

## **Land, Food & Community III**

**LFS 450 - W2009 Term 2**

**Wednesdays 2:00-5:00 pm**

**Classrooms: MCML 166 (for whole class meetings & lectures)**

***Teamwork Rooms: MCML 166, 170, and 342 (plus breakout spaces 360A-M)***

### Course Instructor/Integrator:

Dr. Andrew Riseman, [andrew.riseman@ubc.ca](mailto:andrew.riseman@ubc.ca)

Office: MCML 323

Tel. 604-822-9607

### UBC Food System Project Coordinator

Sophia Baker-French [sophiabakerfrench@yahoo.com](mailto:sophiabakerfrench@yahoo.com)

### Teaching Assistants (TAs):

Tegan Adams [tegan\\_adams@yahoo.ca](mailto:tegan_adams@yahoo.ca)

Marc Schutzbank [marc.schutzbank@gmail.com](mailto:marc.schutzbank@gmail.com)

Will Valley [wcvally@yahoo.ca](mailto:wcvally@yahoo.ca)

### SEEDS Program Coordinator

Liska Richer [liska.richer@ubc.ca](mailto:liska.richer@ubc.ca)

Office: UBC Sustainability Office, Campus and Community Planning

### Additional Resource Persons:

Art Bomke, Agroecology, Food Production Systems

Vicki Wakefield, Purchasing Manager, SHHS; Steve Golob, Residence Chef, Place Vanier Dining Room; & Ayrin Ferguson, Manager HR and Administration, UBC Food Services

Nancy Toogood, UBC AMS Food & Beverage Department

Mark Bomford, Amy Frey and Tim Carter, UBC Centre for Sustainable Food Systems at UBC Farm

Morgan Reid and Duncan McHugh, LFS Learning Centre

# Land, Food & Community III

## (3 credits)

### Course description:

This is a capstone course. It will integrate complex case studies selected from the land, food and community continuum. Cases are designed to require development of integrated disciplinary and inter-disciplinary analysis.

### Rationale:

The study of land, food and community systems provides the basis for our understanding of, and interaction with, the ecological, economic and social systems that determine the fate of the human species. In an era of increasing population growth, accelerating climate change, urbanization and globalization, where we are recognizing the importance of sustainable agricultural production, food security and safety, and the health of human communities, the intersection of land, food, and community becomes central to defining sustainable societies. LFS 450 (Land, Food, and Community III) uses a case study approach and team-based learning to set the context for the application of skills and concepts derived from the earlier phases of the Land, Food and Community series and from your specialization to address contemporary problems in an integrative, interdisciplinary setting.

- The central theme of the course is the envisioning, evaluating and disseminating information on food systems in terms of their ecological, economic and social sustainability. To that effect, the whole class will participate in a collaborative research project evaluating the sustainability of various components of the UBC food system.
- In this course you will use the skills you developed in LFS 250 and 350 to study the UBC food system, and the linkages between land, food and community, by examining food literacy, production, processing, distribution, consumption, recycling and waste disposal and their effects on natural environments and human communities.
- You will also probe and critically assess the idea of food system re-localization as a proposed strategy of transition to sustainability. Concepts and debates on the local food systems are reviewed also in the context of the UBC Food System Project. Here you will envision transitions to sustainability as they may be incorporated into the UBC Campus. The University of British Columbia Food System Project (UBCFSP) is a collaborative effort involving the UBC Faculty of Land and Food Systems (LFS 450 students and teaching team), the UBC Sustainability Office's (SO), UBC Social, Ecological, Economic, Development Studies program (SEEDS), UBC Farm, UBC Food Services (UBCFS), Alma Mater Society Food and Beverage Department, (AMSFBD), UBC Sage Bistro (a UBCFS operation), Campus and Community Planning (CCP), Sauder School of Business class, and UBC Waste Management.
- The second half of the course, will be entirely dedicated to the UBC Food System Project, culminating with Scenario presentations and reports from the various teams.

