be made for prior arrangements for a late submission made with your TA (48 hours advance notice required), or documented illness (i.e. a doctor's note is required).

## Assignments

### 1. Group Presentations

Each group will develop a 20-minute multi-media presentation relating concepts from the assigned week to a newsworthy contemporary or historical food systems problem. Presentations should present two or more competing viewpoints or perspectives related to the debate around a particular topic. Please check in with your TA one week prior to your assigned presentation date to discuss your presentation topic.

Each presentation should include an introductory digital media "hook" – a brief activity that captures the audience's attention, adds creativity to your group's presentation and allows the group to develop your digital media skill set.

- 1<sup>st</sup> and 2<sup>nd</sup> Presentation – Conduct and produce a 1-2min 'Streeter' – see instructional video on Connect for more information on how to create a Streeter.
- 3rd Presentation – Create a 2-3min video or a PechaKucha style introduction (see [www.pecha-kucha.org](http://www.pecha-kucha.org) for more info)  
Presentations needs to be **UPLOADED ON on the Assignment Section of CONNECT no later than 9 am** on the morning of the presentation. Please Name files as follows (Group X – Presentation 1; Group X – Presentation 2), etc.

REMINDER: You must provide complete citations [on individual slides and in the final bibliography] for all material used in the presentation, including images downloaded from the web, videolinks, quotes, figures, etc. See <http://learningcommons.ubc.ca/what-we-offer/writing-centre/> for referencing guidelines.

## Marking Rubric for Presentations

Presentation of clearly sourced case describing a food systems problem 20

- Should be recent, newsworthy. If a historical problem is chosen, should indicate relevance for contemporary food systems. Good presentations go beyond the 'headline' cases to analyze more complex problems. Local or global OK.

Clear identification of competing perspectives or positions 10

- This aspect of the presentation should not be "arguing" a case but rather presenting several sides of an issue. Fine to bring in personal experience and opinions, but should be bolstered with scholarly evidence.

- Soundness of argument, based on the presented evidence 10
- The presentation should make a case regarding the evidence – here the group can highlight perhaps why one perspective is more valid than another. Is the presentation convincing?
- Relation to and extension of week’s readings 20
- The presentation SHOULD NOT SUMMARIZE the readings. Rather, the presentation should critically reflect on an aspect of the week’s readings that is relevant to their case. How does the case exemplify the concept at hand, or contradict them?
- Discussion questions and class involvement activities 20
- Here, the group must facilitate a broader group discussion not only of the case they have brought forward, but in relation to the week’s readings as a whole.
- Summary presentation file (PPT including bibliography) 20
- The PPT file including a slide with cited references must be uploaded to **Connect no later than 9 am** (use filename Group X – Presentation 1, etc) on the day of the assigned presentation. The TA will then have the presentations loaded and ready to go at the beginning of the break-out session. Marking is based on timeliness, tidiness, creativity and overall professionalism of the presentation (attention to detail, typos, citations, etc).

### Team Presentation Schedule

The team presentations will take place in parallel in rooms

- SWNG 107
- SWNG 309
- SCRF 209
- SWING 109
- SWNG 405
- DMP 110
- SWNG 305
- SWNG 407
- SWNG 307
- SWNG 409

Date	SWNG 107	SWNG 409	SWNG 109	SWNG 305	SWNG 307	SCRF 209
09/17	1 & 2	7 & 8	13 & 14	19 & 20	25 & 26	31 & 32
10/01	3 & 4	9 & 10	15 & 16	21 & 22	27 & 28	33 & 34
10/15	5 & 6	11 & 12	17 & 18	23 & 24	29 & 30	35 & 36
10/29	1 & 2	7 & 8	13 & 14	19 & 20	25 & 26	31 & 32
11/12	3 & 4	9 & 10	15 & 16	21 & 22	27 & 28	33 & 34
11/19	5 & 6	11 & 12	17 & 18	23 & 24	29 & 30	35 & 36
02/04	1 & 2	7 & 8	13 & 14	19 & 20	25 & 26	31 & 32
02/11	3 & 4	9 & 10	15 & 16	21 & 22	27 & 28	33 & 34
02/25	5 & 6	11 & 12	17 & 18	23 & 24	29 & 30	35 & 36

Date	SWNG 309	SWNG 405	SWNG 407	DMP 110
09/17	37 & 38	43 & 44	49 & 50	55 & 56
10/01	39 & 40	45 & 46	51 & 52	57 & 58
10/15	41 & 42	47 & 48	53 & 54	59 & 60
10/29	37 & 38	43 & 44	49 & 50	55 & 56
11/12	39 & 40	45 & 46	51 & 52	57 & 58
11/19	41 & 42	47 & 48	53 & 54	59 & 60
02/04	37 & 38	43 & 44	49 & 50	55 & 56
02/11	39 & 40	45 & 46	51 & 52	57 & 58
02/25	41 & 42	47 & 48	53 & 54	59 & 60

## 2. On-Line Quizzes

You will be required to complete short quizzes through Connect on most weeks in term 1 and 2. These quizzes will be based on material from readings and lectures and are designed to reward students that are keeping up with weekly readings and attending lectures. The quizzes are worth 10% of each term. The schedule of quizzes will be posted in Connect within the first week of term 1.

