

AGR 100
Food Security

Spring 2015

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Course Description:

AGR 100 3(3-0) Food Security, An examination of Policies and Technology that affect food security for the United States in a Global Setting.

A general education course meeting the Public Affairs mission of: *preparing for roles as world citizens cultivating civic virtues, understanding the bonds that unite people, exploring and executing citizenship obligations, understanding the effects of private behavior in the public sphere, and recognizing and reflecting on public issues.*

Cultural Competence

Goal: “Students will recognize and respect multiple perspectives and cultures.”

AGR 100 examines cultural diversities and unique challenges and contributions for food security. This examination is through at least three guest speakers from different continents who address their uniqueness and perspectives. Discussion and reaction papers that require student analysis and defensible conclusions are used for assessment.

Ethical Leadership

Goal: “Students will articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership.”

AGR 100 examines the response of societies’ leaders and the effect it has upon food security issues. Class evaluations and reaction papers are used for assessment.

Community Engagement

Goal: “Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.”

AGR 100 utilizes external speakers and response papers for students to place in societal context the issues. They are often asked to include in the response papers “What would you relay to your Congressman/woman is the critical piece of information you would urge consideration when making the final decision?”

AGR 100 examines learning goals within General Education's offerings of obtaining Knowledge of Human Cultures, Social and Behavioral Sciences General Goal 8 (GG8): *Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.*

Specific Learning outcomes used to achieve General Goal 8 in this course are:

- SLO8.1. Explain and compare social institutions, structures, and processes across a range of historical periods and cultures around the globe.
- SLO8.2. Understand the past and how it influences present world societies and contemporary problems.
- SLO8.4. Articulate interdependence of people and places around the globe.
- SLO8.5. Understand and differentiate biological, cognitive, and social environmental factors that influence human behavior.
- SLO8.6. Understand and apply behavioral science principles to personal, social, and organizational issues.

Within the Culture and Society Section, AGR 100 addresses specific learning objects (SLO) by addressing: *In an increasingly interconnected world, students' professional, social, civic, and personal lives are affected by the complexity of human interaction. Thus, students must understand the nature and underlying mechanisms of that interaction in a broad variety of contexts.*

The course objectives that are aligned with the general education goal 8 (GG8) and specific learning outcomes (SLOs) are as follows:

1. Explore how civilizations have been dependent upon the development of technology for producing the essentials of life for a growing demand and a challenged supply of resources. (SLOs 8.1, 8.2, 8.4, 8.5)
2. Explore the economic impacts of technology on meeting individual and society's food needs in the United States and the world community. (SLOs 8.4, 8.6)
3. Explore political implications involving technology and food availability. (SLOs 8.2, 8.4)

ASSESSMENT OF MEETING COURSE OBJECTIVES

1. Lecture Examinations
2. Quizzes – Individual and Group
3. Reaction Papers
One Reaction Paper will be required on ethical leadership and will be submitted for the School and the University's assessment of public affairs
3. Standardized School of Agriculture Assessment to address General Education Goals is attached.

REFERENCES:

On the Internet: MSU Website, Blackboard— <http://blackboard.missouristate.edu>

This class is Web supported. You must have a Windows account in order to use MSU Blackboard. In order to obtain a Windows account, present your Zip Card at one of three open-access computer labs: Cheek Hall 150, Glass Hall 228, 229, 234, 235, or Strong Hall 107.

Useful Agriculture web sites

United States Department of Agriculture www.usda.gov

www.agclassroom.org/gan/timeline/farmers_land.htm

Missouri Department of Agriculture www.mda.state.mo.us

Missouri Department of Conservation www.conservation.state.mo.us

Missouri Farm Bureau www.mofb.org

Food and Agriculture Policy Research Institute www.fapri.missouri.edu

Population www.census.gov/ipc/www/world.html

TOPICAL OUTLINE

PART I. HISTORY OF AMERICAN AGRICULTURE (SLOs 8.1, 8.2, 8.4, 8.5)

This segment of the class reviews the film series, "America the Bountiful," produced by California Polytechnic State University, San Luis Obispo, CA. There are six films, 20 minutes each that examine the evolution of the agriculture industry in the United States from the beginning of history to our present day. The effects of changing technology and society's responses are emphasized.