LFS 450: LFC III, like all the courses in the LFC series, is a course based on a "community-of-learners" approach with important elements of "Problem-Based Learning" (the usage of real life problems in the discovery and application of knowledge). One of the primary underlying assumptions in the "community-of-learners" approach is that the diversity within our classroom is the most precious learning resource available to instructors and students.

LFS 450: LFC III is a class with very diverse professional and cultural backgrounds: students coming from a plurality of ethno-cultural origins, belonging to the various academic degree programs in the Faculty of Land and Food Systems (Agroecology/Applied Biology, Global Resource Systems, and Food, Nutrition and Health, and 12 concentrations within each of these broad programs). A key assumption in this course is that diversity is the greatest learning treasure and that the dynamics of difference – under conditions of safety and respect – open up new and richer vistas to any subject matter.

Community Based Action Research is a cohesive approach to investigation that enables communities and individuals to collaborate and explore solutions to their everyday lives. LFS 450 is dedicated to training students and fine-tuning skills associated with community based action research: designating stakeholders, identifying priorities for action, gathering appropriate data, analysis and interpretation, strategic planning, and building consensus among others.

### **Learning Outcomes - LFC III:**

Upon completion of LFC III students will be able to:

- Evaluate -- using available information sources on specific cases -- the impacts of increasing human populations, urbanization and globalization on prospects for sustainable agricultural production, food security, safety and sustainability, and the health of human communities;
- Understand and assess a wide range of policy alternatives to deal with those impacts;
- Become informed citizens (i.e., about the inter-relationships among all sectors in the food system);
- Work co-operatively in interdisciplinary groups to solve problems relating directly to issues in sustainable food systems;
- Apply the principles and tools learned in LFC I and LFC II (along with those from their program specializations) to conduct an assessment of sustainability issues both locally and globally;
- Practice with research methods to investigate, assess and design a sustainable food system and human diets that enhance the health of human populations without negatively affecting the integrity of the ecosystems that sustain them;
- Participate effectively in a community-of-learners that is team-based and student-centred;
- Develop a basic framework for critical thinking, values development and ethical examination of issues;
- Acquire tools and practice for professional verbal, written, visual and electronic communication skills.

## **SUMMARY OF COURSE SCHEDULE**

*(subject to minor changes throughout the term)*

<b>Week/ Topic</b>	<b>HOOR 1 Activities</b>	<b>HOOR 2 Activities</b>	<b>HOOR 3 Activities</b>
<b>Week 1: Jan 5</b> -Intro to course and community of learners - -Academia & Sustainable Food Systems	- Introductions & Course Overview (Mcml 166)	- General overview of the UBCFSP: 2002-2009; - Distribution and Introduction to 2010 Scenarios (Mcml 166)	Review and select scenario of choice. Must be selected on Vista by Friday, Jan, 7 at 12:00 midnight ("1 <sup>st</sup> come, 1 <sup>st</sup> served"); if not, you will be assigned a scenario.
<b>Week 2: Jan 12</b> - Introduction to Group work - Utopian food systems - Introduction to critical reviews, 'journal clubs', and associated assignments	- Group dynamics and PBL review - Assigned Scenario Groups (Mcml 166)	- Model journal club - Review example of critical review of assigned book reading (Mcml 166)	- Group meet and greet - Establish group ground rules - Envisioning an Idealized Food System - ID article for presentation. (TA homerooms)
<b>Week 3: Jan 19</b> -Community-Based Action Research	- Revisiting Community-Based Action Research (Room Mcml 166)	- Journal Club # 1 presentations (TA homerooms)	- Group work: UBCFSP (TA homerooms)
<b>Week 4: Jan 26</b> -Scenario Discussions	- Open floor discussion about scenarios (Mcml 166)	- Journal Club # 2 presentations (TA homerooms)	- Group work: UBCFSP (TA homerooms)
<b>Week 5: Feb 2</b> -		- Journal Club # 3 presentations (TA homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 6: Feb 9</b> - Sustainable food systems & Sustainability of Campuses (4 groups presenting)	- General forum on Jensen, D. 2009, <u>What We Leave Behind</u> (Mcml 166)	- Journal Club # 4 presentations (TA homerooms)	- Journal Club # 5 presentations (TA homerooms)
<b>February 16</b> <b>UBC Midterm Break</b>	<b>NO CLASS</b>		

