



SENATE COMMITTEE ON CURRICULAR AFFAIRS

COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
EDWARD JAENICKE	ecj3	Agricultural Sciences (AG)	Not Available

Academic Home: Agricultural Sciences (AG)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(AGBM 170Z) Investigating the U.S. Food System: How food moves from field to table

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

prerequisite or concurrent NUTR 175Z

Recommended Preparations:

Abbreviated Title: US Food Systems LINKED
Discipline: General Education
Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
 Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
 Natural Sciences (GN)
 Arts (GA)
 Humanities (GH)
 Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
 International Cultures (IL)
 United States Cultures (US)

- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Agricultural Economics, Sociology And Education (UPAG_AGESE)
Effective Semester:	Upon Approval
Travel Component:	NO

Course Outline**A brief outline or overview of the course content:**

Students will investigate and document the current state of the U.S. food system in the context of a number of overarching economic and cultural issues. In addition to covering overarching issues affecting our food system (e.g., biotechnology, organic agriculture, policy, health, etc.), class discussion and assignments will focus on specific foods and crops to provide tangible context.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction; What is the "Food System"? Food trends in the U.S. foods system (1 week)
 Introductions to 12 overarching topics affecting or affected by the food system (1 week)
 Examination of the food system and how produce is grown and processed in America (7 weeks) -- Examples of produce covered in this 5 week period include tomatoes, bananas, spinach, potatoes, corn, apples and oranges etc,
 Interpretation, synthesis, and evaluation of the food system topics discussed above (1 week)
 Examination of the food system and how livestock/poultry/eggs are raised in America (3 weeks) - Examples topics covered in this 3 week period include: beef, pork, chickens, and eggs
 Integration of the 12 overarching topics with the food system examination topics above (1 week)
 Final synthesis and re-evaluation of the food system (1 week)

Course Description:

The American food system is a product of complex interaction of three systems: the natural ecosystem, the managed agricultural system, and the socio-economic system. Farming, food processing, food distribution, and consumption decisions are all governed by the interaction of these systems. Consequences of these decisions, along with the interactions themselves, have generated a number of overarching scientific and social "hot-button" topics that affect or are affected by the food system such as genetically modified organisms (GMOs), organic crops and food, agricultural and food policy, environmental implications from agriculture food safety, food safety, diet and health, agricultural trade and international development, and domestic food insecurity and food access. Students in this course will investigate and discuss all of these topics by reading both popular press accounts and peer-reviewed academic research, and by hearing guest speakers from a variety of fields and academic disciplines. However, to provide additional relevance, the course will use specific foods or crops to provide a more concrete examination of these topics. For a wide range of foods and crops grown in or imported to the U.S, students will learn the following: 1. Where many of our crops are grown and why. 2. How labor intensive, chemical-intensive, biotechnology intensive, and equipment intensive many of our crops are. 3. What U.S. policies affect production, distribution, and consumption of many crops and food. 4. How large agribusiness companies may influence our crops' production, distribution, and consumption. 5. How consumer groups may influence our crops' production, distribution, and consumption. And, 6. Whether or not alternative production and marketing systems exist for many crops. AGBM 170Z is linked to NUTR 175Z

The name(s) of the faculty member(s) responsible for the development of the course:

- Name: EDWARD JAENICKE (ecj3)
- Title:
- Phone:
- Address:
- Campus: UP
- City:
- Fax:

Course Justification**Instructional, Educational, and Course Objectives:**

This section should define what the student is expected to learn and what skills the student will develop.

Regarding instructional and educational objectives, students will:

- > Learn to examine contemporary issues from several perspectives that span the political, cultural, and socioeconomic spectrums, and practice being respectful of alternative points of view.
- > Practice and implement secondary research skills that involve identifying, assessing, and utilizing research and journalistic reports.
- > Understand teamwork and partnership skills necessary to conduct team-based assignments.
- > Develop writing and presentation skills associated with specific assignments.

