

Growing Food in a Changing World: Balancing Production, Environment and Society

INSTRUCTOR INFORMATION

Instructor: Dr. Dana Hoag
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COURSE TIME AND LOCATION

Classroom: Academic Village 141
Class Meeting Time: 11:00 to 12:15 TR

OFFICE HOURS

My office hours are by appointment. I check my email regularly and prefer that you email me for an appointment (offering up a couple or three options for times to meet). If you call my phone, 491-5549, it sends me an email right away too.

COURSE DESCRIPTION

Through the early 20th century the United States fed a growing population by expanding land use. When the land ran out, growth was fueled by amazing gains in technology, including hybrid corn, improved fertilizers and pesticides, and most recently genetically modified organisms (GMO's). By mid-century, people started to question agricultural intensification, which put the actions of farmers and ranchers under increasing public scrutiny. The way food is grown and sold can have profound impacts on humans, animals and the environment. Consequently, people not living on farms want a say on how farmers use nutrients and pesticides, their land, their water and their livestock. Have you ever wondered if you should eat meat, or food with GMO's? Is it good to buy locally? Does the good from pesticides and GMOs outweigh the bad? Which farming practices are sustainable and which are not? This class will focus on how farmers can serve a market where consumers have such different views about these important questions. To make the class more meaningful and fun, students will present their views and help lead discussions on these topics. Each student will also propose a solution to improve sustainability.

COURSE LEARNING OBJECTIVES

Given regular course participation, comprehensive reading and dedicated effort in assignments, students will be able to:

- Develop their critical thinking skills for reading, analyzing, and articulating their positions in writing, in-class discussions, and oral presentations.

To practice, hone and apply those skills by:

- Building an understanding about how and why our current food system came to be
- Formulating their own unique views about what is wrong or right about the current system and what should change
- learning what it means to be sustainable and to formulate how to make the food system more sustainable in the future

TEXTS

- Agricultural & Food Controversies: What Everyone Needs to Know
F. Bailey Norwood, Pascal A. Oltenacu, Michelle S. Calvo-Lorenzo, and Sarah Lancaster
- Hacker, D. *A Pocket Style Manual*. Boston: Bedford/St. Martin's.
- Sprague, J. and Stuart, D. *The Speaker's Handbook*. Belmont, CA: Wadsworth/Thomson Learning.
- Additional readings are provided electronically on Canvas.

CANVAS PLATFORM

Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas. You can access the Canvas site for this course by logging in at <http://info.canvas.colostate.edu/login.aspx>.

COURSE SCHEDULE (*topics in bold will be presented by students; number of lectures indicated in parentheses; readings in italics are optional; L is lecture by Dr. Hoag or guest speaker*)

- I. Introduction: (Week 1 and 2)
 - a. (1) Introduction and History of Agriculture: How our current system came to be
Reading: *The Living Fields* by Jack Harlan, Chp 2
 - b. (.5) L: Why there are conflicts in food systems
Reading: *Agricultural & Food Controversies (AFC)*, Chp 1 AND *Guns, Germs and Steel*
(.5) L: Writing and Presentations
 - c. (1) Class discussion on *Speaker's handbook*:
Discussions on 8, 11, 13, 14, 21, 22, 23, 25, sample speeches
Read on your own, Chapters not discussed above
 - d. (1) L: Example topics from Hoag research, with discussion
- II. Agriculture Through Art (practice presentations) (Week 3 and 4)
 - a. (1) **First (4 people)** Agriculture through art discussion (Sept 4)
 - b. (1) **Second (5 people)** Agriculture through art discussion (Sept 7)
 - c. (1) **Third (5 people)** Agriculture through art discussion (Sept 11)
 - d. (1) **Forth (5 people)** Agriculture through art discussion (Sept 13)
 - e. Discussion about presentations
- III. Sustainability lectures (Week 5 and 6) (Sept 18-27)
 - a. (3) L: What is sustainability?
Reading: *Sustainability: A comprehensive Foundation*, Chp 1 and 6.
 - b. (1) Watch *Angry Inuk Video* (Sept 27) (No class: watch at home on your own)
- IV. Past concerns (Weeks 7, 8 and 9)
 - a. (1) *Angry Inuk video* discussion: sustainability of seal hunting (Oct 2)
 - b. (1) **Dust bowl** (soil) 1930s: (Oct 4)
Reading: *Dust Bowl* in Wikipedia