<b>Week 7: Feb 23</b> - Professionalism - ( <i>Critical Review of <u>What We Leave Behind</u> due</i> )	- Guest Speakers: Professional conduct (Mcm1 166)	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 8: Mar 2</b> - Vancouver and UBC Food Systems	- Guest Speakers: UBCFSP Partners & Collaborators (Mcm1 166)	- Guest Speakers: UBCFSP Partners & Collaborators (Mcm1 166)	- Group work: UBCFSP (TA Homerooms)
<b>Week 9: Mar 9</b> -Vancouver & UBC food systems	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 10: Mar 16</b> - UBC Food System Project	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 11: Mar 23</b> - UBC Food System Project	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 12: Mar 30</b>	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)	- Group work: UBCFSP (TA Homerooms)
<b>Week 13: Apr 6</b> UBCFSP Presentations	- UBCFSP Final presentations (Rooms TBA)	- UBCFSP Final presentations (Rooms TBA)	- UBCFSP Final presentations (Rooms TBA)  Course wrap up (Room 166)
<b>Week 13 Apr 8 (Friday)</b> <i>Group reports due!</i>			

## Course Readings (as an option for Journal Club Presentations; all posted on Vista)

<ul style="list-style-type: none"> <li>Cortese, A.D., and McDonough, W., <u>Education for Sustainability: Accelerating the Transition to Sustainability Through Higher Education</u>, Environmental Grantmakers Association News &amp; Updates, Spring 2001, pp. 11-14. <a href="http://www.secondnature.org/pdf/snwritings/articles/AccTheTrans.pdf">http://www.secondnature.org/pdf/snwritings/articles/AccTheTrans.pdf</a></li> </ul>
<ul style="list-style-type: none"> <li>Rojas, A. (2008). <u>Towards integration of knowledge through sustainability education and its potential contribution to environmental security</u>. (In press) in Susan Allen, (ed.) <u>Addressing Global Environmental Security Through Innovative Educational Curricula</u>. Springer Verlag.</li> <li>Flavin, C. (2008). <u>Building a Low-Carbon Economy</u>. In <i>State of the World, 2008</i>. (pp 75-90 plus references pp. 228-232). Worldwatch Institute, Washington.</li> </ul>
<ul style="list-style-type: none"> <li>Homer-Dixon, T. (2006). <u>Chapter 4: So Long, Cheap Slaves</u> (pp.77-100) in <i>The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization</i>. Toronto: Alfred A. Knopf</li> <li>Dauvergne, P. (2008). <u>Beef – Section IV</u> (pp. 133-165), in <i>The Shadows of Consumption: Consequences for the Global Environment</i>. Cambridge: The MIT Press.</li> </ul>
<ul style="list-style-type: none"> <li>Pawlick, Thomas, F. (2006). <u>Chapter 1: Red Tennis Balls</u> (pp.1-13) <b>and</b> <u>Chapter 2: The End of Food</u> (pp.15-32) in <i>The End of Food: How the Food Industry is Destroying our Food Supply – and What you can do About it?</i></li> <li>Pawlick, Thomas, F. (2006). <u>Chapter 3: Those Little Extras</u> (pp.33-77) in <i>The End of Food: How the Food Industry is Destroying our Food Supply – and What you can do About it?</i></li> </ul>
<ul style="list-style-type: none"> <li>Bentley, S., &amp; Barker, R. (2005). <u>Fighting Global Warming at the Farmer’s Market: The Role of Local Food</u></li> </ul>

Systems In Reducing Greenhouse Gas Emissions (pp.1-14). A FoodShare Research in Action Report. Toronto: FoodShare. Retrieved, 5 September 2007, from <http://www.organicconsumers.org/environment/ACF230.pdf>

