

Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM

RECEIVED

FEB 25 2015

I. General Information:

OFFICE OF THE
SENATE COUNCIL

College:	Agriculture	Department (Full name):	Agriculture-Individualized		
Major Name (full name please):	Sustainable Agriculture	Degree Title:	B.S. in Agriculture		
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	Mark Williams	Phone:	257-2638	Email:	mawillia@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

"Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
✓ SAG 201: Cultural Perspectives on Sustainability
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
Apply a range of communication skills, including oral presentations, peer review and written compositions to evaluate the sustainability of a site-specific farming and/or food system.
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
SAG 201 is a writing intensive class required for all students majoring or minoring in Sustainable Agriculture. In this course students will gain a broader perspective on key issues related to sustainable agriculture in a global context. Through research and writing assignments, students will develop case studies related to how agriculture is viewed and practiced in non-US countries. In addition students will strengthen their communication skills through oral presentations and peer-review.

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C. Delivery and Content:	
<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _____
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>SAG 201: Cultural Perspectives on Sustainability</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>NO</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? <u>Required</u> • shared or cross-listed course? <u>No</u> • projected enrollment per semester: <u>32</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____ • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). _____ • Date of agreement: _____ 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; 	

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<ul style="list-style-type: none"> • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • overview of delivery model: summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.): <u>The course is taught every spring semester for sophomores and above who completed SAG 101 and the basic communication course for SAG majors.</u>
<ul style="list-style-type: none"> • assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program: <u>Country case study papers (minimum of 4,500 words and maximum of 5,500 words, excluding references, tables, figures, and appendices), presentations, and research & writing exercises. These assignments are sequenced to help students complete their final research papers which examine non-US perspectives of agricultural sustainability. R&W exercises include learning how to use UK Library databases and the databases of multinational organizations such as FAO and United Nations.</u>
<ul style="list-style-type: none"> • revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.): <u>(a) Peer Reviews. Two R&W exercises (KY Sustainability Essay and Case-Study Narrative) involve peer-review with instructor grading and feedback; (b) Instructor's Feedback: Students submit complete drafts of their case-study research papers in mid-April for feedback from instructor. The final papers are due during the final exam week.</u>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:
<p>D. Assessment:</p> <p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially): <u>The SLO will be assessed biennially.</u>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee): <u>The SLO will be evaluated by the SAG Steering Committee</u>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	SAG 201, Individualized Program in Sustainable Agriculture, B.S. in Agriculture
Contact Person Name:	Mark Williams
Phone:	257-2638
Email:	mark.williams@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	10/06/2014	Mark Williams / 257-2638 / mark.williams@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/24/2014	Larry Grabau / 7-3469 / lgrabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	11/05/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

SAG 201-001: Cultural Perspectives on Sustainability

Tuesdays and Thursdays, 12:30 – 1:45 pm

S225 AgSci North

(This course satisfies the UK CORE "Global Dynamics" requirement and Graduation Composition and Communication Requirement for SAG Majors.)

Dr. Keiko Tanaka

Ph: (859) 257-6878

E-mail: ktanaka@email.uky.edu

Office Hours

Tues/Thurs 2:00pm – 3:00pm

Department of Community & Leadership Development
College of Agriculture
704 Garrigus Building

By appointment only

Department of Sociology
College of Arts & Sciences
1535 Patterson Office Tower

SECTION 1. COURSE OVERVIEW

Course Content

Sustainability is a multifaceted, highly contested concept. This course begins with two premises that: (a) sustainability does not exist in the physical world, but is an ideal, that is, a concept to work toward; and (b) how we define sustainability as individuals comes from our daily practices and interactions with people, plants, animals, spirits, and everything that is meaningful to us. In this class, we will focus on the social processes and cultural mechanisms that underlie everyday agricultural practices, in the U.S. and abroad. To do so, we will compare agriculture and food systems between the U.S. and other countries. Such cross-cultural comparison will help you: (a) appreciate distinctiveness of each society's effort to build agricultural sustainability; and (b) recognize the common challenges these societies face in the effort in the context of globalized agricultural trade and food production.

