

SOCR171/HORT171 Environmental Issues in Agriculture Class Syllabus - Fall 2018

Course Description: Explore the historical development of agriculture, environmental consequences of modern food production, and other cultural approaches to agriculture. This course provides an introduction to the study of agricultural systems and examines their environmental implications within the context of local and global economies. We will explore alternative approaches to food and fiber production that emphasize economic and environmental sustainability.

I. About This Course:

This is a 3-credit course given in the Fall semester (2 lectures and 1 required recitation session each week).

This course fulfills 3 credits of the All University Core Curriculum requirements for the GT-SS3 category.

Prerequisites: none

Instructor:

Addy Elliott, Instructor
Office: C110 Plant Sciences
Phone: 491-6984
Email: Adriane.Elliott@Colostate.edu
Office Hours: email for an appointment

Teaching Assistants:

TA's teach recitation sections of this course. They are your first 'go to' for questions about this course. They are the keepers of your grade and communication with them is crucial. All sections meet every Friday throughout the semester.

10am-10:50am – Dylan Casey, TA
Office: Contact to meet
Email: dmcasey@rams.colostate.edu
Office Hours: By appointment

11am-11:50am – Katie Simota, TA
Office: Contact to meet
Email: simota@rams.colostate.edu
Office Hours: By appointment

1pm – 1:50pm – Daniel Oliver, TA
Office: Contact to meet
Email: daniel.oliver@colostate.edu
Office Hours: By appointment

2pm – 2:50pm – Tabitha Covey, TA
Office: Shepardson 112
Email: tabitha.covey@colostate.edu
Office Hours: T/TH 2pm – 3pm

II. Class Objectives:

Students will be able to

- A. Explain how agricultural systems developed within the U.S. and compare that to agricultural development in countries with geographic and cultural differences;
- B. Describe both positive and negative environmental consequences of food production systems in the U.S. and in other regions that represent a variety of economic, geographic, and societal features;
- C. Understand the costs and tradeoffs involved in meeting world food and fiber needs in terms of wildlife habitat, energy, soil, water, and air quality;
- D. Compare and contrast the agriculture/environment conflict and its possible resolution across cultural and geographical boundaries;
- E. Evaluate the potential of alternative cropping and animal production systems to provide food security, economic opportunity, and natural resource protection within different regions and cultures; and
- F. Assess the worldwide challenges and opportunities in organic food production systems.
- G. Explore different perspectives and solutions to the problems presented

III. Instructional Methodology:

In general, on Mondays and Wednesdays, there will be a lecture to introduce the topic, set the context, pose questions, and offer examples of potential solutions. Many of these lectures will be given by guest speakers who are actively working in the field that their lecture focuses on. On Fridays, students must attend their smaller recitation sections for discussion of the weekly reading, the lecture, and guest speakers.

IV. Classroom Etiquette:

This course relies on your understanding of the material presented in lecture and through the readings. Please attend class prepared, having turned in assignments for the day, attended lectures, read the readings and thought about the issues presented in each.

Your participation is essential to the recitation section of this course. Each student has a valuable perspective and you are encouraged to respectfully share your thoughts and feelings about the material. Thoughtful and engaging discourse is encouraged, as well as the presentation of conflicting viewpoints. Please show up and share! This class will only be great with your unique contributions.

No animals are allowed in the classroom except those defined in the CSU policy regarding SERVICE animals (see page 8 of this syllabus). No emotional support animals are allowed in class.

Please silence your phone and other electronic devices during class.

Please be quiet while others are speaking. It can be difficult to hear in a large classroom and even quiet talking can be very disruptive to other students who are trying to listen or share.

Please do not read newspapers, text, play games, or listen to music during class. It may not impact your learning experience, but it is distracting to others in the room.

V. Textbooks:

There is one text required for this class. Please purchase the novel Braiding Sweetgrass by Robin Wall Kimmerer. It is available for purchase at the CSU Bookstore and online. Other required readings are available online and can be accessed through Canvas within the section entitled 'Modules'.

V. Evaluation:

Lecture attendance	75 points
Recitation participation & assignment	150 points (10 points per week x 15 weeks)
Service Learning project and journal	150 points total
Group Presentation	75 points
TOTAL	450 points

Lecture Attendance

The bulk of the information that you will receive in this class will be shared through lectures and guest speakers, therefore, attendance is mandatory. Attendance will be recorded each class period through iClicker questions interspersed through the lecture or your peer review forms for your classmates' presentations.

Recitation

Each student is REQUIRED to participate in their recitation section. Points will be assigned weekly for attendance and participation (5 points), lecture quiz (5 points), and a weekly assignment (5 points). Each student will be required to turn in a typed assignment each week to their TA during their Friday recitation class period. Participation in the recitation is REQUIRED in order to receive the full five points each week.