## 3. Reflective Journal Entries

- **Due on September 30 (1), November 15 (2-4) and March 17 (5-6)**

This individual assignment should be carried out on an ongoing basis during the term. The assignment will guide you through thoughtful and critical reflection on the course material and activities. Spending quality time on your journal on a regular basis will make preparing for the other course assignments much easier and less time-consuming. Your task in journal writing is to capture the main concepts and ideas invoked in the guiding questions within a framework of *articulated* personal reflection. *You must address the guiding question(s) and demonstrate an understanding of the materials upon which the question(s) is/are based.* The journal is a record of your experiences in this course, a forum for demonstrating your comprehension of course material, and an opportunity to develop your ability to write in a structured, reflective manner.

The text must be saved in .doc or .docx format. Please include your Last Name in the filename (i.e Valley Journal Entry 1). Each entry is expected to be double-spaced, from 400 to a maximum of 600 words. Upload your document to the Reflective Journal submission page under the Assignments Tab in Connect.

### Articulated Reflection Guidelines

Reflective writing is not simply documenting your feelings or describing an activity that occurred in the past. It is a systematic process that allows the writer to derive significant meaning from important activities. The knowledge and wisdom that you personally hold, which creates your understanding of the world you live in, is not based on experiences alone. Rather, it is your internal dialogue between experience and reflection, comparing previous experiences to new ones, that brings into existence your ever-changing worldview.

Reflective journal writing is not easy. The format below is intended to help guide you through the reflective process in an efficient manner. These guidelines will initially feel artificial or forced, but after a few entries, the organization of this style of writing will feel more natural. Your entries should follow the structure below, dedicating a separate paragraph to each section.

#### 1. What did I learn?

- This paragraph can begin with a statement like *“From these readings / experiences, I learned / realized that...”*

#### 2. Why does this learning matter, or why is it significant?

- This paragraph can begin with a statement like *“This learning / insight matters because...”*

3. In what ways will I use this learning; how has this learning changed my perspective; or what goals shall I set in accordance with what I have learned in order to improve myself, the quality of my learning, or the quality of my future experiences?

- This paragraph can begin with a statement like “*In light of this learning / realization / insight, ...*”

### Evaluation of Journal Assignments

*An Excellent journal entry will meet the following criteria:*

- Consistently avoids typographical, spelling and grammatical errors.
- Describes learning that is relevant to reflection category (*i.e. what, how, why, in what ways*) and keeps the discussion specific to the learning being articulated.
- Makes statements of fact that are accurate, supported with evidence and properly referenced.
- Consistently expands on, expresses ideas in another way, provides examples/illustrations.
- Addresses the complexity of the problem; answers important question(s) that are raised; avoids over-simplifying when making connections.
- Gives meaningful consideration to alternative points of view, interpretations.
- Demonstrates a line of reasoning that is logical, with conclusions or goals that follow clearly from it.
- Draws conclusions, sets goals that address a (the) major issue(s) raised by the experience.

### Rubric for Journal Entries

Categories	Excellent	Very Good	Good	Poor
<b>Proficiency in Course Material</b>	Clear evidence that readings and class activities were done. Critical connections between readings and class activities are present.	Evidence that readings and class activities were done. Connections are made between themes within the material.	Some evidence that readings and class activities were done. Connections are made between themes within the material at a superficial level.	Little evidence that the writer attended class or completed readings.
<b>Creative/ Original Reflection</b>	Clear links between class material and personal experience(s), current events, other courses, etc. Evidence of thoughtful processing of concepts learned. Shows risk in thought. Can hear a unique voice of the learner. Follows the <i>Articulated Reflection</i> framework in assignment description.	Some surface-level connections between class material and personal experience(s), current events, other courses, etc. Insights are consistent with current knowledge on the subject. Follows the <i>Articulated Reflection</i> framework in assignment description.	Connections between class material and personal experience(s), current events, other courses, etc are present but need strengthening. Somewhat follows the <i>Articulated Reflection</i> framework in assignment description.	Linkage to personal experience(s), current events, other course, etc. not made. Poor explanation of personal views. Language and thinking lack development. Does not follow the <i>Articulated Reflection</i> framework in assignment description.
<b>Quality of Writing</b>	Writing is easy to understand; reader doesn't have to work at it. Unimpeded flow of ideas.	A few grammatical and style errors. Overall, writing is clear.	Grammatical and style errors are beginning to impeded clarity of writing.	Many grammatical and style errors. Significant effort is needed to understand writing.

## **Journal Assignments**

### **Entry 1**

Rarely is a person left without a strong impression from participating in the Barna game. Reflect on the most significant insights that you gained from this experience.

### **Entry 2**

We are fortunate to have access to such a unique facility as the Centre for Sustainable Food Systems at UBC Farm. A short distance away from our lecture hall, we can access hands-on learning, connecting the words and images within our textbooks to actual experiences. Reflect on the most significant insights that you gained from your tour of the UBC Farm.

### **Entry 3**

All five senses are invoked during the Kitzel Farm field trip to a working dairy, highlights often being centred on the smells, sights, and sounds. Reflect on the implications of being a dairy farmer. What are the costs and benefits of this lifestyle in social, environmental and economic terms?

### **Entry 4**

Most lecture halls have signs at the entrance that say, 'No Food or Drink'. Each year, we temporarily disregard those pragmatic public postings and learn through tasting. Reflect on the most significant insights that you gained from the sensory evaluation of milk products session.

### **Entry 5**

With consideration of the lectures and guest speakers on animal welfare, reflect on **your** ethical position concerning the following topics:

- CAFOs - Concentrated Animal Feeding Operations (industrial feedlots)
- Small-scale farms that raise animals for meat
- Hunting animals for food

### **Entry 6**

Taking learning outside of the classroom can be a risky venture for students, teachers and community partners due to the increased number of unknown factors that can occur. This loss of control can create anxiety for all involved; but these feelings can also help expand comfort zones and preconceived notions of how and where learning occurs. Reflect on your school visits and experiences as part of the Think&EatGreen@School project.