- Halweil, B. & Nierenberg, D. (2007). Chapter 3: Farming the Cities (pp.48-65) in *State of the World 2007*. New York: Norton & Company.
- Hawken, P. (2007). The Beginning (pp.1-8) and Restoration (pp.167-190), in *Blessed Unrest: How the Largest Movement in the World Came into Being and Why No One Saw it Coming*. Toronto: Viking.
- M'Gonigle, M., & Starke, J. (2006). Chapter 6: Locating the Commons (pp.115-138), in *Planet U: Sustaining the World, Reinventing the University*. Gabriola Island, BC: New Society Publishers.
- Rojas, A., Richer, L. & Wagner, J. (March 2007). The University of British Columbia Food System Project: Towards Sustainable and Secure Food Systems. *EcoHealth*, 4 (1), 86-94. Retrieved, 5 November 2007, from <http://www.springerlink.com/content/q06p509022332767/>

## **Other Required Readings (to be read throughout the term):**

Jensen, D. (2009): What We Leave Behind, Seven Stories Press. **(to be purchased either from the UBC Bookstore or elsewhere).**

Richer, L. (2009). The UBC Food System Project (UBCFSP): Summary Report 2009. University of British Columbia (UBC), Vancouver: UBC Sustainability Office (SO), Social Economic, Ecological and Developmental Studies Program (SEEDS). (To be posted on Vista)

Richer, L. (2008). The UBC Food System Project (UBCFSP): Summary Report 2008. University of British Columbia (UBC), Vancouver: UBC Sustainability Office (SO), Social Economic, Ecological and Developmental Studies Program (SEEDS). **(Posted on Vista)**

UBCFSP Scenario Resources. **(Posted on Vista)**

## **Recommended Readings:**

Nestle, M. (2002). *Food Politics: How the Food Industry Influences Nutrition and Health*. Berkeley: University of California.

Stringer, E.T. (1999). *Action Research*. London: Sage Publications.

Jack, J., Nyamazana, H., and Jeffer, K. (2009). The University of British Columbia Food System Project: A Model for the University of Toronto (To be posted on Vista)

## **Guidelines for Assignments:**

### **Grade Profile:**

Participation (>3 absences is failure)	10%
Journal Club Presentation	10%
Critical Review Paper (Due Feb 23 <sup>rd</sup> )	25%
Draft UBCFSP Paper/Outline (Due March 16 <sup>th</sup> )	10%
UBC Food System Group Presentation (April 6 <sup>th</sup> ) and Paper (Due April 8th)	15%
<b>Total</b>	<b>100%</b>

## Policies:

### Late Policy:

Assignments will be penalized 10% per day if they are late (including weekends). Assignments will not be accepted after one week from the due date. Exceptions to this policy will only be considered in exceptional circumstances (i.e., medical reasons, death in the family, etc.).

### Group work grading policy:

While group work can be rewarding, it can also be unequally shared and a source of resentment. At the end of the course, 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 one, in proportion to the amount of work they contributed. TAs and the instructor will use these scores to decide on a final multiplier for each person. The average mark, based on group work (including the UBC Food System project and group presentations), will be multiplied by this number. Your assessment of your team members will remain confidential, but it is a course requirement.

### Course Fees:

Each member of the class will be assessed a fee of \$5.00. This fee covers costs that incurred during the course (extra handouts not provided in the course manual; photocopies needed for group work, etc.). Grades for LFS 450 will not be submitted if the course fee has not been paid.

## Participation (10%)

Because of the interactive and collaborative nature of the course, the learning that emerges will be largely the result of the enthusiasm of its participants. Therefore, throughout the course, we will evaluate the level of commitment and enthusiasm of each participant. The mark will be based on attendance and the quality of your contribution to the whole class, group discussions, and evidence of commitment to the course material and assignments. In general, the evaluation of your participation is an assessment of the contributions to the overall community of learners in Land, Food and Community III.