This course is structured into three modules. Each module consists of readings, guest speakers, lectures, and seminar discussions. Some readings are selected from classic sustainable agriculture literature to expose students to key authors writing on cultural aspects of the sustainability movement. Students are required to read some "issue" oriented articles from newspapers, magazines, reports, and electronic sources which are written for wider audience. The module on cross-cultural perspectives is organized around key challenges for agricultural sustainability. Although my lectures will bring examples from agriculture and food systems and rural economies in Asia, guest speakers will be brought in to talk about farming and agriculture in other regions of the world. In your independent research, you will delve even deeper into a culture or commodity of your choosing, and write a semester-long paper using a case study approach to draw your own

cross-cultural comparisons, and present your work at the end of the semester. Students are expected to come to class fully prepared, willing to take responsibilities for organizing seminar discussion and presenting original case study research to make their arguments on a seminar topic.

Learning Outcomes

By this end of this course, students will be able to:

- Appreciate the existence of diverse perspectives of sustainability across time (history) and place (cultures/societies);
- Develop analytical skills to investigate how agricultural sustainability is defined and practiced in a given location at a given time;
- Critically evaluate how certain social processes and cultural mechanisms shape these perspectives;
- Systematically compare the perspective of sustainability between one society/community in the U.S. and the other from non-U.S. society/country; and
- Communicate effectively how diverse, often competing, perspectives of sustainability reflect on the global dynamic in which agricultural and food products are produced, distributed, and consumed in today's world.

Required Readings

Available in the course Blackboard site

- Millstone, Erik and Tim Lang. 2013. *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.

Graduation Composition & Communication Requirement (GCCR)

This is a writing-intensive course approved to fulfill the Graduation Composition & Communication Requirement (GCCR) for SAG majors. Prior to taking this course, you must have achieved sophomore status. To satisfy the GCCR, students must earn an average grade of C or better on the Research Paper & Presentation and Research & Communication Exercises (see pp. 8-10).

Assessment

Distribution

	Points	%
Research Paper & Presentation	100	50
Non-US Case Study (Draft 1)	30	
Non-US Case Study (Presentation)	20	
Non-US Case Study (Final)	50	
Research & Communication Exercises	60	30
Essay: Sustainability in Kentucky	20	
Sustainable Food System Presentation	10	
Country Profile & Bibliography	10	
Case Country Narrative & Visuals	20	
Quizzes (4)	40	20

Total 200 100

<u>Grade</u>	<u>Scale Points</u>	<u>%</u>
A	≥ 180	≥ 90
B	160 - 179	80 - 89
C	140 - 159	70 - 79
D	120 - 139	60 - 69
E	< 120	< 60

Assessment Criteria

- A** Exceptional work, beyond expectation, which demonstrate one's ability to effectively integrate all the required course materials and additional materials into an assignment. Written work requires little or no editorial revision.
- B** Very good work that demonstrates one's competence in integrating all the required course materials into an assignment. Written work requires minor revisions.
- C** Acceptable work that uses most of the required course materials. Written work needs major revisions for better integration of the course materials.
- D** Poor work that uses some of the required course materials. Written work needs major revisions.
- E** Unacceptable as an assignment.

Excusable Absences & Make-Up Policy

I do require written documentation (doctor's note, etc.) to grant an excused absence. I am strict about this policy to ensure that each student has the same set of standards in determining whether or not an absence is excused, and to help me to keep track of excused absences. In accordance with the UK's policy (S.R. 5.2.4.2), the following reasons will be accepted for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays or other church-related absences, and (e) other circumstances I find to be "reasonable cause for nonattendance."

