Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements
X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ABS 203 Global Food Systems to the list of courses approved to meet SGR #3 Social Sciences/Diversity and Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
Course content of ABS 203 (Global Food Systems) is directly related to major issues of our contemporary global agriculture and food systems. Student understanding of the global issues is assessed through exams and written assignments. Student team and individual assignments related to Millions Fed case studies are used to assess more in-depth understanding of specific issues involved in the case study.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SGR #3 goals, Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. The course description is provided here for reference.

Course Description:
ABS 203 Global Food Systems: Introduction to global food systems and agricultural diversity. Food production techniques, economics, society/ cultural values, and agricultural constraints in several countries will be studied.
SGR #3 - ABS 203 Global Food Systems

SGR #3 goal: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Social science concepts and approaches, especially economics and business, along with selected agronomic concepts are used to help understand global food and agricultural systems on a worldwide and global regional level. The extent of major assessment methods used varies by SLO with tests/ quizzes and directed discussion used more to identify and explain basic concepts, while application of concepts (SLO 2,3,5) uses all of the assessment items listed.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;
   Key concepts include factors affecting supply and demand for agricultural / food products, population and income growth determinants, role of markets and government in agricultural / rural development globally and in specific world regions, roles of leadership (individual and community) in changing agricultural systems over time. The fundamental concept of food security and the major factors influencing it in different cultures is examined. These concepts are applied in SLO #2.

2. Apply selected social science concepts and theories to contemporary issues;
   Several concepts from economics, agricultural economics, and business management (discussed in SLO #1) along with key agronomic concepts are presented and applied to contemporary issues of food production, food consumption, global trade of agricultural products, food security, and environmental degradation. In addition, students examine the application of selected concepts in their Global Food Systems project – which involves team presentation and individual writing.

3. Identify and explain the social or aesthetic values of different cultures.
   This course requires students to examine the major differences in agricultural / food production, food consumption, farm organization in different world regions and explain major reasons for these differences.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions;

5. The allocation of human or natural resources within societies;
   Students examine the major factors that influence: (1) the location of different farming systems (crop and livestock production systems) around the world, (2) major reasons why farming systems change over time, (3) different food consumption patterns around the world and how these patterns are changing.

6. The impact of diverse philosophical ethical or religious views.

Each course meeting this goal includes the following student learning outcomes:
Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis. As a result of taking ABS 203, students will be able to demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization and interpret consequences of global issues through various forms of analysis. Each of these learning outcomes will be assessed by written exams, group discussions/presentation, written paper, and homework assignments.

or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see following pages.
SGR #3 - ABS 203 Global Food Systems

Dept. Phone: 688-4141  688-4600  
Home Phone: 627-9442  cell: 690-4569
(no calls after 10:30 pm, please)
E-mail: Larry.Janssen@sdstate.edu  Howard.Woodard@sdstate.edu

This course on Global Food Systems is open to all university students in all majors. It is designed as an entry-level course in international / global agriculture at SDSU. Dr. Janssen is the course coordinator and principal instructor. Several faculty members from Plant Science, Animal Science and Economics will provide varied presentations / lectures to this class.

COURSE CATALOG DESCRIPTION:
“Introduction to global food systems and agricultural diversity. Food production techniques, economics, society/cultural values, and agricultural constraints in several countries will be studied.”

This course is approved as a Group I elective in agriculture and can also meet the Globalization Requirement. This course also meets the SDSU IGR Goal #2 (Cultural Awareness and Social and Environmental Responsibility) in the 2012 catalog and is requested to meet the SDSU SGR Goal #3 (Social Sciences / Diversity). This course is recommended for students planning to participate in SDSU travel/study courses (such as ABS 482). It is an elective course in the Global Studies major.

COURSE APPROACH / INSTRUCTIONAL METHODS
In this course we examine global food systems (agriculture, agribusiness, and society) from a multi-disciplinary approach. An important theme of this course is investigation of the major interrelationships between natural resource, economic, social /cultural, and political factors on the changing face of global agriculture and agribusiness. The role of agriculture and agribusiness in the social /economic development of the global regions and several nations (China, India, Brazil etc.) will be studied. International institutions such as the World Trade Organization and International Ag Research Institutes that have a major impact on the global agricultural / food sector are investigated.

Course format includes lectures, class discussion and student group presentations. Successful strategies used in different cultures to address an important agro-environmental problem, along with a comparative study of a specific farming system or will be emphasized in a Global Ag / Food System project. Course grade is determined from three exams, student projects, and class participation / homework and quizzes.

MAJOR REFERENCES
The following reference is REQUIRED and is available for purchase at the SDSU bookstore:


We will also use several chapters from an internet book edited by David Spielman and Rajul Pandya-Lorch: Millions Fed: Proven Success in Agricultural Development. International Food Policy Research Institute (IFPRI), 2009. This book is particularly useful in helping meet student learning outcomes for IGR #2. The links to specific chapters of this reference will be on the ABS 203 course D2L (Desire to Learn Website). The direct internet link is http://www.ifpri.org click on “Millions Fed” icon and go to the “book” link to download the book or specific chapters of the book. There are also many other useful links in this website.

