

AREC 478: AGRICULTURAL POLICY COURSE SYLLABUS

Instructor: Dr. Dana Hoag, Professor, Department of Agricultural and Resource Economics, Room B-330, Clark Building.

Office phone: (970) 491-5549- Leave voicemail; it is emailed to me wherever I am.

Office hours: By appointment

E-mail: dana.hoag@colostate.edu

Office hours: By appointment; email me and we will set something up as quickly as possible

Teaching Asst: Reid Hensen

Contact: Reid.Hensen@colostate.edu

Office hours: Contact by email for questions about grading

Course Objectives:

1. Policy Analysis - To understand how and why policies are made: why policies are needed, who the policy participants are, how policy is implemented, and how they impact society.
2. Agricultural Issues - To study problems in and related to agriculture that merit policy consideration.
3. U.S. Policies - To familiarize you with domestic agricultural and resource policy.
4. Policy Applications- To apply your newfound analysis skills to address policy issues.

Grading:

Your grade will be based on two mid-term exams, participation, a "policy proposal," and homework as follows:

Mid-term exams (2),	60	percent (30 each)
Homework	5	percent
Discussions	5	percent
Policy Presentation	10	percent (group grade)
Policy Proposal	<u>20</u>	<u>percent</u>
Total	100	percent

Late assignments carry a late penalty of 10 percent per business day.

<p>What I expect from <u>YOU</u>:</p> <ul style="list-style-type: none"> • attend class regularly and participate in discussions • complete all reading assignments before class • treat your classmates with respect • type all assignments, and FOLLOW directions • honor deadlines 	<p>What you should expect from <u>ME</u>:</p> <ul style="list-style-type: none"> • come to class prepared • make the class interesting and fun • treat you with fairness and respect • be clear about assignments and grading
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Expected Outcomes: (*This class builds on the following DARE outcomes*)

Professional Development: Graduates will embody a general awareness of issues in agricultural and natural resource management and their implications in a larger societal context. Students will begin to develop a network of personal and professional connections which will foster an understanding of the culture surrounding professional expectations and conduct.

Problem-solving Skills: Graduates will demonstrate the ability to solve real-world problems beyond the context of the classroom. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective.

Communication Skills: Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis. Proficient students will have the ability to clearly communicate findings, critically and analytically, at a professional level within their chosen career.

Leadership: Graduates will have developed leadership qualities that they will use in their professional, personal and community interactions leveraging the other competencies acquired in the program. These leadership qualities include vision, initiative, personal responsibility, team building, and motivating collective action.

Midterm Exams: Midterms I and II will draw primarily on class lectures, required readings, and homework assignments. They consist of three parts: (1) fill in the blank definitions, (2) short answer, and (3) problem solving (e.g. graphs). The midterms tend to follow closely from the homework assignments. The second midterm is not comprehensive; it focuses on lectures and homework assignments after the first midterm. However, information from the first exam is still expected to support answers on the second exam. Midterms may not be made up if missed without my prior approval. You may have notes when you take the test; IT IS NOT PROCTORED. I suggest that you prepare a single (8 ½ x 11) page of handwritten notes (both sides) as a “cheat sheet.” A copy of past exams is available in Canvas. There is no final exam during finals week. We will also have practice questions.

Homework: A series of homeworks will be given out over the semester; all of the homework is on Canvas. You are responsible for finding the homework and handing it in on time. The purpose of the homework is to improve your understanding of the lectures and prepare you for the midterms. You will do much better in the course if you do them and review them after I provide you with a key. The deadline for all homework is posted; post them in Canvas. We will go over the homeworks in class, generally on the day that they are due. Late assignments will not be accepted without prior approval from the instructor. Your homework will not be returned.

Participation: Policy is a contact sport. This course lets you choose a participation activity by which to raise your awareness and get engaged. You must complete the discussions (6 of them) as a way of getting involved. Log in and make sure you hand them in by the time they are due, or there will be no credit. A topic will be provided for each assignment. Your job is to log in with your own comment and to comment on other student’s comments. You must make two posts in total (1 of your own plus one on another student’s posting). The discussions will close when the next one starts (e.g. 2 will close when 3 opens).

Policy Proposal Final Projects:

Presentations and Debates: At the end of the semester, we will have a series of six in-class policy presentations, each followed by a short debate. Every student is responsible for signing up to join one of the six teams to do one of these presentations. I will post the teams and you will sign up first come, first served. A limit of 6 people will be applied to each group. As a team, you will develop and present a proposal for a new policy or policy reform that will help solve a problem in agriculture or natural resource management (water, fish & game, land use, etc).

Each team is responsible for getting together on your own and determining how you will present your information. I will help by providing a group link in Canvas where you can email each other and exchange information. You must develop a policy **proposal**, as we will have defined it over the course of the semester, regarding the topic for which you signed up. That is, you must offer a policy solution to a current problem. You will have 40 minutes to make your case to the class. Then the instructor will present arguments from an opposing viewpoint for about 10-15 minutes. You will then have some time for rebuttal. All people in the group must speak, but you can use any approach that you want to make your point. See the policy proposal guidelines for more information about requirements (*and deadlines*). The presentation is worth 10% of your final grade. You will be graded both by me and your peers from the rest of the class. (all of this will be done on Zoom)

Individual Policy Reports: In addition to your group presentation, each person in the group must individually submit a 5-page typewritten report one week after your group’s presentation. You must stick to the same topic of your presentation and support the same side of the issue that your group supported. This report is worth 20% toward your final grade and must be your own work. Again, see the ‘policy presentations’ page for more information about requirements.

Course Organization

It is worth taking a moment to discuss how this course is organized. Everything you need is organized in Canvas in folders that match the 15 weeks of the semester. The first 12 weeks are lectures. The last three are your presentations. You are responsible for going to the appropriate folder each week. You can work ahead of schedule if you like. In each folder you will find a document (*instructions*) with instructions and reading materials. Often, you will find a homework. You will find instructions about homework and tests in the instructions. I recommend that you print handouts, like the syllabus, where possible.

The content is organized around and presented via several items that you will find on the course's Canvas site:

- The *Policy Recipe*, which is one of your first handouts. This is a graphical representation of the course content.
- The *Course Outline*, which has the exact same information as the policy recipe, with more detail.
- The *Course Notes* are a homemade textbook. They provide more filler to the outline and provide the details like those presented in lectures.
- *Various handouts* – You will find extra readings and other handouts in each folder. You are responsible for knowing that material. Some will say recommended or optional. You are not required to read these, but they may strengthen your understanding.
- A set of *Powerpoint Lectures* that represent each lecture will be provided approximately 1 week before each exam.

We will follow this outline explicitly in class and in the powerpoints. Try to focus on the outline and policy recipe as the systematic information you are supposed to learn. This will help you on exams. That is, on exams, use the outline as a template of your answer, filling in details the way I do in course notes and the powerpoints.

Attendance: You are expected to Zoom in each class. Years of our experience finds that performance on midterms in this class is highly correlated with your presence in class. Repeated absences may result in a reduction of your grade.

NOTE: Attendance is required during policy presentations: A half a letter grade will be deducted for any unexcused absence during the policy presentations (the last six classes of the semester).

Resources - The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: <http://writing.colostate.edu/>.

Accommodations for disabilities - Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Academic and Professional Honesty Policy - This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: <http://learning.colostate.edu/integrity/>.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

Reporting student disclosures of interpersonal violence - CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees"

(<https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/>). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425