HON 303: Honors Colloquium: Agriculture, food, and society (IGR #2) Request

SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

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

____ X Institutional Graduation Requirements

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
The addition of HON 303 to the approved list of IGR Goal #2 courses

Section 2. Provide the Effective Date for the Proposed Change
Fall 2012

Section 3. Provide a Detailed Reason for the Proposed Change
HON 303: Honors Colloquium: Agriculture, food, and society meets the goal and student learning outcomes for IGR #2, cultural Awareness and Social and Environmental Responsibility. SDSU seeks approval to add the course HON 303 to the list of approved courses.
Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>GOAL(s) AND STUDENT LEARNING OUTCOMES MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ASSESSMENT TOOLS AND DEMONSTRATED CONNECTION TO RELATED TO EACH STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal (as listed on the IGR attachment)</td>
<td></td>
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<tr>
<td>IGR Goal #2: SLO’s 1, 2, and 3 or 1,2, and 4 are required</td>
<td></td>
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<tr>
<td>Student Learning Outcome 1:</td>
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<tr>
<td>Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.</td>
<td>Assessed through a food field survey (W) and global case study presentation (S), and through participation in a hunger banquet (O).</td>
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<td>Student Learning Outcome 2:</td>
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<tr>
<td>Describe how personal choices derive from and affect social, cultural and environmental contexts.</td>
<td>Assessed through course service project (O), food field survey (W), global case study (S), and ‘big questions’ presentation (S, E).</td>
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<td>Student Learning Outcome 3:</td>
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<tr>
<td>Explain the ethical consequences of decisions and actions concerning the environment to strengthen local, national and global citizenship</td>
<td>Assessed through a global case study presentation (S), a ‘big questions’ presentation (S, E), and through participation in a hunger banquet (O).</td>
</tr>
</tbody>
</table>

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

HONORS 303 HONORS COLLOQUIUM: AGRICULTURE, FOOD AND SOCIETY
Fall, 2011
Wednesday evenings (8/31-12/14) 6:00-8:50 p.m.
Briggs Library 130

Your faculty team
Timothy J. Nichols
Dean, Honors College and interim director of diversity enhancement
BL 126 Box 2115
Brookings, SD 57007
605/688-5268
Timothy.nichols@sdstate.edu
Office hours by appointment – schedule via Sandra.newman@sdstate.edu

Contributing instructors include:

Dr. Kelly Bruns, Animal and Range Sciences, Kelly.bruns@sdstate.edu
Dr. Larry Janssen, Economics, Larry.janssen@sdstate.edu
Dr. Meredith Redlin, Sociology, Meredith.redlin@sdstate.edu

Other faculty, industry leaders and community members will contribute to the course.
Course description:
Honors colloquium is a multi-disciplinary examination of a topic of contemporary interest. During fall, 2011, the course has as its theme ‘Agriculture, Food and Society’, and will include a broad, systems-based exploration of a wide range of related topics. Pedagogical approaches will emphasize critical thinking, inquiry-based approaches, discussion, oral and written communication.

Required texts:


A supplemental required reading list will journal articles and excerpts from:


And more!

Another required course resource will be from the Food Policy for Developing Countries Institute at Cornell University.

http://cip.cornell.edu/DPubS?Service=UI&version=1.0&verb=Display&handle=dns.gfs&page=lectures

http://cip.cornell.edu/DPubS?service=UI&version=1.0&verb=Display&page=current&handle=dns.gfs

Additional video clips, guest lectures/panel discussions and web-based materials will be utilized.

Course Form #11
AAC Feb2007
The following websites are particularly valuable resources for many of the topics and issues we’ll explore in class.

- The Council for Agriculture, Science and Technology: http://www.cast-science.org/
- The United Nations World Food Program: http://www.wfp.org/
- Food Research and Action Center: http://frac.org/
- United States Department of Agriculture Nutrition Assistance Programs: http://www.fns.usda.gov/fns/
- We will also have a course D2L site where materials and links will be posted, and where students will have the opportunity to engage in regular on-line discussion.