Another reference source used in the Livestock section of the class are selected chapters from the FAO State of Agriculture report, Livestock in the Balance, also available on the internet and referenced in the class D2L website. Other resources from USDA and other sources may also be used as additional reference material.

The D2L site for this course will be used for posting class assignments & homework, grading, class lecture notes (usually partly completed), links to chapters of Millions Fed and other required reading assignments. You should download course lecture notes / assignments prior to class.

COURSE GOALS and STUDENT LEARNING OUTCOMES
This course meets the university and system Globalization goal. It also meets SDSU IGR (Institutional Graduation Requirements) Goal #2 on Cultural Awareness and Social and Environmental Responsibility and is requested to meet SDSU SGR Goal #3 (Social Sciences / Diversity). Upon completion of this course:

“Students will be able to identify global issues and how they impact their lives and discipline.”

and

“Students will acquire knowledge about the world’s peoples that prepares them for further study, deepens their understanding of the human conditions and strengthens their commitment to social and environmental responsibilities.”

and

“Students will understand the organization, potential, and diversity of the human community through the study of the social sciences.”

A major goal of this course is to provide students with a multi-disciplinary approach to examine major components of global agriculture / food systems. To achieve these goals, specific topics include:

1. Global land and environmental resources and their stewardship
2. Global food demand, consumption, and trading patterns.
3. Major livestock and crop production systems in the world
4. Green revolution; agricultural research / technology issues
5. Globalization, economic development and agriculture issues
6. World food problems and global food security issues;
7. Agricultural / food system issues (production, marketing, trade, development etc.) in different regions and countries of the world.

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a. Asia (case studies on China, India and others)
b. Latin America (case studies on Brazil / Argentina)
c. Africa and the Middle East (case studies)
d. European Union and Eastern Europe / former Soviet Union

Approximately two-fifths of the course is related to the first four topics and one-fifth of the course is related to topics #5 and 6. The remaining two fifths of course time is devoted to the final section (topic #7) that emphasizes different regional / cultural perspectives on global food systems and includes case studies on proven success stories in agricultural development in different areas of the world.

The content of this entire course is devoted to students obtaining a basic understanding of the major characteristics of contemporary global agricultural and food systems and the key issues involved in assessing their performance. A global region and global farming systems approach is used to develop student understanding and appreciation of the diversity of agricultural / food systems, the varying magnitude of problems / issues encountered, and strategies / tactics used to improve the systems (proven success stories in #7 above). More specific student learning outcomes are discussed in the next section of the syllabus.

STUDENT LEARNING OUTCOMES: Globalization goal:
Students will:
1. Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization. Interpret consequences of global issues through various forms of analysis.
Assessment: Each of these learning outcomes will be assessed by written exams, group discussions / presentation, written paper, and homework assignments.

STUDENT LEARNING OUTCOMES: Social Science / Diversity (SGR Goal #3)
Students will:
1. Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural, and or institutional contexts.
2. Identify and explain the social or aesthetic values of different cultures.
3. Apply selected social science concepts and theories to contemporary issues.
Assessment: The first learning outcome (identify and explain basic concepts….) will primarily be evaluated from written exams / quizzes and group discussion. The remaining learning outcomes will be assessed by combination of written exams, group discussions / presentations, written paper, and homework assignments.

STUDENT LEARNING OUTCOMES: Cultural Awareness and Social and Environmental Responsibility (IGR Goal #2)
Students will use a global farming / food systems approach to:
1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.
2. Describe how personal choices derive from and affect social, cultural, and environmental contexts.
3. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.
Assessment: Each of these learning outcomes will be assessed by written exams, group discussions / presentation, written paper, and homework assignments.

EVALUATION METHODS:
Most of the course grade is determined from exams, quizzes, homework, and completion of a Global Ag / Food Systems project. Class attendance and participation will also influence assignment of course grades. Specific evaluation methods are:

<table>
<thead>
<tr>
<th>Approximate</th>
<th>Percent</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>53%</td>
<td>320</td>
</tr>
<tr>
<td>Class Projects</td>
<td>24%</td>
<td>145</td>
</tr>
<tr>
<td>Homework, quizzes, and participation</td>
<td>23%</td>
<td>135</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>600</td>
</tr>
</tbody>
</table>

A. Exams
Two exams (100 pts each) are given during the semester. The scheduled date for each exam is:

THURSDAY, SEPTEMBER 27
THURSDAY, NOVEMBER 1

The FINAL EXAM (120 points) is scheduled in the same classroom for:

THURSDAY, DECEMBER 13, 4:00 – 5:45 p.m.

The two midterm exams will contain a combination of short answer / essay questions and some objective questions (fill-in-blank, multiple choice, matching, and map skills). Exams will be graded and returned to students for inspection two class periods after the test is administered.

Makeup midterm exams are only scheduled for students with University excused absences for the days that the exam is offered or due to major illness / hospitalization. Makeup midterm exams must be taken prior to return of regular exam.

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The final exam (120 points) will contain some midterm style questions over material covered after the second exam. The rest of the exam will be based on take-home study questions that ask for discussion on the major themes in the course.