Students with excused absences will be granted the opportunity to turn in written assignments (see "Make-Up Assignment" in the next section) and will not be penalized for their absence. However, if you miss class due to an excused absence, it is your responsibility to provide documentation and arrange for make-up deadlines within one week of your absence. Your failure to do so will result in changing your "excused absence" to "absence." Please be proactive in your communication with me regarding absences so that mutually agreeable accommodations can be made as soon as possible.

Penalty for Absence

You are expected to attend the class. For some reasons, if you must miss the class, please contact me via e-mail or text message (859-351-9252). Points will be deducted from your grade for absences.

<u>Penalty</u>	
<u>Number of Absences</u>	<u>Points Deducted</u>
1	0
2	5
3	10
4	20
≥ 5	40

Late Submission

All assignments must be submitted by the specified date and time. Each student can request an extension of the deadline for only one assignment. Points will be deducted from your assignment for late submission, **UNLESS** an arrangement for extension has been made between you and me at least 24 hours before the deadline. The percentages deducted from the total points of a given assignment are listed below. Please note that Saturday and Sunday will be counted toward the number of dates passed the deadline.

<u>Penalty</u>	
<u>Number of Dates</u>	<u>Percentage Deducted</u>
1 day late	5
2 days late	10
3 days late	20
4 Days late	40
≥ 5	80

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

The Classroom Environment

I expect civil and courteous behaviors from students both inside and outside the classroom. This course involves discussions on various ideas and practices surrounding food and agriculture, and often times you will find your beliefs called into question. This is part of the learning process, and we will all have varying opinions on how we will produce food for future generations. It is very important to me that we all work together to create a classroom environment where everyone feels comfortable to freely voice his/her opinions. This means that attacks of a personal nature or statements denigrating another will not be accepted. Additionally, please refrain from tobacco use of any kind in the classroom. It is against University policy.

Moreover, sometimes your life circumstances will force you to miss a class or delay the submission of your assignment. Whether your absence from the class or delay in the submission of an assignment is excusable or not, you need to let me know so that I will be able to suggest a necessary arrangement for you to catch-up on the work. Please be proactive about any absences or delays in assignment submission, so that we can plan accordingly. Please communicate to me via phone or e-mail that you will miss a class or that your assignment will be submitted late.

Classroom Use of Laptop & Cell Phone

I permit the use of laptop in the classroom only for taking notes and in-class exercises. Please silence your cell phones in the beginning of our class, and remind your peers to do the same. I also ask that you refrain from texting or using your cell phone to access the internet, check email, etc. I will confiscate your device until the class is over if I find you violate this policy.

Email Contacts

If you are unable to come to see me during office hours, you can receive my consultation through e-mail. However, please remember that email is an official form of communication with your instructor. When you send an e-mail message, please use common courtesies, such as filling out the "Subject" line, using an appropriate salutation that addresses me personally (please don't just say "Hey"), and please include your name in the message.

Text Contacts

My cell phone number is 859-351-9252. You can send me text messages to notify your absence and schedule an appointment with me. When you send me a text message, please include your name. I will not answer a message which does not identify who is the sender. Please do NOT send me text messages on other purposes unless I initiate a text conversation and request you to respond via texts.

Special Consideration

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

SECTION 2. LEARNING PLAN

Research Paper: The Cultural Perspective of Agricultural Sustainability

You are required to write a research paper which examines how the perspective of agricultural sustainability is situated in particular place and time outside the United States. Using the *case study methodology*, you will collect and analyze data from one system in a non-U.S. country/society to answer the following *research questions*:

1. What unique and common ideas of agricultural sustainability defined in that system in comparison to the system with which you are familiar?
2. What key ethical and social justice issues are raised in that system?
3. What opportunities and constraints are there for making agriculture more sustainable in that country? How unique or common are they in comparison to what the system, with which you are familiar, encounter?
4. What do we learn about sustainability as a concept in the context of a global food and agricultural system, particularly in comparison to how the concept is defined in the system with which you are familiar?