## Journal Club Presentation (10%)

Each student will be assigned to a group at the beginning of the course based on their scenario preference. The goal of this team-based assignment is to give each student and their respective group members an opportunity to present and discuss in front of the class either a suggested reading or comparable articles from the primary literature. Any creative format to do the presentation is welcome, assuming that there is no contradiction between fun and intellectual rigor. The group's selected reading must be disclosed to your TA one week prior to your group's presentation. This will both allow the TA to assess the suitability of your suggested article (i.e., must be comparable to the course's listed readings) as well as allow your classmates time to read and prepare for your presentation.

**NOTE:** *Note that the presentations should not be longer than 25 minutes. You will be responsible in the remaining hour (about 35 minutes) to facilitate an interactive discussion with the class (as stated in section d below). All groups, regardless of whether they are presenting, are expected to read and come to class prepared to discuss the readings.*

The assignment will be marked (group mark) as follows:

- a. A balanced summary of the author(s) **central** thesis and main ideas of the required reading(s) under discussion. This should be no longer than a quarter of the time allocated for the presentation. It is *not* necessary that all group members speak on the summary of main points, unless the agreed-upon format of the presentation requires that. **(25%)**

- b. A personal reflection by **each** group member making links to other units in the course, current events, personal experiences/stories, or opinions which illustrate her/his understanding of the required reading. **(20%)**
- c. A narrative of the critical group discussion and debate about the points your group found most interesting/thought-provoking/problematic about the material. **(20%)**
- d. Facilitating a discussion: You will have the remaining time to engage the audience in a discussion and/or activity that will enrich understanding of the issues from the readings. For example, you may wish to pose questions, facilitate focus groups, direct interactive activities or create role-playing scenarios, etc. We encourage you to bring in examples/cases of current issues and/or events that relate to the readings to help illuminate themes from the readings in a practical and relevant context. **(25%)**
- e. General quality of the delivery (i.e., stance, voice, eye contact, clarity, time management, and overall level of enthusiasm). **(10%)**

**Additional suggestion:** If you select an article from the primary literature (i.e., not an article posted on Vista but one published in a peer-reviewed journal), use the following questions to guide your presentation.

1. Issues addressed by the article—What is the research question? Why does it matter? How does it fit with what already is known? How can it help solve important problems for practice or policy?
2. Design of the study—Is the study design appropriate for the question and what already is known about the question?
3. Study methods—To what degree can the findings be accounted for by:
  - How participants were selected?
  - How key variables were defined and measured?
  - Confounding (false attribution of causality because two variables discovered to be associated actually are associated with a third factor)?
  - How information was interpreted?
  - Chance (as indicated by inferential statistics)?
4. Main findings—Does this study advance current knowledge?
5. Generalizability—How transportable are the findings to other settings, particularly to my patients, practice and community?
6. Implications—How can the information be used to change practice, policy or training?
7. Constituencies—Who is the intended audience for the findings and how might they be engaged in interpreting or using the findings?
8. Next steps/new questions—What are the next steps in interpreting or applying the findings? What new questions arise and how might they be best answered?

**Critical Review of Derrick Jensen, 2009: *What We Leave Behind*. (30%)**  
***NB: Additional information will be provided in class***

***Due: Week 7: February 23<sup>rd</sup> (to be submitted in electronic file (.doc format); hardcopy only if requested by your TA)***

This assignment will provide you with an opportunity to review and critically assess Derrick Jensen's view of sustainability. You are expected to read the entire book to inform your review. The review paper should not be longer than 6 double-spaced (font Times, 12 pt) pages (*excluding* references and title page). The paper should be

addressed to a general audience (assume that you have been requested to write a review for the Globe & Mail). Other literature, if necessary, can inform your review, but the focus is the examination of Jensen's work. You must provide appropriate bibliographical references and citations whenever you are citing or quoting the work of another author, including the authors of the book 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://www.library.ubc.ca/pubs/apastyle.html>

**The Critical Review Paper should include the following:**

**A. The authors' central thesis and balanced summary of main ideas (10 points)**

- A summary is a summary...it does *not* include your personal opinions and/or perspectives. Part of good argumentation and critical review is showing a clear understanding of the work you are reviewing. Your task here is to show that you have a good understanding of the authors' main points, central thesis and objectives. This section should be *no more than 2 pages*.