B. Class Projects (total of 145 points)
The major emphasis of your Global Food Systems project (80 pts) is a comparative study of important elements of successful production/marketing strategies used in a specific “farming system” in a lesser developed region of the world. The farming systems examined will primarily be based on presentation of a chapter in the book Millions Fed: Proven Successes in Agricultural Development. The project includes development of a presentation outline, a PowerPoint presentation and making a team presentation to the class on your assigned topic (15-18 minutes + added time for discussion). This team project is worth 80 points. In addition, each student will complete an individual essay (35 points) concerning their assessment of the most important factors that contributed to the contemporary success of the farming systems project. In most cases, this includes some discussion of earlier unsuccessful efforts.

A smaller project (35 pts.) will be an examination of the major characteristics of a specific farming system in a specific global region and assessment of its modernization potential and pitfalls. The assignment is based on the Global Farming Systems initiative of the FAO and is from review of key articles on reserve or located at specific internet sites.

C. Homework, quizzes, class participation (total of 135 points)
The course coordinator will assign homework and a few quizzes (10 to 20 pts each) related to various topics covered in the class. Homework will emphasize obtaining and interpreting information and data from internet sites on world agriculture (USDA – ERS, UN – FAO, IFPRI)

All students will have an extra credit opportunity to attend/participate in ONE class enrichment activity that is closely related to the class subject matter but is presented to the University community outside of this class period. You would be required to write a 1-2 page discussion (using a word processor) of the major points of the presentation and your evaluation of its contents in relation to class subject matter. This activity is worth a max of 10 - 15 points.

As a student it is your professional obligation to attend ALL class periods and participate in class discussion/activities, unless you are ill or have a University excused absence. Class participation and attendance is worth 25 to 30 points. To receive ANY attendance/participation points, you must be present for most periods when attendance is taken.

GRADING POLICIES:
90% - 100% = A
80% - 89.9% = B
70% - 79.9% = C
60% - 69.9% = D
Below 60% = F

Course grade standards are shown on the left. Slight adjustments from these standards may occur at the end of the semester. Class participation and attendance will influence your grade.

Effective class participation by you is strongly encouraged. Class attendance and participation will influence assignment of grades. It is your responsibility to obtain materials for absent classes. Missed lecture notes will have to be obtained from other students.

ACADEMIC DISHONESTY:
The penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor, and based on the seriousness of the situation.

Cheating or plagiarizing on tests, quizzes, problems, research papers, or other assignments may result in:
1. a grade of zero on the text, quiz, problem or other assignment for the student(s) involved.
2. a grade of F for the course.
3. referral of the matter to the Student Conduct Committee for disciplinary action.

Other class policies: Electronic devices (including cell phones) should be turned off during the class period.

SPECIAL ACCOMMODATIONS (ADA Statement):
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services (605-688-4504 or fax 605-6844-4987) to privately discuss their specific needs. The Office of Disability Services is located in room 065 of the Student Union.

IMPORTANT DATES:
Monday 9/3 LABOR DAY / HOLIDAY. NO CLASSES
Wednesday 9/5 Last day to ADD / DROP without charge
Friday 9/14 Last day to submit graduation card
Monday 10/8 Native American Day / HOLIDAY. NO CLASSES
Saturday 10/27 HOBOT DAY
Thursday 11/8 Last day to drop course or withdraw
Monday 11/12 Veteran’s Day / HOLIDAY. NO CLASSES
November 21 - 23 THANKSGIVING BREAK. NO CLASSES
Thursday 12/6 Last day of ABS 203 class
Thursday 12/13 Final Exam ABS 203 in this classroom, 2 – 3:45 pm

FREEDOM IN LEARNING:

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Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