## 4. Dairy System Diagram and Report

This is a collaborative group assignment consisting of a diagram and report on the B.C. Dairy System. This assignment is based on material presented by lectures, the field trip to Kitzel Farm, the sensory evaluation of milk products, and the information provided by invited speakers and course readings.

**The project should include the following:**

1. **Diagram 20 points:** modeling the BC dairy system depicting the relationships and interactions between the following:
  - a. Boundaries - describe where the BC dairy system begins and ends.
  - b. Goals
  - c. Components of the System
    - Key Actors – who are the people that make decisions about the dairy sector in BC, and who is affected by these decisions?
    - Policies – what kinds of policies affect the BC Dairy system?
    - Infrastructure – what kinds of physical infrastructure are present and/or needed for the dairy system to function?
    - Inputs - what is brought into the BC dairy system? How does this relate to the previous question about boundaries?
    - Outputs – what leaves the dairy sector?
2. **Report**
  - a. **10 points:** A section in your paper should identify where the Kitzel Dairy Farm fits into your diagrammatic Power Point poster model. You should explain the boundaries, goals, components, and interactions at the Kitzel Dairy Farm.
  - b. **30 points:** As a team, formulate a set of attributes that describes the social, economic and ecological sustainability of the Kitzel Dairy Farm. Develop and define a set of criteria and indicators to describe and measure each element of sustainability. Provide your team reflections about the challenges, present and future, to the sustainability of the Kitzel Farm.
  - c. **40 points:** Develop concise answers to the following questions
    - What is the community context for the Kitzel Farm, and how has it changed since the 1950's? What has changed in the last several years at Kitzel Farms? Describe the urban/rural interface as it pertains to the Kitzel Farm.
    - How does the Kitzel Farm system relate to its physical/biological environmental setting (agroecology/land stewardship; water resources; waste management)? Include climate, landscape, soils, vegetation, water and wildlife.
    - How do domestic (supply management) and international government policies (NAFTA, GATT, WTO) influence the Canadian dairy system and the Kitzel Farm?
    - Explain the role of processing and packaging on the quality of milk products. After raw milk leaves the dairy farm, how does each sector of the dairy system (processing - distribution – consumption - waste/productive recycling) ensure that milk products are wholesome, safe, and nutritious for human consumption, with minimal negative impacts on the environment?



The team report should be **double-spaced**, and should be a **maximum of ten pages** *plus* your reference section, title page, and the Power Point poster or Prezi link. Please submit the paper and the PowerPoint diagram as individual files in the Assignment section of the LFS 250 Connect site. (For example, Group\_01\_Dairy Report\_2013 in the Dairy System Report section and (Group\_01\_diagram\_2013) in the Dairy System Diagram section).

Appropriate in-text citations must appear for all material referenced in the paper (including guest speakers, the Kitzel family, readings, lectures, etc), as well as in the reference section in the report. Please use the APA style for in-text citations and for the reference section of the report.

**Proofread your work!** Spelling, grammar, proper referencing, clarity, and organization will be taken into account. A penalty of up to 10% can be given to a paper that does not meet the academic writing standards of university students.

### **DIAGRAM Requirements**

You should creatively design this diagram with your team using either PowerPoint or Prezi.

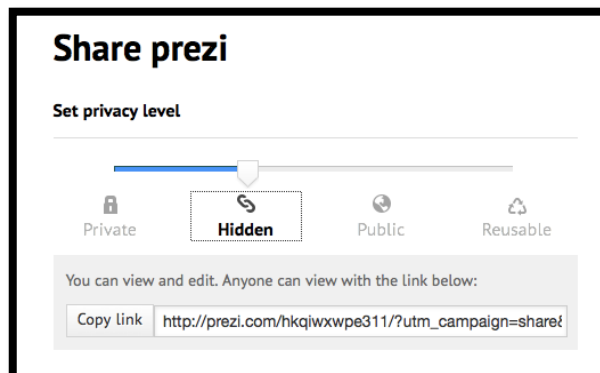
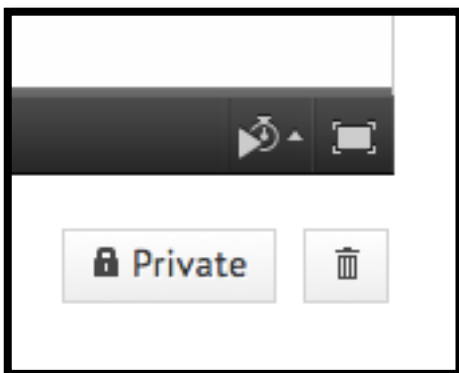
#### **To Set up and Submit a PowerPoint:**

- Go to Page Set Up in the “File” icon and select “Custom” in the “Slides sized for” box. Set your parameters to 48 inches wide x 36 inches high. Use the text box icon to create text boxes for the poster title, authorship, and various sections of text and diagrams within the diagram. You will create a single “slide” that is 48 x 36 with a number of text and diagram boxes within that particular slide. That file [Group X – Dairy Report] should be posted in the Dairy System Diagram section of LFS 250 Connect assignment site

#### **To Set Up and Submit a Prezi**

- Go to <http://prezi.com/pricing/edu/> and create a free account using your UBC email address.
- If new to prezi, take the start-up tutorial to familiarize yourself with the application.
- Create your prezi, and submit the link to the completed presentation in Connect.