Potential data includes, though are not limited to: newspaper, magazine, and academic journal articles about a particular agrifood system; economic and trade statistics available from government and international agencies; interviews with faculty and residents from your research country; websites on various aspects about that country's agriculture and food system.

You are required to submit a draft of your case study by **5:00pm on Friday, April 11, 2014**. Each student is required to give an individual presentation of at least 10 minutes about your research in the last three weeks of April. This can be done with a PowerPoint, Prezi, or any other types of visual presentation. The practice session will be held on April 15 by dividing the class into smaller groups in which each student will present his/her work for peer evaluations. The final oral presentation must incorporate the feedback you received from your peers.

For the final paper, due by **5:00pm on Monday, May 5, 2014**, you need to incorporate your Kentucky sustainability essay fully into your research paper and integrating them into one coherent paper with revised introduction and conclusion sections. **The paper must be written with minimum of 4,500 words and maximum of 5,500 words, excluding references, tables, figures, and appendices.**

Research & Communication Exercises

To help you carry out your research project, there will be three Research Skill Development exercises which become components of your research paper with minimum of 4,500 words and maximum of 5,500 words. For each of these written assignments, you will receive extensive feedback from me. You are expected to incorporate my feedback to draft your research paper. You can submit them any time before the due date. **No rewrites for grading purposes will be allowed for these assignments!!!** You are encouraged to go to The Writing Center and the MC3 center for review and help.

1. Country Profile & Bibliography (Due: 2/8/14, 12noon): As soon as you select your case country, using one or more of World Bank, UNDP, OECD, and FAO databases, collect basic information concerning that country's population, agricultural production and trade, economy and industry, and social characteristics. Create tables and figures to summarize these data. Also provide a list of bibliographies which you plan to use for writing this section. **A worksheet will be provided for this exercise.** Your bibliography must include **at least** the following:

- 5 News articles published by internationally recognized news agencies or media companies (e.g., CNN, New York Times, BBC, NPR)
- 3 In-depth reports/articles from either magazines (e.g., National Geographic, New Internationalist, The Economist) or organizations (e.g., government agency, community-based organizations).
- 3 Distinct websites (meaning that not two web pages within a given site)
- 1 Academic journal article

These must be the sources which you will read and use for your case study. This particular bibliography list can include more than what you will end up reading. If you feel useful, draft a narrative which will later become a part of your non-US case study narrative due on March 20, 2014. The bibliography must be in in APA format.

2. Sustainability in Kentucky Essay (Due: 2/22/14, noon): Based on your everyday observation and understanding of the course materials, write a short essay to answer the following questions: (a) What does sustainability mean in Kentucky? (b) How does the concept of sustainability expressed? (c) What do you see opportunities and challenges of sustainability in Kentucky? The essay should be double-spaced with a 12-font and 1" margins for all sides. **The essay should not be any less than 1,200 words and any more than 1,500 words, excluding references, tables, and figures.**

3. Sustainable Farm System Proposal (Presentation Date: 2/20/14): This is an in-class group project. Each group will design a "sustainable farm" that meets the USDA's definition. Each week between January 21 and February 11, groups will work on one of the three pillars of sustainability. On February 18, each group will present the design of a proposed farm system.

4. Narrative & Visual Representations of the Case Country (Due: 3/20/14, noon): Based on your research for the Country Profile, write a short narrative about your case country. This narrative will become an important component of your draft and final paper. After the narrative, attach any visual representations, e.g., pictures, videos, you wish to include your presentation. The narrative portion of the paper should be double-spaced with a 12-font and 1" margins for all sides. This portion should not be written with any less than 1,200 words and any longer than 1,500 words, excluding the bibliography page(s). Your visual portion of this paper does not have any page limit.

Format Requirements

1. Research Paper:

- Double-spaced, 12-point font, 1" margins all sides

- Page numbered, your name in either header or footer
- Title page with the paper title and your name. Please do not include your name in the body of the paper.
- Reference pages in APA format
- The minimum word count of this assignment is **4,500 words and maximum of 5,500 words**, excluding references, tables, figures, and appendices. Your draft, due on April 11, 2014, should not be any shorter than 8 pages.