COURSE OUTLINE & READING ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Topic / Activity</th>
<th>Major Reference</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Aug 28</td>
<td>Course Introduction Global Ag Issues</td>
<td>Course Syllabus; Southgate, Graham, and Tweeten (SGT) The World Food Economy.</td>
<td>Dr. Larry Janssen</td>
</tr>
<tr>
<td>Thurs/Tues/Thurs, Aug 30, Sept 4 &amp; 6</td>
<td>Global Food Demand and Production Global Ag Markets</td>
<td>SGT, Word Food Economy, Chapter 2, 3 &amp; 4 Notes and assigned readings</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Tuesday, Sept 11</td>
<td>Soils and Climate</td>
<td>Notes, assigned readings or handouts</td>
<td>Dr. Howard Woodard</td>
</tr>
<tr>
<td>Thurs/Tues/Thurs, Sept 13, 18, 20</td>
<td>Major Crop Production Systems and Farming Systems in the world</td>
<td>SGT, assigned readings or handouts</td>
<td>Dr. Woodard</td>
</tr>
<tr>
<td>Tuesday, Sept 25</td>
<td>Int’l Ag Research &amp; Green Revolution</td>
<td>Millions Fed, Chapter 3</td>
<td>Dr. Janssen &amp; Woodard</td>
</tr>
<tr>
<td>Thursday, Sept. 27</td>
<td>EXAM # 1: 100 pts.</td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Tuesday, Oct 2</td>
<td>Farming System: Success Stories</td>
<td>Millions Fed, Chapter 1; Semester Project Assignments Return exam #1</td>
<td>Dr. Janssen &amp; Woodard</td>
</tr>
<tr>
<td>Thurs/Tues/Thurs, Oct 4,9,11</td>
<td>Livestock Production Systems around the world; Global Trends in LS production and consumption</td>
<td>“Livestock in the Balance” FAO State of Agriculture report for 2009</td>
<td>Dr. Janssen + 2 Speakers: Dr. Daly, DVM &amp; Mgr. of Bel Brands dairy co.</td>
</tr>
<tr>
<td>Tuesday, Oct 16</td>
<td>Selected livestock issues</td>
<td>“Livestock in the Balance” FAO State of Agriculture report for 2009</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Thurs/ Tues, Oct. 18,23</td>
<td>Agriculture and Environment; Globalization</td>
<td>SGT, The World Food Economy, Chpt. 5 and 6</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Thurs/Tues, Oct. 25, 30</td>
<td>Econ Development and Agriculture; Global Food Security</td>
<td>SGT, The World Food Economy, Chpt. 7 and 8</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Thursday, Nov. 1</td>
<td>EXAM # 2: 100 pts.</td>
<td>READING ASSIGNMENTS - continued</td>
<td>Students</td>
</tr>
<tr>
<td>Tues/Thurs, Nov. 6, 8</td>
<td>European Union and former Soviet Union</td>
<td>SGT, The World Food Economy, Chapter 14 and part of 10 Return exam #2</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Tues/Thurs Nov 13,15</td>
<td>Asian Agriculture; Food and Ag Issues in China and India</td>
<td>SGT, The World Food Economy Chapter 11 Assigned readings on China and India</td>
<td>Dr. Janssen and Dr. Thaler</td>
</tr>
<tr>
<td>Tuesday, Nov. 20</td>
<td>Food Security &amp; Agriculture in Africa and Middle East</td>
<td>SGT The World Food Economy, Chapter 13,15</td>
<td>Dr. Janssen</td>
</tr>
<tr>
<td>Thursday, Nov. 22</td>
<td>THANKSGIVING</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Tuesday Dec. 13</td>
<td>Final Exam: 120 pts.</td>
<td>4:00 to 5:40 pm in Ag Hall 139</td>
<td>Students</td>
</tr>
</tbody>
</table>

The course outline could be changed slightly due to currently unforeseen circumstances such as a change in availability times of guest speakers. The current plan is to include student team presentations after Thanksgiving.

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).
SGR #3 - ABS 203 Global Food Systems

Course Prefix, Number, and title: ABS 203: Global Food Systems
Number of Credits: 3
Faculty member’s name, department, college: Dr. Larry Janssen, Economics, ABS College (lead instructor)
Department Head: Jason Zimmerman

Goal as listed in the latest College Catalog
Globalization: Students will be able to identify global issues and how they impact their lives and discipline.

ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)
Yes

DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)
Yes

LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME:

T,D,S,W Course content of ABS 203 (Global Food Systems) is directly related to major issues of our contemporary global agriculture and food systems. Student understanding of the global issues is assessed through exams and written assignments. Student team and individual assignments related to Millions Fed case studies are used to assess more in-depth understanding of specific issues involved in the case study.

T, D, S, W Most of the course content is related to understanding globalization as it effects and is effected by the global agricultural and food system. Discussion of benefit and cost implications is included in the discussion of each global issue (which are listed in

List all SLOs (Student Learning Outcomes) for the Globalization Goal met by this course:
SLO #1: Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization.

ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES MET BY THE COURSE? (YES/NO)
Yes

LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME:

T,D,S,W Course content of ABS 203 (Global Food Systems) is directly related to major issues of our contemporary global agriculture and food systems. Student understanding of the global issues is assessed through exams and written assignments. Student team and individual assignments related to Millions Fed case studies are used to assess more in-depth understanding of specific issues involved in the case study.