- c. **(1) Pesticides and Poisons** (1960s) (Oct 9)
Reading: AFC, Chp 2 and 3, Optional Reading: *Silent Spring* by Rachel Carson
- d. **(1) Depleted resources** (oil /energy and other finite resources) 1970s (Oct 11)
Slide show on plan B
Optional Reading: Full Planet, *Empty Plates* by Lester Brown: *Plan B* by Lester Brown
- e. **(1) Animal welfare** (oct 16)
Reading: AFC Chp 8
- f. (1) L: Example topics from Hoag research, with discussion (Oct 18)
- V Current concerns (Week 10, 11 and 12.5)
 - a. **(1) Our Carbon Footprint** (Oct 23)
Reading: AFC, Chp 4
 - b. **(1) Genetically Modified Organisms (GMO's)** (Oct 25)
 - c. Reading: AFC, Chp 5
 - d. **(1) Farm Subsidies** (Oct 30)
Reading: AFC Chp 6
 - e. **(1) Local Foods** (Nov 1)
Reading: AFC, Chp 7
 - f. **(1) Food Safety, waste** (Nov 6)
Readings
Waste Not Want Not (Royle, National Geographic)
- VI A sustainable future (Week 12.5 13, 14 and 15) (3, 25-minute, presentations per period; max speech time 15 minutes) (Nov 15-Dec 8)
 - a. (1) Group 1 (2 presentations) (Nov 8)
 - b. (1) Group 2 (3 presentations) (Nov 13)
 - c. (1) Group 3 (3 presentations) (Nov 15)
 - d. (1) Group 4 (3 presentations) (Nov 27)
 - e. (1) Group 5 (3 presentations) (Nov 29)
 - f. (1) Group 6 (3 presentations) (Dec 4)
 - g. (1) Group 7 (2 presentations) (Dec 6)

COURSE ASSIGNMENTS

CLASS PARTICIPATION - Attendance is mandatory. Participation is graded based on the quantity and substance of each student's contribution to the class discussions.

HONORS COMPETENCIES SELF-ASSESSMENT (PICC) - Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit. Instructions for completing the assignment are provided below.

ORAL PRESENTATIONS - We will build our story about the agricultural and food system by discussing the past, present and future. I will do a series of topical or skill-building presentations throughout, but most of the class will be presented by you.

Follow Sprague and Stuart for methods (e.g. informative and persuasive speeches)

Use Extemporaneous Method (Chapter 23)

Careful planning but not memorized or read from notes

Speech should appear spontaneously delivered

Speaker maintain eye-contact with class

- 1) Agriculture through Art. Your first assignment is to develop a presentation about agriculture, as expressed through art (e.g. paintings, sculptures, cowboy poetry, etc). Most people choose to present through PowerPoint, but you can be creative. The class has to visually see (or hear) your artwork in some form, whether that's a photo in PowerPoint or brought directly to class. The primary purpose of this project, other than learning interesting things, is to practice presenting. In this first assignment, the class will help me critique your presentation style (delivery, body language, slide organization, etc) and help you build your skills as a presenter. Be creative! Past presentations have included cowboy boots, poetry, paintings, sculptures and crop art.

Your presentation should be 5-8 minutes long and the class will provide discussion and comments for another 5 minutes. There is no requirement to hand in anything.

- 2) Informative speech. For your second project, you will lead a class with a presentation and discussion about one of the past or current topics. We will randomly assign topics, but you are welcome to trade with anyone willing to trade after assignments are made. Two students will work cooperatively on each topic, with each person presenting at least 8 minutes. You will jointly lead a discussion for the remaining time in the class period. Those students that are NOT making a presentation will write a brief discussion topic statement based on the reading assignment for each subject, and bring it to class, then be expected to contribute to the discussion.

Your joint presentation should last 20-25 minutes total, plus 20-25 minutes of discussion.

List at least 2 key questions for discussion at the end of your speech. These should be thought provoking and meant to stimulate more discussion after both of you present. You must also provide me with a full-sentence outline for your portion of the speech (due when the speech is presented; submit outline in canvas).

- 3) Persuasive speech. Lastly, you will work on a final project, including a speech and presentation, about how to make the agricultural and food system more sustainable in the future. Your speech should be 12-15 minutes; you will have 25 minutes total for your presentation and discussion. Write a supporting paper that will be due one week later. I will not read papers to tell you how to improve them, but I'm happy to read outlines to help you determine if you are on track. The paper should be written according to the guidelines set out in a separate handout and should be at least 1,500 words and no longer than 2,000 words, NOT counting a title page, references and appendices. Submit paper in canvas.