2. Exercise Assignment:

- Title page with the assignment title and your name. Please do not include your name in the body of the paper.
- Page numbered, your name in either header or footer, but not inside margins.

Evaluation Measures

You will receive an evaluation rubric for your research papers and exercises well in advance of their due dates. I will do my best to communicate with you my expectations for your work, but if you feel something is unclear, please do not hesitate to let me know.

1. Paper: The final paper will be evaluated on five areas:

- Appreciation for diverse perspectives of sustainability;
- Critical evaluation of ethical dilemmas, conflicts, and trade-offs in the effort to make agriculture more sustainable;
- Analytical skills for data collection, analysis, and synthesis to develop own perspective on sustainability; and
- Effectiveness of communication of ideas.
- Integration of course materials

2. Exercise: Each exercise will be assessed based on two areas:

- Effectiveness of data collection and analysis; and
- Effectiveness of communication of ideas

Submission & Feedback

Please submit all your assignments in either Word (.doc or .docx) or PDF (.pdf) format to the designated location in the course Blackboard. I will grade and give you feedback on the research and writing exercise assignments and your paper draft within two weeks after the draft due date. In order for you to revise the materials for final submission

Quizzes

There will be 5 quizzes over the semester. You can count the scores from 4 quizzes toward your final grade. Quiz questions will come from the required readings for that week as well as any materials covered since the last exam.

	Readings (dates)	Lectures/Seminars/Exercises (dates)
Quiz 1 (1/28)	1/16, 1/21, 1/23, 1/28, 1/30	1/16, 1/21, 1/23
Quiz 2 (2/18)	2/11, 2/13, 2/18	1/30, 2/6, 2/11, 2/13
Quiz 3 (3/4)	2/25, 2/28, 3/4, 3/6	2/18, 2/20, 2/25, 2/27
Quiz 4 (3/25)	3/18, 3/20, 3/25, 3/27	3/4, 3/6, 3/18, 3/20
Quiz 5 (4/8)	4/1, 4/3, 4/8, 4/10	3/25, 3/27, 4/1, 4/3

Evaluation Measures

Each student will be evaluated on the following areas:

- Completion of the assigned readings
- Understanding of the assigned course materials;
- Appreciation for diverse perspectives of sustainability; and
- Critical evaluation of complex and nuanced ethical and social justice issues involved in making agriculture more sustainable.

Make-Up Assignment: Reading Summaries

For each excused absence, provide summaries of the reading assignments for that class. Reading summaries should not be longer than 2 single-spaced pages, and should primarily of your reflections on the readings, how they contribute to your ideas about sustainability and the sustainable agriculture movement, and 2-3 discussion questions.

Evaluation Measures

Grading for reading summaries will be as follows:

- 2 points for clear work that is not rushed, with reflection and discussion questions;
- 1 point for incomplete or unclear writing or significant components missing; and
- 0 points for unacceptable or no work.

SECTION 3. COURSE SCHEDULE (TENTATIVE)