T, D, S, W Most of the course content is related to understanding globalization as it effects and is effected by the global agricultural and food system. Discussion of benefit and cost implications is included in the discussion of each global issue (which are listed in
| SLO #2: Interpret consequences of global issues through various forms of analysis. | Yes | Yes | T, D, S, W Many specific global issues related to agriculture – food systems are examined in this course – food production trends, agricultural research / technology, environmental degradation, food security, globalization, and rural development at the global level and at world regional levels. |
| SGR Goal #3: Social Sciences / Diversity – Students will understand the organization, potential, and diversity of the human community through study of the social sciences. | Yes | Yes | T, D, S, W Social science concepts and approaches, especially economics and business, along with selected agronomic concepts are used to help understand global food and agricultural systems on a worldwide and global regional level. The extent of major assessment methods used varies by SLO with tests/ quizzes and directed discussion used more to identify and explain basic concepts, while application of concepts (SLO 2,3,5) uses all of the assessment items listed. |
| **List all SLOs for SGR #3 met by this course:** | | | |
| SLO #1: Identify and explain basic concepts, terminology, and theories of the social science disciplines from different spatial, temporal, cultural, and/or institutional contexts. | Yes | Yes | T, D, Key concepts include factors affecting supply and demand for agricultural / food products, population and income growth determinants, role of markets and government in agricultural / rural development globally and in specific world regions, roles of leadership (individual and community) in changing agricultural systems over time. The fundamental concept of food security and the major factors influencing it in different cultures is examined. These concepts are applied in SLO #2 |
| SLO #2: Apply selected social science concepts to contemporary issues | Yes | Yes | T, D, S, W Several concepts from economics, agricultural economics, and business management (discussed in SLO #1) along with key agronomic concepts are presented and applied to contemporary issues of food production, food consumption, global trade of agricultural products, food security, and environmental degradation. In addition, students examine the application of selected concepts in their Global Food Systems project – which involves team presentation and individual writing. |
| SLO #3: Identify and explain the social or aesthetic values of different cultures | Yes | Yes | T, D, S, W This course requires students to examine the major differences in agricultural / food production, food consumption, farm organization in different world regions and explain major reasons for these differences |
| SLO #5: Basic understanding of the allocation of human or natural resources with societies. | Yes | Yes | T, D, S, W Students examine the major factors that influence: (1) the location of different farming systems (crop and livestock production systems) around the world, (2) major reasons why farming systems change over time, (3) different food consumption patterns around the world and how these patterns are changing. |
| IGR Goal #2: Students will acquire knowledge of the world’s peoples that prepares them for further study, deepens their understanding of the human conditions and strengthens their commitment to social and environmental responsibilities | Yes | Yes | T,D,S,W The combination of reference book discussion of major concepts and data used to examine key issues at the global region and worldwide level, combined with team and individual student assignments related to specific global food and agricultural systems is used to develop student knowledge and understanding of the major characteristics of and key issues of global food and agricultural systems. Tests/ quizzes and discussion is primarily used to assess understanding of reference book material, while all assessment methods are used in the student team presentation and individual written paper assignment. |
| **List all SLOs for IGR #2 Goal met by this course** | | | |
SGR #3 - ABS 203 Global Food Systems

| SLO #1: Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints. | Yes | Yes | T, D, S, W Understanding the human condition is through the perspective of global food and agricultural systems which employs half of the world’s households. Major characteristics of farming systems (both crop and livestock) around the world are presented. This provides the framework to examine the issues listed in SLO 2 below. All of these issues have environmental and globalization consequences. |
| SLO #2: Describe how personal choices derive from and affect social, cultural, and environmental contexts | Yes | Yes | T, D, S, W Many specific global food systems issues are examined in the textbook – food production, agricultural research / technology, environmental degradation, food security, globalization, and rural development at the global level and world regional levels. Examination of these issues highlights the different choices made in different regions of the world due to agro-ecological, social, political and cultural reasons. |
| SLO #4: Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship. | Yes | Yes | T, D, S, W Student teams examine a specific global food / agricultural system problem in a specific (non USA) culture for their group presentation and discussion. After examining the problem, students must provide their own assessment of how well the specific cultural group met the social, cultural, and agro-environmental goals of projects implemented to meet or combat the problem. |

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio
S = speech or presentation
E = performance (music, theatre, forensics)

T = tests/exams
L = lab skill demonstration
V = visual arts/design studio work
C = clinical field demonstration
W = written assignment (research paper, reaction paper, creative writing, etc.)
D = group discussion
O = Other, please specify

Semester Projects for ABS 203: Global Food Systems

The semester projects for ABS 203 are a combination of team assignments and an individual assignment that are intended for student application of concepts developed in the textbook as they pertain to the assigned global farming systems and related case studies. Students are expected to gain greater depth of knowledge about global agricultural / food system issues from their specific case study / farming system assignments. However, all students are expected to examine to gain sufficient knowledge from other team presentations to be able to make thematic comparisons of major issues that are common to many of the case studies. The connections across the case studies are evaluated from group discussion and from a section of the final exam.

The case study / farming system approach used in the Millions Fed and FAO Global Farming Systems materials (entirely internet based) connects very well to the global food system issues and world / global regional discussion of the main textbook World Food Economy.

The major components of the Semester Project and the section of the final exam used to evaluate student understanding of common themes across the case studies are listed below along with the page numbers in this document:

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<td>5 – 7</td>
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<td>Evaluation Instruments of Team Project Powerpoint Slides &amp; Team Presentation</td>
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<td>10 - 11</td>
<td>Individual Writing Project “Digging Deeper” into the case study Assignment components and evaluation instrument (35 pts)</td>
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<td>12 - 13</td>
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Farming Systems Team Project (35 points)

**Agriculture – Food Systems Report**

**DUE DATE: TUESDAY, OCTOBER 9**

Objectives:

To: Learn about the major characteristics of 2-3 farming systems
    Compare / contrast the major characteristics of these 2-3 systems
    Discuss the major challenges faced by typical farmers in these systems and how these challenges are similar (or different) to those faced by farmers in the Midwest / Northern Plains.