On the bottom right of the prezi screen, you will see the **Private** (above, left image). Click on it to change privacy settings from Private to Hidden (above, right image)



## 5. Midterm

A multiple choice midterm exam will be released at the end of Term 1, between Monday, December 9 and Friday, December 20. Students will be able to access the midterm through Connect at anytime between the dates and can complete the exam in any location of their preference. The exam is an individual assessment and will have a time limit of 1.5hrs. Once initiated, you will have to complete all of the questions within the allotted time. Exam questions will be assigned randomly through Connect from a large set of exam questions. Questions will be based on Term 1 material covered in readings, lectures, and field trips.

## 6. School Food System Diagram and Report

This assignment has 2 sections:

1. A Model of your school's food system (50 points)
2. A maximum 4-page (double spaced) paper based on the questions below (50 points)

### MODEL Requirements

You should creatively design this model with your team using either PowerPoint or Prezi (see instructions for creating and submitting a Systems Diagram in the Dairy System Assignment).

**IMPORTANT:** Most of the information needed to create your model can be found through school websites and brainstorming amongst group members. The only information that needs to be gathered during your school visit is for section (e.), components. You will need to ask your school contact if the school has a garden (or other food growing area), cooking facilities, and/or composting system.

The **diagram modeling your school's food system** should identify and depict the relationships between the following elements:

- a) School name & neighbourhood in which it is located
- b) Student population
- c) Goals/Objectives of the school food system
- d) Physical Boundaries – indicate where the nested levels within the food system begin and end.
- e) Components of the System
  - a. Key Actors – who are the people that make decisions about the food system, and who are the people that are affected by these decisions?
  - b. Infrastructure – what kinds of physical infrastructure are present and/or needed at this school?
  - c. Inputs - what is brought into the school food system? How does this relate to the previous question about boundaries?
  - d. Outputs – what leaves a school food system?

## Written Report

### Part 1 – Integrating Past Experiences (1 page)

· Describe your group’s past experiences with school food systems. Highlight significant insights from the similarities and differences in experiences amongst group members.

### Part 2 – Reality as “it could be” (1 page)

· Describe your group’s utopian vision of an ideal school food system.

### Part 3 – Your school’s food system model (2 pages)

· How does your group’s past experiences and utopian vision of a school food system compare to the school that your group visited? Make reference to the interactions and relationships within your model in your comparison.

Submit one file per group named with your team name and year (eg. Group\_01\_School Food System Report 2013) in the designated section of the LFS 250 Connect assignment site.

## 7. Literature Review

Over the course of your undergraduate degree, a number of your assignments will require you to conduct a literature review. The purpose of a literature review is to demonstrate your understanding of the broader concepts and findings from relevant research that create the theoretical foundation of the topic under investigation. In writing the literature review, you need to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. Remember, a literature review is not just a descriptive list of materials, or a set of summaries. Aside from developing your writing skills, a literature review will:

- expand your knowledge base on a given topic
- demonstrate your ability to find relevant information from reliable sources
- demonstrate your ability to organize, assess, and synthesize a body of information

These articles will give you enough background to construct a theoretical basis for your tasks within the Think&EatGreen@School project. From these articles, you are required to write a **6 page** (double spaced) essay includes a discussion of the following issues:

- What is the current context of our food system and food security in BC and how does it relate to the global food system? (20 points)
- What are the connections between food, health and the environment in BC and globally? And, why are these connections often overlooked when using scientific methods of inquiry? (20 points)
- Describe the concept of ‘Food Citizenship’ and how it relates to the current context of our food system. (10 points)
- How does the concept of *food citizenship* connect to teaching and learning in our education system and the current state of school food systems in North America? (10 points)
- What is the role of the Think&EatGreen@School project and how does it relate to the above concepts and institutions? (20 points)

You must provide appropriate bibliographical references and citations whenever you are citing or quoting the work of another author, including the author of the works you are critically reviewing.

Please use the American Psychological Association (APA) Style for citing references in the text and within the reference section of the paper. Guidelines for the APA Style can be accessed at the following web address: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>

**Readings (accessed on Connect)**

- Briggs, M. (2005). Rethinking School Lunch. In Stone, M. K., Barlow, Z., & Capra, F. (Eds), *Ecological Literacy: Educating Our Children for a Sustainable World* (1st ed.). Sierra Club Books. p. 241-249.
- Capra, F. (2008). The New Facts of Life. Center for Ecoliteracy. Retrieved from <http://www.ecoliteracy.org/essays/new-facts-life>
- Orr, D. (2010). Place and Pedagogy. In *Hope Is an Imperative: The Essential David Orr*. Washington, DC: Island Press. p 262 – 269.
- Ostry, A. (2010). Food for Thought: The Issues and Challenges of Food Security. Public Health Association of British Columbia. Retrieved from <http://www.phsa.ca/HealthProfessionals/Population-Public-Health/Food-Security/default.htm>
- Think&EatGreen@School (2011). School Reports 2010-2011. pp 1-16. On Connect.
- Think&EatGreen@School (2012). Annual General Report 2011-2012. On Connect.
- Think&EatGreen@School (2013). Annual Activity Report 2012-2013. On Connect.
- Wilkins, J. L. (2005). Eating Right Here: Moving from Consumer to Food Citizen. *Agriculture and Human Values*, 22(3), 269-273.