**B: Clear statement of your personal perspective (lens), position(s) and persuasive argumentation in support of your position(s). (20 points)**

- The first paragraph should identify your personal reasons for taking your position(s). This will allow the reader to have a greater understanding of where your perspective is coming from. This paragraph does not need any external references.
- You have the freedom to choose between a very specific position *or* a broad based position.
- A critical review doesn't have to be with respect to a wide body of literature. We will be satisfied with good argumentation based on course material, your critical reasoning and "accumulated wisdom." You are graduating students who have information/tools with which to conduct a critical review. You can use outside sources if you want, but it is *not* necessary.

**C: Your assignment will also be marked based on the clarity and quality of your writing (please refer to the *Grading Rubric for a Term Paper* posted on Vista for more detailed information). (5 points)**

- Grammar and spelling will count.
- Accurate and consistent in-text citations and bibliographic references are necessary. (This *includes* citing the authors when you either paraphrase or quote their work). Failure to make reference to ideas/work that are not your own constitutes plagiarism. Please refer to the Faculty of Land and Food Systems Learning Center Professional Communication Handbook.
- Sub-headings can help to organize your thoughts and make the text more readable, so use them *if* you wish.
- Please, get a proof reader. Marks can go up substantially if you have your work reviewed by someone else before submitting it.

**D: Additional comments:**

- Be precise in your language
- Used proper citations
- Watch for contradictions and internal consistency in information and arguments

**UBC Food System Group Paper and Presentation (50%)**

**Group Presentation Due: April 6<sup>th</sup> (15%)**

**Group Paper Due: April 8<sup>th</sup> (35%)**

***NOTE: Details to be provided later in a more detailed document entitled "The UBC Food System Project IX", to be distributed later in the course. Detailed guidelines for the assignments related to the project will be included in that document.***

The goal of this team-based assignment is to allow the team members to demonstrate that the Learning Outcomes of the course have been achieved. The teams are expected to submit a written report and a Power Point presentation. The presentations will take place on April 14 and together with the Team Paper, due on April 16 (two days after last class) will form the finale of this course. There will be no final exam.



**Additional information:** if you choose to conduct a survey, it needs to be reviewed, approved, well documented and thoughtful (course will print); TA should guide and provide input into all draft documents (use them, they are your resource).

# Group Member Evaluation

LFS 450 (LFC III) W2010 Term2

NAME \_\_\_\_\_  
GROUP # \_\_\_\_\_

This is a confidential evaluation of your group members. The purpose of this evaluation is for you to assess and assign a “multiplier value” to each of your group members (yourself included). This value is determined according to an honest, respectful and reflective account of your personal experience with each member as you worked together on group projects through the course.

Factors to consider include, but are not limited to, the level of participation and contribution to the progress of group work, a person’s ability to be a team player, the ability to lead and coordinate the group’s efforts or someone’s ability to resolve conflict.

The “multiplier value” works to reward those that helped to make the team work effectively, and penalize those that impeded the group’s progress because of their behaviour, lack of interest or genuine effort. The values you may choose are 0 to 1.1, inclusive. Reserve the highest value (1.1) for the one or two people who showed true leadership in your group, and conversely, the lowest for the one or two people who you feel truly deserve it. The value of 1.0 means that a person contributed equally to the group effort and deserves the full marks for your group’s projects through the term.

<u>Name</u>	<u>Multiplier</u>	<u>Name</u>	<u>Multiplier</u>
1. _____		4. _____	
2. _____		5. _____	
3. _____		6. _____	

**Is there anything you would like to say about your experience as a member of your group?**

---

**LFS 450, W2010 Term 2**

**Provide please, a brief evaluation of the Teaching Assistant with whom your team worked over the term.**

**TA name:** \_\_\_\_\_

**Evaluation:** \_\_\_\_\_