

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Land, Food + Community II	LFS 350 002	3 credits

TEACHING TEAM

Role	Name	Contact Details	Office Hours
Course Instructor	Dr. Will Valley <i>Associate Professor of Teaching</i>	will.valley@ubc.ca	By appointment, in-person (FNH 210 / UBC Farm) or zoom.

COURSE STRUCTURE

Land, Food and Community II (LFS 350) is part of the Land, Food and Community (LFC) series – the academic core of all programs in the Faculty of Land and Food Systems. The objective of the LFC series is to create learning opportunities that encourage students 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.

In LFS 350, students have the opportunity to explore ways of addressing issues of food system sustainability and community food security through an anti-oppression and food justice lens at local, regional, and global levels. Students will engage in hands-on garden and forest activities to deepen their connection with local flora and fauna and work alongside community leaders striving for decolonial food systems. Experiences in the course are designed to expand your comfort zone, foster meaningful partnerships, and envision sustainable futures in food justice and environmental stewardship.

Thursdays, 12:30 pm – 3:30 pm

Location: UBC Farm (Yurt + Hidden Hut)

SCHEDULE OF TOPICS

Session	Date	Topic
1	January 9	Course Introductions
2	January 16	Food Justice + Asset-Based Community Development
3	January 23	Measuring Change: Outcome Measurement Framework
4	January 30	Income Inequality, Classism + Food
5	February 6	Gender, Sexism + Food
6	February 13	Heteronormativity, Queerness + Food
Reading Week (Feb 17 – 21)		
7	February 27	Project Work
8	March 6	White Supremacy, Racism + Food

9	March 13	Project Work
10	March 20	Indigenous Food Sovereignty
11	March 27	Project Work
12	April 3	Towards Just Food Futures

LEARNING OUTCOMES

Upon completion of LFS 350, successful students will be able to:

- Critically analyze connections between food, health, and the environment within a community food security discourse.
 - Evaluate the contributions of different food-related academic disciplines to addressing community food security issues
 - Integrate disciplinary and systems approaches to understanding community food security issues
 - Articulate the principles of Food Justice + Asset-Based Community Development
- Identify, analyze, propose, and evaluate a community-based food systems project in an interdisciplinary team.
 - Identify and analyze a course of action that addresses a community food security issue through principles of Food Justice + Asset-Based Community Development
 - Develop project outcomes and activities to showcase the effectiveness of collective action initiatives
- Interact professionally with project team members and course teaching team
 - Identify and integrate personal and group values and objectives
 - Participate collaboratively as an effective team member, and provide constructive feedback to peers
 - Develop and disseminate knowledge through verbal, written, and design-based communication
 - Reflect on and assess personal experiences gained through participating in a collaborative, community-based project.

LEARNING MATERIALS

Visit the LFS 350 Canvas site to access session modules that contain all relevant materials for each week.

ASSESSMENTS OF LEARNING

The LFS 350 assignments are designed to align with the course's focus on food systems, justice, and community engagement, fostering critical skills for transformative learning and professional development. The structured progression supports the course's objectives by integrating critical analysis, practical application, and personal reflection, equipping students with the skills and insights to drive systemic change.

Assignment	Individual/Group	Grade (%)
Story of Self	Individual	5
Roots & Shoots for Grounding + Growth	Individual	10

Scholarly Reflective Essay / Audio Recording / Video	Individual	20
Individual Quizzes	Individual	25
Group Quizzes	Group	10
Capstone Presentation: A Journey Toward Food Justice	Group	10
Grant Proposal	Group	20

* See the LFS 350 Canvas site for specific assignment instructions, rubrics, and due dates

Assignment Briefs

- Story of Self**
Reflect on formative experiences and values that shaped your interest in food systems and justice. This assignment encourages self-awareness, connecting your identity and positionalities to collective action and food justice work through personal storytelling.
- Roots & Shoots for Grounding + Growth**
Engage with mindfulness, ecological observation, and reflective practices to connect internal experiences with external environments. These activities nurture critical thinking, curiosity, and empathy, essential for addressing justice and sustainability challenges.
- Scholarly Reflective Essay/Audio/Video**
Critically analyze your assumptions and experiences, connecting them to food systems and justice themes. Use reflection to derive actionable insights for academic, professional, or community contexts, showcasing transformative learning and alignment with course frameworks.
- Individual Quizzes**
Complete weekly quizzes to test your understanding of key concepts. These short assessments are to be completed before most sessions to help reinforce foundational knowledge and align with course readings and lectures. The lowest quiz grade will be dropped.
- Group Quizzes**
Work collaboratively on challenging quiz questions, using teamwork to deepen your comprehension of course themes. Group quizzes emphasize collective problem-solving and diverse perspectives. Questions are the same as individual quizzes, drawn from a question-bank.
- Grant Proposal**
Work in teams to articulate a justice-oriented project aligned with community needs. Develop a logic model using the Outcome Measurement Framework, focusing on measurable impacts and equity. Practice professional grant-writing skills with real-world applications.
- Capstone Presentation**
Present your group's learning journey and grant proposal creatively. Highlight connections between course frameworks, anti-oppression principles, and food justice. Showcase personal growth, collaborative efforts, and visions for future work in food systems through a dynamic, multi-faceted presentation.

A Note on Plagiarism

Plagiarism is a serious offense 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. Please refer to the following website for [UBC Guide to Academic Integrity](#). We will be using Turnitin for most written assignments in this course.

A Note on Late Penalties

Our general policy is to deduct 10% per day for late assignment submissions. Exceptions may be made for prior arrangements for a late submission (at least 48 hours advance notice required).

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).