**Literature Review Marking Rubric  
Content (80 points)**

<b>Qualities &amp; Criteria</b>			
<p><b>Content/Information</b></p> <ul style="list-style-type: none"> <li>• All elements of the topics are addressed</li> <li>• Connections between the readings are explicit</li> <li>• The information is technically sound (accurately represented)</li> <li>• Information is communicated in a coherent manner</li> </ul>	<p><b>POOR:</b></p> <p>The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.</p>	<p><b>GOOD:</b></p> <p>The essay is objective and for the most part addresses most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.</p>	<p><b>EXCELLENT:</b></p> <p>The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.</p>

### Quality of Writing (20 points)

- Clarity of sentences and paragraphs (5)
- No errors in spelling, grammar and use of English (5)
- Organization and coherence of ideas (5)
- Follows requirements of length, font and style (3)
- Follows APA referencing style (2)

**TOTAL (out of 100) \_\_\_\_\_**

## **8. Final Report & Presentation- Think&EatGreen@School**

- **Group Presentation - Tuesday, April 08, 2014**
- **Submission of Final Report – Thursday, April 10, 2014**

### **Project Description**

This project, although introduced at the beginning of the course, will begin in Term 2 with sessions devoted to its development throughout the term and comprising the entire final unit of the LFS 250 course. It is a Community-Based Experiential Learning (CBEL) project to be completed by your working group. The project has been evolving from within our LFS 250 course for over a decade. From its inception, the goal of the project has been to gain a better understanding of the food security issues in Vancouver and, where possible, to take actions that contribute to improving the city's food security. This is the 14th year that LFS 250 students will have contributed to the development of the project. In 2009, we introduced an important change in the project by investigating food security issues and learning about food and the sustainability of food systems *within the school system in Vancouver*, initiating a new level of collaboration with the Vancouver School Board, the Vancouver Food Policy Council, Vancouver Coastal Health, several local environmental, health and sustainability-centred food advocacy organizations representing and a wide diversity of stakeholders in the City's food system. In 2010, we investigated the concerns school communities held about food security in Vancouver schools. This investigation also inquired whether schools were considering possible adaptations to reduce institutional carbon emissions and ecological footprints, in response to the legislated obligation of all public institutions in the Province of British Columbia to become carbon-emission neutral by 2010.

In February 2010 our team, alongside 21 co-investigators from university, school and health authorities of Vancouver and community based organizations working on food, health and the environment, was awarded a Strategic Research Grant on the Environment by the Social Sciences and Humanities Research Council of Canada (SSHRC) within its Community- University Research Alliance (CURA) Program. Thus, the Project moved to higher level of complexity and scope, and with this new funding base we intend to move from a phase of **Community-Inquiry** conducted first in Vancouver communities and neighbourhoods to a 5-year phase of **Community-Engagement**. Starting in March 2010, and in consultation with the school communities, we planned a series of School and Community Impact Projects that the student teams from LFS 250 delivered in the fall in 14 schools, supported by our team and graduate students. Although LFS 250 is the most involved course in the Project, there are 7 other courses

from UBC (Faculty of Land and Food Systems; Faculty of Education, and from the School of Architecture & Landscape Architecture) involved in different aspects of the Project. In 2011 and 2012, LFS 250 students conducted a number of activities in the schools: creating lasagna gardens, planting garlic, creating art, carrying out food prepare and share activities, establishing vermicomposting systems in classrooms, and conducting surveys of the school food environment in numerous schools. This year's activities will be similar, requiring students to engage with key stakeholders in the VSB to deliver workshops across the food system.

*A detailed document describing the project will be posted in Connect.\**

## **9. Participation:**

Overall, participation is worth 10% of the course grade and will be derived from a number of different activities in the course:

- **Breakout Room activities**
- **Individual and Group Assessments due on October 29 & February 28**
- **Group Multiplier due on December 3 & April 15**
- **Secret Letter submission on November 26**

### **a) Breakout Room Activities**

TAs will record attendance and rate student participation in breakout rooms.

### **b) Individual and Group Assessment**

While group work can be rewarding it can also be unequally shared and a source of resentment. Students new to group work find difficulty in rating their performance and the performance of others. You will be required to rate your personal contribution to your group as well as how your group is working together on **2 occasions** through an on-line evaluation in the LFS 250 Connect site. Assessments are mandatory but do not have a grade value.

By completing the assessment, you will have specific criteria to fairly and objectively determine the effectiveness of your personal contribution to your group, other group members and the group as a whole. Your TA will monitor your group and personal evaluations to be able to assist groups that are experiencing difficulties or conflict. Working well in groups is a skill that can be developed over time and these evaluations will help you and your group function efficiently in a collaborative, interdisciplinary setting.

### **c) Group Multiplier**

At the end of each term, each group member will give a score for each member of their working team as well as themselves. Scores can range from 0 to 1.1 and are given according to the member's contribution to the group work. A group that worked perfectly together will receive unanimous scores of 1.0 for every member, indicating that work was shared equally within the team. Members who did extra work could receive up to 1.1, members who did less should receive less than 1.0, in proportion to the amount of work they contributed. Instructors and teaching assistants will use these scores to determine a final multiplier for each person. Each individual's group work mark will be multiplied by this number. Your assessment of your team members will remain **confidential** but it is a course requirement. Base your assessment of group members on the criteria for successful group work that is outlined in the Individual and Group assessment.

#### **d) Secret Letter**

The secret letter is a chance for you to anonymously provide feedback on the course material, the instructors, the TAs, the assignments and any other aspect of the course you feel the need to address around the middle of the term. Letters are usually about a page, handwritten or typed, but can be as long or short as you feel is sufficient to express your views. Please provide constructive and honest feedback on what has/has not been effective during your experience so far in the course. The letter, which is due on November 26, is not marked, but it is mandatory. Your TA will check off your name as you hand in your letter. The information from the secret letters is taken very seriously, by the Instructors and TA's, and will be used to improve the course for the remainder of the term and for subsequent years.