Weekly Recitation Assignment (due every Friday in recitation)

Reference the week's reading assignment handout on Canvas. You are responsible for reading the assigned articles and completing the weekly assignment prior to your class period each Friday. Be prepared to discuss the readings. Only hard copies of assignments will be accepted unless specifically stated by your TA. Succinct writing is a skill. Let's practice it! Your assignment will be graded on content and grammar. Please be sure to proof read your assignment before handing it in.

Service Learning Experience, Journal and Paper

Students are invited to choose one local organization that works in tandem with agriculture to provide a service to the Fort Collins community. You are required to volunteer 15 hours (and SIGN IN with your contact person, take a picture of yourself working, or print the web-based confirmation to document your participation) at your chosen organization and keep a journal (10 entry minimum, not necessarily one entry per shift) where you reflect on your experience. If it is not possible to work all hours at one place, you may choose two organizations to complete your 15 hours. Please start on this early in the semester as agricultural field work ends with the onset of winter.

Service Learning Journal – 10 entries at minimum (due November 15 in lecture)

Some prompts to help you in your reflection are below (you are not required to use these questions in your reflections):

- a. Does the mission/vision statement associated with the organization match the effort/work that you are engaged in? Why/why not?
- b. What are the greatest challenges for the organization you are volunteering with? What are the greatest opportunities for the organization?
- c. What community does the organization serve and how is that community changed because of the organization?
- d. How much is Fort Collins/Larimer County/Colorado agriculture tied in to the organization? Is this a positive or negative relationship?
- e. What other insights have you gained about agriculture, the environment, sustainability and community through your volunteer opportunity?

Service Learning Reflection/Synthesis Paper (due December 6 in lecture)

After completing volunteer hours, students are required to write a 3-5-page paper that reflects on their experience. This paper will focus on how the experience impacted YOU and your perception of the food system through the eyes of your volunteer opportunity. **Please use proper grammar and a professional tone.** You are required to think critically about your experience and offer some new insights. If you did not have any new experiences or insights, it is your responsibility to schedule a time to speak with your TA to discuss this and come up with an idea for your paper. The TA who grades your paper may ask you to dig deeper into your experience through written Socratic dialogue. This will be at the discretion of the TA and will be required to receive full points for your reflections/paper.

Alternative to Service Learning Project: Book Reviews

Although the Service Learning component of this course is an important learning opportunity, we recognize that some students may not be able to complete the Service Learning Project for any number of reasons. Please connect with your TA during the 1st or 2nd week of class if this is the case in order to discuss an alternative Book Review that you may complete instead.

Group Presentation (present during class. Presentations will begin the last week in September and complete on the last day of the course.)

Students will be assigned to 3 or 4 person teams to develop a presentation on a success story that demonstrates a positive environmental impact from agriculture (or a reduction of a negative impact). The subject must be approved by the instructor in advance Teams will be assigned on the first day of recitation with subjects approved by your TA during the second recitation class period. Presentations will be graded on appearance/organization (10), content (35), the oral presentation (20), and peer evaluation of group participation (10).

Group Project Assignment Details

Groups will be chosen from within your recitation section! Each group will create a 6-8 slide PowerPoint presentation that will be submitted via email to Addy (Adriane.Elliott@ColoState.edu) and your TA 24 hours before you give your presentation. Please do not read off of the slides when presenting! Use this as an opportunity to add to what you have on the projector screen. Each presentation should include:

- 1) Statement of Problem: choose an agriculturally related environmental problem that you would like to research.
- 2) Solution: choose an individual/group/non-governmental organization/non-profit organization, etc. that has made a positive contribution toward solving the problem stated above and highlight their organization and approach.
- 3) Impact: illustrate the impact that the group highlighted above has had on the problem.
- 4) Critique: critique the “solution” or make recommendations to improve or expand it in the future. This is an important part of critical thinking.
- 5) Include 1 graph or table and 1 figure (photograph, map, illustration) in each presentation to illustrate your points.
- 6) References: include a minimum of 5 references utilized to create your presentation.

All writing assignments must use proper English grammar and punctuation, as well as good organization of the essay as a whole and each paragraph individually. You cannot get an A on your writing assignments if these characteristics are not present. If you have difficulty with writing, please access the CSU Writing Center: <https://writingcenter.colostate.edu> and speak with your TA.

Library & Research Help

The CSU Libraries Help Desk <http://lib.colostate.edu/helpdesk> provides both research (Ph. 970-491-1841) and technical (Ph. 970-491-7276) support. Neyda Gilman is the faculty librarian supporting this course. Please don't hesitate to contact her for assistance at neyda.gilman@colostate.edu or 970-491-7436. Find her weekly open (drop-by) office hours posted at <http://libguides.colostate.edu/neydagilman>. You can also schedule an appointment online at <http://goo.gl/BLduvu>.