Pre-requisites: There are no pre-requisites for this course. Student must be Honors College eligible. Students from all majors are welcomed and encouraged to enroll. In the Honors College, we respect one another’s perspectives and value the opportunity to learn from and with one another.

Course objectives:

This course fulfills SDSU’s Institutional Graduation Requirement #2: Cultural Awareness and Social/Environmental Responsibility.

Students will acquire knowledge about the world’s peoples – their cultures, arts, and environments – that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will:

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.

   This outcome will be assessed through a food field survey paper, a global case study presentation, and through participation in a hunger banquet.

2. Describe how personal choices derive from and affect social, cultural, and environmental contexts.

   This outcome will be assessed course service project, food field survey paper, global case study presentation, and ‘big questions’ presentation/performance.

3. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.

   This outcome will be assessed through a global case study presentation, a ‘big questions’ presentation/performance, course service project, and through participation in a hunger banquet.
In addition, as a result of their participation in and successful completion of this course, students will:

- Articulate an understanding and appreciation for the complexity, connectedness and interdependence of the agriculture/food system;
- Engage in research and discussion around contemporary issues relating to food and agriculture at the local and global levels;
- Examine important historical and diverse perspectives on food and agriculture, along with recent developments and emerging trends in the industries;
- Come to experience and understand food and agriculture in new ways, as they consider their perspective(s), place and responsibilities as part of the agriculture and food system.

**Description of major assignments**

- **Food Field Survey**: An opportunity to examine the American food system through local observation and information gathering. Completed in groups of three. Due 9/21. 100 points.

- **Hunger Banquet character card**: Students will develop a one paragraph description of a ‘character’ for the Hunger Banquet community night. These should be ‘inspired by’ the experiences of characters in *Outcasts United*. Due 10/5. 25 points.

- **Food Rules discussion**: Students will be assigned in teams of two to lead a class discussion around a critical assessment of one of Michael Pollan’s *Food Rules* (2009). Due 10/12. 25 points.

- **Global case study presentation**: Students will work in teams to research and present to class their analysis of a case study from the Food Policy institute at Cornell University. These presentations will be made in class 11/2. 100 points.

- **Class service project**: Our class will engage with a variety of local organizations providing food to the hungry in the Brookings community. Points will be awarded for participation, reflection and contributions. Opportunities specified throughout the semester. 50 points.

- **Big questions**: Students will work in teams around a series of ‘big questions’ facing agriculture, food and society. They will present their answers in creative ways to class 11/30. 75 points.

- **Issues paper and discussion**: Students will write a 7-10 page paper with 7-10 scholarly references examining an issue of interest and importance to them, as it relates to agriculture, food and society. References and an outline of the paper are due by 11/9. Final copies and classroom discussions will occur 12/7. 100 points.

- **Personal philosophy on food and agriculture**: After learning throughout the semester students will write and share a 250 word personal philosophy statement that synthesizes their perspective on food, agriculture and society. Due in class 12/14. 25 points.

100 points will be awarded for attendance and participation throughout the semester. This includes participation, discussion of the week’s readings, and additional in-class activities. These points may not be made up without a signed university excused absence card.
**Required out of class activities**

**Grading and assessment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>Ongoing throughout semester</td>
<td>100</td>
</tr>
<tr>
<td>Food field survey</td>
<td>9/21</td>
<td>100</td>
</tr>
<tr>
<td>Hunger banquet character card</td>
<td>10/5</td>
<td>25</td>
</tr>
<tr>
<td>Food Rules discussion</td>
<td>10/12</td>
<td>25</td>
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<tr>
<td>Global case study presentation</td>
<td>11/2</td>
<td>100</td>
</tr>
<tr>
<td>Service project</td>
<td>11/16</td>
<td>50</td>
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<tr>
<td>Big questions</td>
<td>11/30</td>
<td>75</td>
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<tr>
<td>Issues paper and discussion</td>
<td>12/7</td>
<td>100</td>
</tr>
<tr>
<td>Food/agriculture philosophy</td>
<td>12/14</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>600</strong></td>
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**Points**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>540-600</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>480-539</td>
<td>80-89</td>
<td>B</td>
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<tr>
<td>420-479</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>360-419</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-359</td>
<td>0-59</td>
<td>F</td>
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</table>

**Additional considerations**

- *Extra credit opportunities* may arise throughout the semester and will be announced throughout the semester. Extra credit will be awarded at the instructors’ discretion. Food may be involved.