### **Detailed Session Schedule**

<i>Week 1 – Course Introduction</i>	<i>September 10</i>
-------------------------------------	---------------------

#### **Plenary Session:**

- Course Introduction – A Systems Approach to Land, Food and Community
- Intro to the Teaching Team
- Introduction to the Ecology of Knowledge

#### **Please Review before Class:**

- The Story of Food, USC Canada, 2009. 5 minutes  
<http://www.youtube.com/watch?v=PzGSHTP-U20>
- About Modern Agriculture, CropLife America <http://www.croplifeamerica.org/crop-protection/modern-agriculture>
- Sage, 2012. “Chapter 1: Introduction: Why Environment and Food?” Pp 1-14 In: *Environment and Food*. London: Routledge.
- Orr, David. 1991. “What is Education for?: Six myths about the foundations of modern education, and six new principles to replace them.” *The Learning Revolution* (IC#27: 52-56). Access via Course Readings Folder in Connect.

#### **Break Out Session:**

- Introductions: TA, Group Members
- Course Logistics
- Mapping a Household Food System (Group Exercise and Discussion)

<i>Week 2 – The Ecology of Knowledge</i>	<i>September 17</i>
--	---------------------

#### **Plenary Session:**

- Community of Learners: valuing diversity and different ways of seeing and knowing
- Exploring the global food system as a socio-ecological system

**Please Review before Class:**

- Ritzer G., 2013. "An Introduction to McDonaldization". Pages 1 – 26; 186-188 in *The McDonaldization of Society*. Pine Forge Press, Thousand Oaks.. *Access via Course Readings Folder in Connect*.
- Sage, 2012. Chapter 2: The global agri-food system. Pp 14-67 In: *Environment and Food*. London: Routledge.

**Break Out Session:**

- Presentation and Discussions (2)

<i>Week 3 – Career Services 1</i>	<i>September 24</i>
-----------------------------------	---------------------

**Plenary Session:**

- Guest Lecture and Workshop, Carol Naylor, Associate Director, Strategic Initiatives & Special Projects, UBC Student Development and Services

**Please Review**

- Bomke, A., Rojas, A., Skura, B. 2010. "Intercultural Communication". UBC Land, Food and Community Series. *Access via Course Readings Folder in Connect*.

**Break Out Session:**

- The Barnaga Game

<i>Week 4 – Intro to Systems and Community</i>	<i>October 1</i>
--	------------------

**Plenary Session**

- What is Systems Thinking?
- How can we approach issues of complexity and uncertainty?
- Prepare for UBC Farm Visit

**Please Review before Class:**

- Metro Vancouver, 2009. Agriculture and the Regional Growth Strategy. Backgrounder #7. *Access via Course Readings Folder in Connect*
- M. Reynolds and S. Holwell (eds.), 2010. "Introducing Systems Approaches.". Pp 1-22 in *Systems Approaches to Managing Change: A Practical Guide*. The Open University: Springer-Verlag London Limited. *Access via Course Readings Folder in Connect*.

**Break Out Session:**

- Presentation and Discussions (2)



**NO PLENARY SESSION**

Meet at 12:45 at Entrance to UBC Farm

<http://ubcfarm.ubc.ca/about/directions-hours-and-contact-information/>

**Field Trip: Walking Tour of the Centre for Sustainable Food Systems at the UBC Farm**

- Identify characteristics of sustainable land management (in the context of UBC Farm)
- Identify the various production, cultural and educational initiatives at UBC Farm
- Discuss the land use issues around the UBC Farm

**Please Review before Class:**

Sage, 2012. Chapter 3: The agro-ecology of primary food production. Pp 67-111. In: *Environment and Food*. London: Routledge.

**Break Out Session:**

4pm – 5pm

- TA-led discussion: What is the role of urban agriculture?

**Plenary Session**

- System Boundaries
- Sustainability: Criteria and Indicators
- Introduction to the BC Dairy System
- Prep for Kitzel Farm Visit

**Please Review before Class:**

- Bomke A., Rojas A., & Skura B. (eds.), 2010: The British Columbia Dairy System as a Case Study. Faculty of Land and Food Systems, The University of British Columbia. 18 Pages. *Access via Course Readings Folder in Connect.*
- Sage, 2012. Chapter 5: Final Foods and their Consequences. Pp 156-208 In: *Environment and Food*. London: Routledge.

**Break Out Session:**

- Presentations and Discussions (2)

**Field trip to Kitzel Farm**

- Identify the boundaries, components, interactions and goals of a dairy farm system (Kitzel Farms)
- Describe flows of energy, water and nutrients through the system including the roles of

- land and climate (Agroecological approach to study of agricultural systems)
- Describe the community context of the Kitzel’s dairy farm
- Discuss the agri-food policy process and its effects on B.C. dairy farmers

Set up as a round robin style tour with five stations. The stations will be designed for learning about

- Dairy cow management, sanitation
- Feeds and feeding,
- Dairy herd genetics, efficiency and health
- Agroecology 1 including climate, soil management
- Agroecology 2 water management, nutrient cycling and wildlife and relationship to community.
- Assignment discussion session
- Rest session

*(There will be time for discussion with the Kitzel Family. Total time required for the field trip will be less than 5 hours, including 1.5 hours travel time. Buses will leave the MacMillan Building at 12:30 and return by 5:00 pm. The following link will give you a map and directions to Kitzel Farm starting from the MCML building: <http://goo.gl/maps/kKTII>)*

<i>Week 8 – Economics and the Dairy System</i>	<i>October 29</i>
--	-------------------