All presentation time slots will be determined by lottery, but you made trade with a classmate once assignments have been made, and with instructor approval. You are expected to read the Speaker's Handbook as suggested in the detailed schedule below and to apply those skills to improve over each project.

MINOR WRITING ASSIGNMENTS - There are two minor writing assignments.

- 1) Students should prepare discussion topic statements based on the assigned readings. One statement is due for every informative speech topic, past and current concerns, except for the one you are presenting. Bring a typed response with the following three items to class:
 - a. An interesting fact from the assigned reading.
 - b. A question for the presenter
 - c. A position statement (short essay) about the topic (write two or three sentences with a position of some sort). You have a lot of latitude; discuss pro's or con's or comment on why the problem exists, or how it has been addressed. Make it interesting and make it your own.

The purpose of this assignment is to practice writing position statements and to come prepared to ask questions that stimulate discussion. There are 8 of these assignments (9 topics, minus the one that you present). You should provide at least a half page, but no more than a full page.

Please go to the discussion titled with your name and submit your first installation as a discussion reply. Then submit further comments as replies to your own posting.

Each student should submit a detailed, full sentence outline, with bibliography, for their informative speeches on past or current problems. Directions for this type of outline can be found in the Speakers Handbook. It should be about 2-3 pages long. Submit in canvas.

PERSUASIVE RESEARCH PAPER - Finally, all students are expected to write a professional paper that supports your persuasive speech on sustainability. This research paper should be at least 1,500 words and no more than 2,000 words, 12 point font, double spaced, 1 inch margins, plus title page and references. A proposal for the paper (1 paragraph) is due at the end of Week 9 (October 18).

Email the paper as a PDF or Word document as an attachment to the instructor. Do not send anything that has to be downloaded. Send a file directly to the instructor.

EVALUATION

Skills Self Assessment (PICC) and Participation	5%
Informative speeches.	
Presentation on Expression through Art	10%
Presentation (past or current concern)	15%
Full Sentence Outline and bibliography	15%
Written Discussion Topic Statements	5%
Final project on Sustainability	
Persuasive Speech on Sustainability	15%
Final Essay on Sustainability proposal	20%
Recitation	20%
Total	100%

Final grades will be as follows: A = 94-100%; A- = 90 – 93%; B+ = 88 – 89%; B = 84-87%; B- = 80–83%; C+ = 78–79%, C = 74-77%; C- = 70-73% D= 60-69%; F = <60%.

Competencies for Honors Students Exercise (“PICC” - due by the end of week 4 (Sept 14))

The CSU University Honors Program has identified four general competencies that are incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.

Skill Category (PICC)	Relevant Course Activities & Assignments
1. Professionalism, interpersonal skills, & emotional intelligence: Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others.	<ul style="list-style-type: none"> • Class participation & conduct • Formal speeches
2. Interdisciplinary learning integrated with global &/or cultural viewpoints: Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is	<ul style="list-style-type: none"> • Class discussions • Writing projects • Final research paper

aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue.	<ul style="list-style-type: none"> • Formal speeches
3. Critical thinking: Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.	<ul style="list-style-type: none"> • Class discussions • Discussion topic statements • Writing projects • Final research paper • Formal speeches
4. Creativity & problem solving: Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy	<ul style="list-style-type: none"> • Class discussions • Writing projects • Final research paper • Formal speeches

Instructions for completing the student self-evaluation using online PICC form:

1. Click this [link](#), or go to honors.colostate.edu/picc in your web browser.
2. Log in with your eName and password.
3. Click on the blue "Create New" button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the 'Submit' button. All done!

If you have any questions or technical problems, email Honors Tech Support at honorstechsupport@colostate.edu

INCOMPLETE - The grade of "I" is a temporary grade awarded to indicate that *for reasons beyond the student's control or that the student could not have reasonably have anticipated*, he/she could not complete the requirements for the course. When an instructor assigns an "I," he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an "incomplete" grade will automatically changed to an "F" grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

LATE ASSIGNMENTS POLICY — All assignments are due in class on the date due. Late assignments are not accepted *unless* there are genuine extenuating circumstances or other situations where arrangements have been made in advance.

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/>. You can also find many great websites. Try [www.chompchomp](http://www.chompchomp.com) for example.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

ABSENCE POLICY - If you are ill or unable to attend class, you should contact the instructor in advance if possible. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.

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