Wk	Tuesdays				Thursdays			
	Date	Topic	Activity	Due	Date	Topic	Activity	Due
1					1/16	Course Overview & Introduction	Introduction	Information Sheet
2	1/21	Sustainability 1. What does "sustainability" mean?	Lecture		1/23	Research Exercise 1. Social Science Research "Sustainability" as a Concept	Exercise & Group Work	
3	1/28	Sustainability 2. "Sustainable Farm System"	Seminar & Group Work	Quiz 1	1/30	Research Exercise 2. Data Collection Pt 1 Country Profile	Exercise	
4	2/4	NO CLASS			2/6	Research Exercise 3. Data Collection Pt 2 Websites & Literature	Exercise	Country Profile (2/8)
5	2/11	Sustainability 3. "Sustainable Farm System"	Seminar & Group Work		2/13	Research Exercise 4. Data Synthesis Writing	Exercise	
6	2/18	Sustainability 4. "Sustainable Farm System"	Seminar & Group Work	Quiz 2	2/20	Research Exercise 5. "Sustainable Farm System" Presentation	Group Presentations & Critique	Presentation KY Essay (2/22)
7	2/25	Cross-Cultural 1. Cultural Perspectives	Lecture		2/27	Research Exercise 6. Cross-Cultural Research Pt 1 Contextualization	Exercise	
8	3/4	Cross-Cultural 2.	Seminar	Quiz 3	3/6	Research Exercise 7. Cross-Cultural Research Pt 2 Interpreting the Unfamiliar	Exercise	
9	3/11	Cross-Cultural 3. Case Study: Japan	Seminar		3/13	Research Exercise 8. Cross-Cultural Research Pt Writing Reflexively	Exercise	
	3/18	Spring Break			3/20	Spring Break		
10	3/25	Cross-Cultural 4. Case Study: Japan	Seminar	Narrative & Visual (3/24) Quiz 4	3/27	Cross-Cultural 5. Case Study: Japan	Seminar	
11	4/1	Cross-Cultural 6. Case Study: Indonesia	Lecture		4/3	Cross-Cultural 7. Case Study: Indonesia	Guest Speaker: Krista Jacobsen	
12	4/8	Cross-Cultural 8. Case Study: Indonesia	Student Panel	Quiz 5	4/10	Cross-Cultural 9. Learning from Other Cultures	Review	Research Paper Draft (4/11)
13	4/15	Draft Presentations	Peer Reviews of Presentations		4/17	Presentations 1	Final Student Presentations	
14	4/22	Presentations 2	Final Student Presentations		4/24	Presentations 3	Final Student Presentations	
15	4/29	Presentations 4	Final Student Presentations		5/1	Presentations 5 & Conclusion	Final Student Presentations & Seminar	

* Final research paper is due at 5:00pm, **Monday, May 5, 2014.**

SECTION 4: READING ASSIGNMENTS

Please complete the following readings before you come to the class. The quality of your participation in discussion activities will be evaluated based on your ability to demonstrate whether you have completed reading assignments.

Module 1. Overview & Introduction

January 16 Course Overview & Introduction: Transformations of the US Agrifood System

- Hederson, Elizabeth. 2009. "Local & Organic." *In Good Tilth*, 20(3): 16-17.
- MacDonald, James. 2013. "Crop Land Consolidation and the Future of Family Farm." *Amber Wave*, September. Available at <http://www.ers.usda.gov/amber-waves/2013-september/cropland-consolidation-and-the-future-of-family-farms.aspx#.Us8Kj7TG-AY>

Module 2. Sustainability in the US Agrifood System

January 21 What Does Sustainability Mean? (Lecture)

- Ikerd, John E. 2008. "3. Corporate Agriculture and Family Farms." Pp. 33 – 44 in *Crisis & Opportunity: Sustainability in American Agriculture*. Lincoln, NE and London, UK: University of Nebraska Press.
- Royte, Elizabeth. 2013. "The Post-GMO Economy: One mainstream farmer is returning to conventional seed — and he's not alone." *Modern Farmer*, December 6, 2013. Available at <http://modernfarmer.com/2013/12/post-gmo-economy/>

January 23 Research Exercise 1: Social Research (In-class Activity). Sustainability as a Concept

- Lyson, Thomas A. 2004. "Toward a Civic Agriculture." Pp. 61-83 in *Civic Agriculture: Reconnecting Farm, Food, and Community*. Medford, MA: Tufts University Press.
- SARE. 2012. *What is Sustainable Agriculture? A SARE Sampler of Sustainable Practices*. College Park, MD: SARE. Available at <http://www.sare.org/Learning-Center/SARE-Program-Materials/National-Program-Materials/What-is-Sustainable-Agriculture>

January 28 Sustainability: Environmental Stewardship

- Rodale Institute. 2011. *The Farming Systems Trial. Celebrating 30 Years*. Kutztown, PA: Rodale Institute. Available at <http://66.147.244.123/~rodalein/wp-content/uploads/2012/12/FSTbookletFINAL.pdf>

January 30 Research Exercise 2: Data Collection Part 1 – Country Profile (In-class Activity).