**Plenary Session**

- Debrief Kitzel Farm Visit
- Guest Speaker: Dr. Rick Barichello, Food and Resource Economics, UBC

**Please Review before Class:**

- Daly, H. E. (2005). “Economics In A Full World”. *Scientific American*, 293(3): 100–107. *Access via Course Readings Folder in Connect.*
- Simon J., 1994. “More people, greater wealth. More resources, healthier environment.” *Economic Affairs*, April: pp22-29. *Access via Course Readings Folder in Connect.*
- PriceWaterhouseCooper. 2009. “BC Dairy, Egg and Poultry Industries: Socio-economic impact of British Columbia’s dairy, chicken, turkey, hatching egg and table egg industries.” Read pp 1-17 and 33-43. *Access via Course Readings Folder in Connect.*

**Breakout Session:**

- Presentations and Discussions (2)

<i>Week 9 – Nutrition and the Dairy System</i>	<i>November 5</i>
--	-------------------

**Plenary Session:**

- Rwanda Girinka: 1 Cow per Family Program

- Guest Speaker: Dr. Candice Rideout, LFS Instructor

**Please Review before Class:**

- Carolan, Michael. (2012). Malnutrition: hidden and visible. Pp 66-86 in *The Sociology of Food and Agriculture*: London: Routledge. Access via Course Readings Folder in Connect.
- FAO. (2013). State of Food and Agriculture: Food Systems for Better Nutrition. Rome: Food and Agriculture Organization of the United Nations. Pp ix-xii; 1-12; 37-48. Access via Course Readings Folder in Connect.

**Breakout Session:**

- Sensory evaluation of fluid milk products and milk alternatives

<i>Week 10 – Food Security and Food Sovereignty</i>	<i>November 12</i>
---	--------------------

**Plenary Session**

- Define food security and food sovereignty
- The global peasant movement
- Food Sovereignty in Canada

**Please Review before Class:**

- Menezes, F. (2001). Food Sovereignty: A vital requirement for food security in the context of globalization. *Development*, 44(4), 29–33. Access via Course Readings Folder in Connect
- Sage, 2012. Chapter 6: Rethinking Food Security. Pp 209-248. In: *Environment and Food*. London: Routledge.

**Break Out Session:**

- Presentations and Discussions (2)

<i>Week 11 – Indigenous Food Sovereignty</i>	<i>November 19</i>
--	--------------------

**Plenary Session**

- Guest Speaker: Dawn Morrison, Coordinator of the BC Working Group on Indigenous Food Sovereignty

**Please Review before Class:**

- Morrison, D. (2011). Indigenous Food Sovereignty: A model for Social Learning. Pp. 97-113 in Wittman, H, Desmarais, A. A., & Wiebe, N. (Eds.), *Food sovereignty in Canada: creating just and sustainable food systems*. Winnipeg: Fernwood Pub. Access via Course Readings Folder in Connect

- Martin, D. (2012). Nutrition Transition and the Public Health Crisis. Pp 208-221 in *Critical Perspectives in Food Studies*. Don Mills, Ont: Oxford Univ Press. Access via Course Readings Folder in Connect

**Break Out Session:**

- Presentations and Discussions (2)

<i>Week 12 – Food Citizenship</i>	<i>November 26</i>
-----------------------------------	--------------------

**Plenary Session**

- Exploring the concepts of food citizenship, civic agriculture and food democracy
- Local and regional manifestations of food citizenship, and are they enough for real change?

**Please Review Before Class**

- Lyson, T. A. 2005. “Civic Agriculture and Community Problem Solving.” *Culture and Agriculture* 27(2): 92–98. Access via Course Readings Folder in Connect
- Lang, T. 2005. “Food control or food democracy? Re-engaging nutrition with society and the environment.” *Public Health Nutrition* 8(6A):730–37. Access via Course Readings Folder in Connect
- Jensen, D. 2009. “Forget Shorter Showers.” *Orion Magazine* (July/August). Retrieved from <http://www.orionmagazine.org/index.php/articles/article/4801/>

**Break Out Session:**

- Term Wrap Up and Prepare for Midterm

- TERM 2 -

<i>Week 1 – Welcome Back and Ecology of Knowledge</i>	<i>January 7</i>
---	------------------

**Plenary Session**

- The Ecology of Knowledge revisited
- Alternative ways of seeing and knowing
- Community context and individual development

**Please Review before Class**

- Orr, D. (2010). “Slow Knowledge”. *Hope Is an Imperative: The Essential David Orr*. Island Press. Access via Course Readings Folder in Connect
- Armstrong, J. (2000). “Let us Begin with Courage”. *Ecoliteracy: Mapping the Terrain*. Berkley, Calif: Center for Ecoliteracy. P 8-11. Retrieved from <http://www.ecoliteracy.org/essays/let-us-begin-courage>
- Berry, W. (1998). “Conserving Communities”. In J. Mander, 1998: *The Case against the Global Economy*, Sierra Club Books, San Francisco, CA, pages 407-418. Access via Course Readings Folder in Connect

**Break Out Session:**

- TA personal stories of community
- New group formation & stories of personal community
- Establishment of new group ground rules

<i>Week 2 – Career Services II</i>	<i>January 14</i>
------------------------------------	-------------------

**Plenary Session:**

- Guest Lecture and Workshop, Carol Naylor, Associate Director, Strategic Initiatives & Special Projects, UBC Student Development and Services
- Group Projects: Structure and Function