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Resource Materials:
The main resource materials are from selecting 3 of the following 12 power point presentations that were prepared by selected ABS 203 student teams from 2008 through 2011. Each power point presentation summarizes key characteristics of a specific farming system in a global region. A total of 12 power point presentations are in Unit 4: Farming Systems 2012 in the D2L content folder for this course. There are two farming systems examined for each of the following SIX global regions:

- East Asia
- South Asia
- Middle East
- Eastern Europe / Former Soviet Union
- Latin America
- Sub-Saharan Africa

These student teams were asked to prepare slides that addressed most of the following issues in their farming system:
- Location of farming system in the context of its climate, topography, and ecological regions (one or two maps)
- Land use pattern with emphasis on crops grown and livestock raised
- Production practices / technology used in farming
- Farm size and farm household characteristics
- Population pressures (if any) on the farming systems
- Environmental / ecological pressures
- Major opportunities / challenges for the future in terms of modernizing the system, greater production / profitability etc.
- Major farming system in the context of regional trends

These 12 farming systems will also be used as a supplement to instructor lecture notes (in late Oct and through November) on contemporary agricultural issues in the different Global Regions

Your Assignment

Due Date: Tuesday, October 9
Select one (or two) other persons in our class as your team mate for this assignment. On the Sept. 27 exam you will be asked for the names of team members.

Review the pdf files (located in Unit 4: Farming Systems 2012) on Major Farming Systems – Maps and Major Farming Systems by Region. The maps show the geographic location of all Major Farming Systems while the other file has a brief description of each major farming system in each region.

Examine at least six power point presentations and collectively determine which three farming systems will be discussed in your team report. (You may select two farming systems in one global region and the third one from a different region OR you may select one farming system each from three different regions)

Develop a 3 - 4 page report that provides a comparison / contrast of the THREE farming systems on several of the issues summarized in the power points examined (refer to the bullet items on the previous page). Please identify the farming systems examined in the title and first paragraph of your report. The final section of your report should discuss the major challenges faced by the farmers in these systems examined compared to farmers in the Midwest / Northern Plains.

The report narrative should be composed in WORD. If you wish to prepare comparison tables as part of the report you could use the Tables Option in WORD or import a table created in EXCEL. Please sign your names to the report which can be turned in during class as a hard copy OR sent prior to class time as an electronic copy. **Only one copy per team is needed.**

Related Information

*** The material used to develop the power point presentations of a major global farming system was primarily obtained from the GLOBAL FARMING SYSTEMS regional studies provided by United Nations FAO (Food and Agricultural Organization) to the World Bank for ag development programs. A single copy of each regional report is on central reserve in Briggs Library under Janssen for ABS 203 class. It is available in the library on a 2 hour checkout basis. For example the report for South Asia is entitled: GLOBAL FARMING SYSTEMS STUDY for South Asia.

The website handout from [http://www.fao.org/farmingsystems](http://www.fao.org/farmingsystems) or from [http://www.fao.org/ag](http://www.fao.org/ag) on AGRICULTURE 21 provides information and internet links to the entire GLOBAL FARMING SYSTEM studies. If you visit these sites you will find a lot more information on numerous world agriculture topics.

The Introduction chapter to the entire Global Farming Systems report is in the attached pdf file “Introduction to Farming Systems and Poverty” in Unit 4 of the D2L CONTENT folder.

Farming System Team Evaluation, Fall 2012

Team Members:
Farming Systems Examined:

Evaluation of Content: Max Pts.

For the farming systems examined:

- Describe, Compare, Contrast: 20 pts
- Discuss Major Challenges of Systems: 7 pts
- Organization, Writing Quality: 8 pts.

Team Score: Max of 35 pts

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Comments:

Millions Fed – Team Project (75 pts) & Individual Essay (35 pts)

Millions Fed Team Project (75 points)

Agriculture - Food Systems Team Report II and Due Date: Tuesday, November 13

Team Project (75 pts.)

Each student team consists of 3-4 individuals. Each team will be assigned one case study from Millions Fed: Proven Successes in Agricultural Development. Each team will review the case study – including some of the references cited in the case study chapter and, as needed, more recent data. Two items / activities are part of the team project.

a. Develop a Power point presentation that summarizes the case study with special emphasis on factors that contributed to the success of the project (and perhaps the failures). Some pictures and background information about the crop / livestock system in the region / country of the case study would be helpful. Overall, a Power point presentation of 18 – 24 slides should be sufficient to cover the major points of the case study and necessary background information. The first slide should contain the title of the case study, the course name, and names of student team presenters. The final slide should list the reference source(s) used for the source material in the Power Point presentation.

The Power Point should be sent electronically to Dr. Janssen on or before class time Tuesday, November 13 with a cc: to Dr. Woodard and to all team members. One person from the team should send this final version and also send the outline that was used to develop the Power Point. **Item (a) developing the presentation is worth a maximum of 50 points.**

b. Student team presentation and discussion will be based on Power Point materials developed by the team for the case study. Dr. Janssen will upload the Power point to the course D2L content folder – student team presentations. The student team presentations will be given during three class periods after Thanksgiving: Thursday, Nov. 29; Tuesday, Dec. 4, and Thursday, Dec. 6. The presentation materials will be used to construct questions on the final exam. All students are “required” to attend all presentations. **The team presentation to the class is worth a maximum of 25 points.**

ABS 203 Student Team Presentation Topic Assignments, Fall 2012

Topics for 11 Student Team Presentations were selected from 14 possible case study topics in Millions Fed. The main reference source and chapter is listed. All chapter materials are in the CONTENT folder of the ABS 203 course D2L site. In addition, the complete book (technical compendium) on Millions Fed is also available on the D2L site. The chapter in the complete book related to the case study should be reviewed as in-depth background information by the team members presenting the case study.