- Millstone, Erik and Tim Lang. 2013. "Introduction." Pp. 9-13 in *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.

February 4 NO CLASS

February 6 Research Exercise 3: Data Collection Part 2 – Websites & Literature (In-class Activity)

- None

February 11 Sustainability: Economic Viability

- Bagi, Faqir. 2013. "Who is Adopting Organic Farming Practices?" Amber Waves, October. Available at <http://www.ers.usda.gov/amber-waves/2013-october/who-is-adopting-organic-farming-practices.aspx#.Us8JzrTG-AY>
- Greene, Catherine, Edward Slattery, and William D. McBride. 2010. "America's Organic Farmers Face Issues and Opportunities." *Amber Wave* 18(2): 34-39.

February 13 Research Exercise 4: Data Synthesis Part 1. –Writing (In-class Activity)

- Berry, Wendle. 1997 [1986]. "The Agricultural Crisis as a Crisis of Culture." Pp. 39-48 in *The Unsettling of America: Culture & Agriculture*. San Francisco, CA: Sierra Club.

February 18 Sustainability: Social Equity

- Wallace Center. n.d. *Innovations in Local Food Enterprise. Fresh Ideas for a Just Profitable Food System*. Arlington, VA: Wallace Center at Winrock International. Available at <http://static.squarespace.com/static/520ed291e4b066a62d157faa/t/528da3d7e4b04fc3083284e5/1385014231781/HUFED%20Innovations%20Report%20Part%20One.pdf>

February 20 Research Exercise 5: Data Synthesis Part 2. – Presentation (In-class Activity)

- None.

Module 3. Cross-Cultural Perspectives of Sustainability

February 25 Diverse World, Diverse Agriculture/Farming 1

- Millstone, Erik and Tim Lang. 2013. "Part 1. Contemporary Challenges." Pp. 15-31 in *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.

- February 27 Research Exercise 6: Cross-cultural Research Part 1 – Contextualization (In-class Activity)
- Millstone, Erik and Tim Lang. 2013. "Part 2. Farming." Pp. 32-63 in *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.
- March 4 Diverse World, Diverse Agriculture/Farming 2
- Millstone, Erik and Tim Lang. 2013. "Part 3. Trade." Pp. 64-77 in *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.
- March 6 Research Exercise 7: Cross-Cultural Research Part 2 – Interpreting the Unfamiliar
- Millstone, Erik and Tim Lang. 2013. "Part 4. Processing, Retailing and Consumption." Pp. 78-101 in *The Atlas of Food: Who Eats What, Where, and Why*. Berkeley and Los Angeles, CA: University of California Press.
- March 18 Case Study. Japan 1
- TBD
- March 20 Case Study. Japan 2
- TBD
- March 18 SPRING BREAK (HAVE A FUN!)
- March 20 SPRING BREAK (HAVE A FUN!)
- March 25 Case Study. Japan 3
- TBD
- March 27 Case Study. Japan 4
- TBD
- April 1 Case Study: Indonesia 1
- TBD
- April 3 Case Study: Indonesia 2
- TBD
- April 8 Case Study: Indonesia 3
- TBD

April 10 Case Study: Indonesia 4

- TBD

Module 4. Presentations & Conclusion

April 15 Practice Research Presentations with Peer Feedback

- None

April 17 Research Presentations 1

- None

April 22 Research Presentations 2

- None

April 24 Research Presentations 3

- None

April 29 Research Presentations 4

- None

May 1 Research Presentations 5 & Conclusion

- TBD