- *Policy on late assignments*: Assignments are due in class on the date published in the syllabus. Late assignments will be penalized ten percent (one letter grade) for day late.

- *Absences*: Each student is considered a vital part of the classroom community. If you are not present, you are not contributing to or benefiting from the learning process. Attendance and/or in-class activity points may not be made up without a signed university excused absence card.

Note that regular class sessions will not be held three times through the semester. With a course that meets once per week, this underscores the importance of 1) perfect attendance on the other dates in question, and 2) utilizing out of class time wisely with consistent, focused attention on completing individual and group projects.

- *Academic honesty policy*: Honors College students are expected to abide by the highest standards of academic integrity, and contribute in an equitable manner to all group assignments. Failure to do so may result in a grade of zero on the assignment in question, an F in the course, and/or the loss of eligibility for graduation with Honors College distinction.

- *Reasonable accommodations*: If you are a student who needs reasonable accommodations under the Americans with Disabilities Act, please notify your instructors immediately. You should also inform the Office of Disability Services, Nancy Hartenhoff-Crooks, coordinator (688-4986). We will work with you to help you be successful.
• **Academic freedom and responsibility:** 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 shall 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.

**TENTATIVE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Theme</th>
<th>Reading/Resources</th>
<th>Notes/What’s due?</th>
</tr>
</thead>
</table>
| 1 8/31 | Introduction to course, food systems, and systems perspectives  
Guest: Dean B. Dunn | Assignment overview | |
| 2 9/7 | Historical developments in food and agriculture  
Guest: Dr. M. Redlin | Pollan  
Mortenson  
Hahn  
Heffernan | Meet at Agriculture Heritage museum  
*Class will run late this evening as we view portions of the film ‘Food Inc.’* |
| 3 9/14 | Our contemporary food system: complexity and connections  
Guest: Dr. N. Klein | Amber Waves  
Hendrickson et al  
Dobbs | Your food system connections |
| 4 9/21 | Local food systems and community issues  
Guests: C. Zdorostov, Dr. K. Chang | Chang & Langelett | Food Field Survey assignment (100) |
| 5 9/28 | Agriculture and food:  
Sustainability and the environment  
Guests: C. Johnson, N. Granholm, P. Sexton | Brown  
Capper | |
| 6 10/5 | Nutrition and hunger  
Guests: S. Stluka, Dr. S. Brandenburger  
Global food systems: crops  
Introducing the global case study | End of Plenty  
St. John | Hunger banquet refugee character cards (25) |
| *10/11 | Hunger Banquet/Community night  
7 PM USU VBR  
Wes Jamison, Animal Ethicist  
7 p.m. PAC | | |
| 7 10/12 | Global food systems: livestock | Schloesser | Food Rules discussions (25) |
| 10/19 | ‘Fast Food, Big Ag, and the Land’  
Eric Schloesser 7:00 p.m. PAC | | |
| 9 10/26 | No regular class session  
‘Building community through diversity’ Warren St.  
John 7:00 p.m. PAC | St. John | |
| 10 11/2 | Global case studies presentations | | Global case study presentations (100) |
| 11 11/9 | No regular class session  
‘Changing the world one game at a time’ Coach Luma Mufleh 7:00 p.m. Frost Arena | | References and outline of issues paper due |
| 12 11/16 | Food and community  
Brookings back pack project | | Class service project (50) |
| 13 11/22 | No regular class session  
Thanksgiving holiday | | |
| 14 11/30 | Big questions  
Ethics in food and agriculture | | Big questions presentations (75) |
| 15 12/7 | Student issues papers…  
The future of agriculture and food | Federoff  
McWilliams  
Roberts | Issues papers (100) |
| 16 12/14 | Making slow food | Pollan | Personal philosophies (25) |

Course Form #11  
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