Each team will present their power point and discuss their topic on their assigned date. In general, presentations will be made in the order listed. Due to changing circumstances, beyond the control of student team members, teams listed for the next presentation date should be ready to go earlier. Each team leader should bring a memory stick which contains the team power point. However, Dr. Janssen intends to bring all presentations on a memory stick. Dr. Woodard and Janssen will jointly grade the presentations.

Four presentations are proposed for the first and second presentation periods (Thursday, Nov. 29 and Tuesday, Dec. 4) and three presentations for the final period (Dec. 6). Each presentation should be 14 to 18 minutes in length with another 4-6 minutes allowed for questions / discussion. The focal point of each presentation should be its own specific content with special attention to the lessons learned about the main contributing factors that made it a successful project. All students should think about the factors that make successful changes in agricultural systems in your own locality and the similarity / differences from the factors examined in the case studies.

All student team power point presentations will be located in Unit 10: Student Team Presentation files of the CONTENT folder of the D2L system for this class and are filed in the expected order of presentation. All students are expected to be present for all presentation periods – attendance will be taken. Time will be allotted for questions / discussion of each presentation.

Materials from the student presentations / power points will be eligible for developing questions on the final exam. Thus, it is important that you have a basic understanding of the content of other student team presentation materials and a much deeper understanding of the content of your team’s presentation.

Student members of each team will be required to complete a short confidential evaluation sheet stating their contribution to the project, their evaluation of how well team members worked together, and overall team accomplishment for this project.

For 2012, a total of 11 student teams (3 or 4 students per team) were assigned the bolded topics from the Millions Fed book, with the remaining case studies not covered this semester.

- Millions Fed, Chpt 20, Land Reform in Vietnam
- Millions Fed, Chpt. 21 Diversifying into healthy diets: homestead food production in Bangladesh
- Millions Fed: Chpt. 15 Counting on Beans, Improvements in Asia
- Millions Fed, Chpt 8, Zero-tillage in Pampas of Argentina
- Millions Fed, Chpt. 11, Hybrid Rice in China
- Millions Fed, Chpt 5, Cassava in Sub-Saharan Africa
- Millions Fed, Chpt 4, Amazing Crop: improved maize in Africa

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- Millions Fed, Chpt 12, Pearl Millet and Sorghum in India
- Millions Fed, Chpt 16, Conquering the cattle plague: global effort to eradicate rinderpest in cattle
- Millions Fed, Chpt 17, Smallholder Dairy in India
- Millions Fed, Chpt 18, Farming Aquatic Chicken: Improved Tilapia in the Philippines

Each of these case studies are linked to one or more global farming systems reviewed in the farming systems assignment. The focus of each case study is on major problems encountered in specific crop–livestock systems and the approaches used to combat the problem, with considerable discussion of early failed attempts and later corrections made. In most case studies the proven successful strategies need to be continuously adapted or modified over time given the biological and natural resource characteristics of agricultural systems and human induced changes in technology, social, and economic systems. The case studies were presented over three class periods and all students were assessed on their understanding of their case study and could provide key comparisons of other case studies presented.

Evaluation of Team Powerpoint (50 points) were based on the items included in part (a) of the team project assignment. The evaluation instrument used is shown below:

Evaluation Sheet for Millions Fed Team Project Slides,

Team Members:

Topic: _____

Total Score: _____ / 50 points (prior to presentation)

Technical Writing & Project Guidelines max of 15 points
- First slide has topic / team members / course name
- Reference slide(s) are included
- Few, if any, spelling errors
- Figures / maps / charts are labeled & include source
- Minimum / maximum number of slides (18 to 24)

Comments:

Organization and Content max of 35 points
- Logical sequence of presentation slides
- Depth of content of case study (based on Millions Fed chapter assigned for team)
- Added material, closely related, that places your case study in context of region or food / resource problem or farming system
- Factors explaining “successes” or “failures” of the project

Comments:

Evaluation of Team Presentation (25 points) is based on the following items:

Evaluation of ABS-203 Presentations for 2012

<table>
<thead>
<tr>
<th>Short Title: ___________________________________________</th>
<th>Presenters: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date ___________</td>
<td>Evaluation Level</td>
</tr>
</tbody>
</table>

1. Presentation Approach
   (enunciation, grammar, eye contact grooming, dress, mannerisms)
   Positive Characteristics:
   Issues for Improvement:

2. Organization
   (logical flow of ideas, teamwork, division of labor, etc.)
   Positive Characteristics:
   Issues for Improvement:

3. Visual aids
   (appropriate, clear, readable, use of images)
   Positive Characteristics:
   Issues for Improvement:

4. Content
   (complete, informative, interesting)
   Positive Characteristics:

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Issues for Improvement:

TOTAL POINTS

25

Individual Project “Digging Deeper” (35 points)
Agriculture - Food Systems, Report III
Due Date: Thursday, November 29, class time

This individual project consists of writing a 4-5 page paper (double spaced, 1” margins, 11 or 12 pt. font), that provides you with an opportunity to “dig deeper” into and “think critically” about the Millions Fed case study that you have already worked on as a team member.