Assignment Policy

Everyone will receive access to assignments and quiz questions on the same day. I encourage you to make your best effort to submit all assignments on time, but I understand that sometimes circumstances arise that are beyond your control. Students that must extend the deadline of an assignment due to illness, family emergencies, or other University approved excuses will be able to make up exams by special arrangement.

Please note that assignments submitted late without prior approval will be docked a full letter grade for each date past the assigned due date. Please talk with your TA if you are having difficulty turning assignments in on time.

Plagiarism and Academic Integrity

We take the issue of academic integrity very seriously in this course. You are expected to do your own work and to not access notes or the web during an exam, copy from someone else's exam or to provide exam answers to another student during an exam. We reserve the right to proctor all exams and will take actions to ensure that all students are following this policy.

Plagiarism

"Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source" (CSU Policies and Guiding Principles, 2017-2018).

Our motivation for rigorously enforcing a no-plagiarism policy is twofold: First, plagiarism is a form of theft. Taking someone else's words or ideas without attribution is stealing someone else's work. Second, copying someone else's work does not fulfill the purpose of the assignment, which is for you to develop critical thinking and analysis skills. You demonstrate this by presenting your own, new, synthesis and analysis in your writing. Simply copying or paraphrasing from source materials does not demonstrate this, however insightful the source(s) may be. Good writing generates new knowledge. This should be your goal in this class, in other courses at CSU and in your career after you leave here.

In this course all written work will be spot checked for plagiarism issues by both instructors and originality checking software such as VeriCite. If you are caught plagiarizing materials you will receive a 0 for the assignment/exam/project, and depending upon the severity of the offense, an F in the course. All examples of plagiarism or academic dishonesty and will be reported to the Office of Conflict Resolution and Student Conduct Services for additional disciplinary action as outlined in the student handbook under the heading "academic integrity/Misconduct" (<http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>).

This course will adhere to the Academic Integrity Policy {Section 1.6} of the Colorado State University General Catalog, the Student Conduct Code, and University Principles of Community.

Please refer to The University Principles of Community found on page 9 of this syllabus.

Please refer to our cheating and plagiarism policy found on the Canvas homepage and page __ of this syllabus.

Student Conduct Code: <http://www.conflictresolution.colostate.edu/conduct-code.aspx#conduct>

VI. General Information: Principles of Community

In this course we strive to follow and extend Colorado State's University's Principles of Community, and welcome spirited discussion, lively debate and pursuit of knowledge in a manner that respects each of us as individuals.

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Need Help? Rams Take Care of Rams

Reach out and ask for help if you or someone you know is having a difficult time. Always feel free to come and talk to me; I will always make myself available to help connect you with any resources you need. CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to <http://health.colostate.edu>. If you are concerned about a friend or peer, tell someone by calling 970-491-1350 (or visit <http://safety.colostate.edu/tell-someone.aspx>) to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams take care of Rams.

Service Animals in the Classroom

This course will follow all of the policies regarding service animal access to the classroom. The full university policy may be found here:
<http://policylibrary.colostate.edu/policy.aspx?id=747>

POLICY STATEMENT

The University will not discriminate against individuals with disabilities who use service dogs, nor, subject to the terms of this Policy, deny those persons access to programs, services and facilities of the University. In addition, only under certain limited conditions as stated in this policy, the University may permit an individual with a documented disability to have an Emotional Support Animal in a University residential facility. Pets are not permitted in any University building, including residence halls, except for the Veterinary Teaching Hospital and other veterinary facilities in accordance with their rules and policies, or when otherwise specially allowed with advance approval from Environmental Health Services for bona fide academic or University business purposes.

Service Dogs

Subject to some limitations, a service dog may accompany an individual with a disability throughout campus, such as in classrooms, recreational facilities and campus residences. It is strongly encouraged, but not required, that a service dog be identifiable to others through a visible signifier (e.g., vest or harness). Individuals with a disability who require a service dog in the classroom should contact Resources for Disabled Students (RDS) for assistance with accommodations.

Emotional Support Animals

An emotional support animal (ESA) is one that alleviates one or more identified symptoms or effects of a person's disability. ESAs are not permitted in university buildings, except in the rare situation where use of an ESA in University housing is

approved in advance by the University upon the submission of appropriate documentation, as set forth in this policy.

ESAs are not permitted in non-residential buildings such as classrooms, laboratories, business offices, recreational facilities, dining halls, or the Lory Student Center; they are limited to the disabled individual's residence in a University residence hall, apartment, or other housing unit, and permitted only with prior approval.

Financial and Food Resources

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact your academic advisor or the Dean of Students for support. Furthermore, please notify your instructor if you comfortable in doing so.

CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible, as well as food relief to our community. If you find yourself in need of emergency funds, please reach out to the office of Financial Aid. If you are seeking food relief, please go to the Rams against Hunger webpage to see which sources of support you are eligible to access:

<https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/>