**Please Review before Class:**

- The International Assessment of Agricultural Knowledge, Science and Technology for Development  
<http://www.unep.org/dewa/agassessment/index.html>
- The Intergovernmental Panel on Climate Change  
[http://www.ipcc.ch/organization/organization\\_structure.shtml#.UhabTrw1avc](http://www.ipcc.ch/organization/organization_structure.shtml#.UhabTrw1avc)

**Break Out Session:**

- Group development activities

<i>Week 3 – Think and Eat Green Introduction</i>	<i>January 21</i>
--	-------------------

**Plenary Session:**

- An introduction to the Think&EatGreen@School (TEG) Project
- School food system skill development workshops

**Please Review before Class:**

- Rojas, A., Valley, W., Mansfield, B., Orrego, E., Chapman, G. E., & Harlap, Y. (2011). "Toward Food System Sustainability through School Food System Change: Think&EatGreen@School and the Making of a Community-University Research Alliance". *Sustainability*, 3(5), 763–788. Access via Course Readings Folder in Connect

**Break Out Session:**

- TEG Workshop Training

<i>Week 4 – VSB School Visit #1</i>	<i>January 28</i>
-------------------------------------	-------------------

**No Plenary or Breakout Session**

- School visit to meet stakeholders
- Field work for completing School Food System Assignment

<i>Week 5 – Food and Environmental Ethics</i>	<i>February 4</i>
---	-------------------

**Plenary Session**

- Agricultural and Environmental Ethics – theory and history

**Please Review Before Class:**

- Merchant, C. 2005. "Environmental Ethics and Political Conflict". pp 63-90 in *Radical Ecology: The Search for a Livable World*. New York: Routledge. Access via Course Readings Folder in Connect
- Sage, 2012. Chapter 4: Global Challenges for Food Production. Pp 111-155 In: *Environment and Food*. London: Routledge.

**Break Out Session:**

- Presentations and Discussions (2)

<i>Week 6 - Ethics and Critical Thinking: GMOs</i>	<i>February 11</i>
--	--------------------

**Plenary Session**

- Discuss the two sides of the genetic engineering and world hunger debate, identifying the ethical position of each author
- Describe the major ethical issues in the current debate on genetically modified food
- Guest Speaker: Dr. Andrew Riseman, Associate Professor, Applied Biology and Plant Breeding, Academic Director of the Centre for Sustainable Food Systems at UBC Farm

**Please Review before Class:**

- Gilbert, N. 2013. Case studies: A hard look at GM crops. *Nature* 497, 24–26 Access via Course Readings Folder in Connect.

- Vidal, J. 2013. India's Rice Revolution. *The Guardian*. Feb 16. Available at <http://www.theguardian.com/global-development/2013/feb/16/india-rice-farmers-revolution>

### Break Out Session

- Presentations and Discussions (2)

<i>Week 7 – Reading Week – No Class</i>
---

<i>Week 8 – Ethics and Critical Thinking: Animal Welfare</i>
--

<i>February 25</i>
--------------------

### Plenary Session

- Discuss the two sides of the animal welfare debate, identifying the ethical position of each author
- Describe the major ethical issues in the current debate on animal welfare and ethical uses of animals in agriculture
- Guest Speaker: Dr. Elisabeth Ormandy, Postdoctoral Fellow, Animal Welfare Program, LFS

### Please Review before Class:

- Williston, B. 2012. "Moral Standing and Animal Welfarism". Pp 25-50 in *Environmental Ethics for Canadians*. London: Oxford Univ Press. *Access via Course Readings Folder in Connect*
- Grandin, T. 2012. "Avoid Being Abstract When Making Policies on the Welfare of Animals". Pp 195-218 in DeKoven, M and M. Lundblad, Eds. *Species Matter: Humane Advocacy and Cultural Theory*. New York: Columbia University Press. *Access via Course Readings Folder in Connect*

### Break Out Session

- Presentations and Discussions (2)

<i>Week 9 – VSB School Visits</i>
-----------------------------------

<i>March 4</i>
----------------

### No Plenary or Breakout Session

- Think&EatGreen@School activities in the community

<i>Week 10 – VSB School Visits</i>
------------------------------------

<i>March 11</i>
-----------------

### No Plenary or Breakout Session

- Think&EatGreen@School activities in the community

**Plenary Session**

- What the World Eats: an exploration of global diversity and implications for school food systems and nutrition

**Please Review before Class:**

- Sumberg, J., & Sabates-Wheeler, R. 2011. Linking agricultural development to school feeding in sub-Saharan Africa: Theoretical perspectives. *Food Policy*, 36(3), 341–349.

**Break Out Session**

- TA-led discussion: 24-hour Food Diary

**Plenary Session**

- Think&EatGreen@School - issues and impacts from the perspective of community partners
- Guest Speakers: Kevin Millsip, Sustainability Coordinator, Vancouver School Board; Sarah Carten, Community Nutritionist, Vancouver Coastal Health; Brent Mansfield, Vancouver Food Policy Council

**Please read before Class**

- Barlow, Z., & Stone, M. K. 2011. Living Systems and Leadership: Cultivating Conditions for Institutional Change. *Journal of Sustainability Education*, 2(0). Access via Course Readings Folder in Connect

**Break Out Session:**

- Prep for final project and presentation

**Plenary Session**

- Growing Forward – designing a sustainable food system

**Please Read before Class:**

- Sage, 2012. Chapter 7: Towards a sustainable agri-food system. Pp 249-292 In: *Environment and Food*. London: Routledge

**Break Out Session:**

- Activity: Visioning a Sustainable Food System in BC



**Plenary Session:**  
Course Wrap up and Feedback

**Break Out Session:**  
Final Presentations