PART II. THE FOOD AND FIBER INDUSTRY IN A GLOBAL SETTING (SLO 8.4)

1. Defining agriculture as the food, fiber and renewable resource industry
2. The food - population challenge in the U.S. and globally
3. The effect of public policy (NAFTA, WTO, subsidies, etc.) on the food, fiber and environmental issues.

Films: 1. "Immigration by the Numbers"

Produced by the Social Contract Press. Hosted by Roy Beck.

2. "A Feast Amid Famine: The World Food Paradox."

Produced by the University of Arizona

PART III. ISSUES FACING OUR SOCIETY THAT INVOLVE FOOD, FIBER AND NATURAL RESOURCES (SLOs 8.5, 8.6)

1. Plant and animal genetic engineering
2. Impact of animals on society (animal welfare/animal rights)
(Supported with film "Taking Stock", the Upjohn Company)
3. Food safety issues (including government responses)
4. Multiple demands placed upon a sustainable environment

EXAMS

THREE Exams (100 pts. each) Date will be announced one week in advance

One Final Exam (100 pts.) Date scheduled during finals week (comprehensive)
Reaction Papers, Quizzes and Exercises (up to 200 pts.)

Policy on Absences and Make-up

Student is responsible for getting all information from a classmate if an absence is required.
Assignments must be turned in at the following class period of the due date to receive full credit.
Student can receive up to 50% if the assignment is turned in within one week of due date.
Assignments turned in after one week, 0%. Exceptions will be made with verifiable emergencies.
No makeup of daily quizzes is allowed. Makeup of hour exams may be achieved if prior arrangements are made.

Class Period: Tuesdays 4:00 to 6:30 pm;

Jan 13, 20, 27, Feb 3, 10, 17, 24, Mar 3, 10 (break), 17, 24, 31, Apr 7, 14, 21, 28, May 5, Final May 14 at 3:30

GRADING

A	=	90 - 100% of points	D	=	60-69% of points
B	=	80 - 89% of points	F	=	Less than 60% of points
C	=	70 - 79% of point			

WILLIAM H. DARR SCHOOL OF AGRICULTURE EXPECTATIONS: As mentors and teachers we are committed to providing a high quality learning experience that prepares students for successful careers and fulfilling lives, and we have the expectation of the ethical behavior, a teachable attitude, and respect to be demonstrated in the classroom and beyond.

Tobacco Use Policy: As of August 15, 2012, Missouri State University is a **smoke-free campus**. The Karls Hall, Pinegar Arena and Bond Learning Center are all **TOBACCO FREE** facilities.

UNIVERSITY POLICIES: Academic Integrity Policy: Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures* at the following website: <http://www.missouristate.edu/academicintegrity/70990.htm> Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Nondiscrimination Policy: Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the Office for Institutional Equity and Compliance website at <http://www.missouristate.edu/equity>.

Disability Accommodation: To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

Emergency Response Statement: Students who require assistance during an emergency evacuation must discuss their needs with their professors and the Disability Resource Center. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. For additional information, students should contact the Disability Resource Center, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576. For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm>

Cell Phone Use Policy: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Policy Regarding Dropping a Class: It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Other important dates and deadlines: Academic Calendar: <http://calendar.missouristate.edu/academic.aspx>

ASSESSMENT

Assessment – Social and Behavioral Sciences General Goal (GG 8):

Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction. Specific Learning Objectives (SLO) are: (Note: Must meet- three or more)

- SL08.1 Explain and compare social institutions, structures, and processes across a range of historical periods and cultures around the globe.
- SL08.2 Understand the past and how it influences present world societies and contemporary problems.
- SL08.3 Articulate interdependence of people and places around the globe.
- SL08.4 Understand and differentiate biological, cognitive, and social environmental factors that influence human behavior.
- SL08.5 Understand and apply behavioral science principles to personal, social, and organizational issues.

Reaction Paper

In addition to the Pre and Post Test, one Reaction Paper will be required on ethical leadership and will be submitted for the School and the University's assessment of public affairs