Begin this project by reading the chapter (typically 6 – 8 pages) related to your team’s assigned topic found in Unit 9 of the CONTENT folder. This is the “Outreach” version of the case study which you are mainly using to prepare for the team presentation. Also read chapter 1: success factors from the Millions Fed outreach book, also found in Unit 9 of the CONTENT folder.

Then read the same case study chapter in the Millions Fed Complete Book found in Unit 11 of the CONTENT folder. This longer (30+ page) version of the same chapter in the Millions Fed is written as a research paper from which the outreach chapter is condensed. It provides more complete information and analysis of the case study than found in the “outreach” version.

Based on these readings, write an essay that addresses the following issues:

a. What were the main problems/issue examined in the case study and what strategies were eventually used to address the problem(s).

b. Discuss 2 or 3 major impacts that the strategies had on reducing the problem scope and explain why you believe these were the most important impacts.

c. Discuss at least three major lessons learned from this specific case study and how these lessons are specifically connected to the discussion in chapter 1 of Millions Fed on “how did it work” and “why it worked”. Explain why you think these three major lessons are the most important lessons learned from the case study.

d. Discuss how the major lessons learned from your case study may transfer to agricultural/rural development issues in your home region/community. Please note that some lessons may be transferable, while other lessons may not be transferable.

The first page should include your name and the title of the case study that you examined, followed by the start of your essay. The last page of your essay should include the list of references examined (including the page numbers) from the documents examined.
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ABS 203 INDIVIDUAL ESSAY for 2012

NAME ___________________

Millions Fed Case Study ___________________________________________________________

Total Score:      Maximum of 35 points _____ pts.
Technical Writing / Guidelines:   10 points max  _____ pts.

3 to 5 pages, double spaced, 1” margins, 11 or 12 pt font
First page includes your name and title of case study
Last page includes list of references examined (including page #)
Minimum of spelling and grammatical errors: complete sentences & paragraphs were used

Content / Discussion:    25 points max  _____ pts.
a. What were the main problems / issue examined in the case study and what strategies were eventually used to address the problem(s).
b. Discuss 2 or 3 major impacts that the strategies had on reducing the problem scope and explain why you believe these were the most important impacts.
c. Discuss at least three major lessons learned from this specific case study and how these lessons are specifically connected to the discussion in chapter 1 of Millions Fed on “how did it work” and “why it worked”. Explain why you think these three major lessons are the most important lessons learned from the case study.
d. Discuss how the major lessons learned from your case study may transfer to agricultural / rural development issues in your home region / community. Please note that some lessons may be transferable, while other lessons may not be transferable.

Comments:

Final Exam Essays related to Student Case Studies from Millions Fed

This 48 point essay section of the 120 point final exam was used to evaluate student understanding of key linkages between various Millions Fed case studies and major concepts covered in the course. Students had some selection of essay questions. The remainder of the final exam (multiple choice, matching, and short answer) was related to more general content covered in the course. Part A and B of this essay section is shown on pages 12 and 13 of this document.


A. Write your answer to ONE of the following TWO 24 point essay questions

1. Discuss and define the concept of “food security”. Discuss, compare, and contrast the major issues involved in achieving food security in South Asia vs. Sub-Saharan Africa.

Five case studies from Millions Fed were related to food security issues in these two global regions. Three case studies were from South Asia (Pearl Millet & Sorghum, Counting on Beans, and Diversifying Diets in Bangladesh) and two case studies were from Sub-Saharan Africa (Cassava, Amaizing Crop). Select any two of these case studies and discuss the major food security issues involved and lessons learned from each case. Be sure to indicate which two specific case studies are being discussed.

2. Discuss the concept and application of the Green Revolution (GR) to increasing crop production, especially in Asia and in Latin America. What were the major components of the GR “package” and what factors made it successful?

Several Millions Fed case studies this semester, including the Hybrid Rice in China case study, are specific applications of the Green Revolution concept. Discuss the Hybrid Rice case and one other case study (that you select) as applications of the Green Revolution concepts and the major lessons learned from these two case studies. (The list of case studies to select from is included in the previous section – II B.)

B. Write your answer to TWO of the following FOUR essay questions (max. of 12 pts each)

1. Two case studies were focused on livestock / fish: Smallholder Dairy and Farming Aquatic Chicken: Tilapia. Discuss, compare and contrast the major achievements and lessons learned from each of these two case studies.

2. Conquering the Cattle Plague was a case study on global disease eradication. Discuss the major issues / obstacles involved in eradicating rinderpest. Then discuss the major lessons learned from this case study that could transfer toward possible eradication of other major diseases that impact livestock and/or humans.

3. During the past 25 years, land reform was a major change in the agricultural systems of Vietnam, a Communist nation. Discuss the major components of land reform in Vietnam and compare it to the transition of the farm sector in Eastern Europe from communism to a market-oriented economy. What are the main lessons to be learned from cross-comparisons of land reform in Vietnam compared to Eastern Europe?

4. Discuss the major reasons for adoption and the major lessons learned from the case study of no-till cropping systems in the Pampas of Argentina and make appropriate comparisons and contrasts to adoption of no-till cropping systems in the Upper Midwest of the United States.

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