Regarding specific course objectives, students will:

- > Understand the U.S. food system as a complex interaction of natural and human-based systems. This understanding will require examining the agronomic, environmental, economic, sociological, and cultural reasons that lead to the current state of the U.S. food system.
- > Apply critical thinking and analytic tools to investigating food-system outcomes.
- > Formulate answers to questions about where, how, and why food products are grown the way they are.
- > Discuss and begin to explore alternative food-system scenarios and the policies that might lead to these scenarios.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Various evaluation techniques will be used to assess student's progress in AG BM 170Z. These techniques may include, but are not limited to quizzes, class participation, and written and oral assignments as deemed necessary by the instructor.

- Quizzes (20%)
- Class participation (10%)
- Written assignments (60%)
- Presentations (10%)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is positioned to meet two curricular purposes. First, it is meant to be a useful first-year course in the Agribusiness Management major. It is designed to be first-year core course in Food Systems minor. The proposed Food Systems minor will have one other first-year core course on "Sustainable Agriculture Science & Policy" and two upper-level core courses. This course will be linked as an integrative studies course to NUTR 175: Healthy Food for All: Factors that Influence What we Eat in the US that is being submitted for curricular review as both a stand alone course offering (GHW/US) and the linked course with AG BM 170.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This "Investigating Food Systems" course will currently meet an elective requirement or a "specialization" requirement in the Agribusiness Management (AG BM) major. Not currently but perhaps eventually, it may be proposed to be a required course for the AG BM major. It is a required course in the Food Systems minor. It will also be useful for any major in the College of Agricultural Sciences or other colleges where knowledge of the U.S. food system will be complementary with a student's course of study.

This course will meet GS and US cultures requirements.

A description of any special facilities:

While no special facilities are required, this course will attempt to make use of the newly approved student farm.

Frequency of Offering and Enrollment:

The course will be offered once a year, in the spring semester.

The maximum enrollment for the initial offering will be 50, but growth will be accommodated if there is sufficient student demand

Alignment with General Education Objectives

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Two major assignments in this food systems class involve team-based written projects that will help students achieve the objectives of effective communication in a written and oral format, and critical and analytical thinking, and integrative thinking. Each project will include several milestones that help students apply and refine their critical, analytical, and integrative thinking skills. Projects may have some combination of the following milestones: (i) an idea proposal in the form of a single paragraph; (ii) a peer review of the proposal; (iii) a complete report in draft form; and (iv) a final version that includes revisions and responses to comments. In addition, a grading rubric will be provided before students tackle the report draft.

Students will be required to complete reading assignments and other material provided by the instructor prior to class and be prepared to discuss those pre-class preparation assignments in class. The students will be assessed on their ability to apply analytical and critical thinking skills to use the information from the pre-preparation assignments to contribute to in-class discussions on various topics. These assignments will address the critical and analytical thinking and integrative thinking objectives.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be assessed on the attainment of effective communication through written evaluation and presentations. Students are required to complete a team report, paper, and presentation to explain how a particular food enters our food system is a good example of a critical-thinking exercise.

Students will meet the Critical and Analytical thinking and Integrative Thinking objectives by explaining why they came up with their answer to explain how foods enter the food system as well as where and how a crop is grown in the written assignments and presentations. The answer to the why question requires students to synthesize a wide variety of information from different perspectives, including agronomic, economic, cultural, societal, and political perspectives. Both major written assignments and the presentation are team projects, and students on these teams will be required to organize the group to create the topic outline, write the paper/report, and create a cohesive presentation. The grading rubric will include provisions for peer assessment and teamwork grades.

General Education Domain Criteria

General Education Designation: Linked

Linked Courses

- NUTR 175Z

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand

and address world problems **Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences****What components of the course will help students achieve the domain criteria selected above?**

Answering food-system questions about where and how foods or crops are grown requires some basic understanding of the natural world. However, a deep investigation into the question of why particular foods or crops are grown the way they are requires a comprehensive, integrative, and empirical view of the social world. The answer of the why question requires a basic understanding of the political and economic systems, as well as social institutions and group behavior. For example, U.S. tomato production is dominated by California and Florida in part because of the natural growing conditions there, but mostly because of economic and social institutions involving farm labor and also particular agricultural policies.

In this class, students will be introduced to the economic forces underlying supply and demand. In particular, students will see that supply rests on land and labor issues, which in turn involves class and agriculture policy and politics. Demand rests on consumers, which again involves cultures, socioeconomic status, and food policy. With this background in mind, students will economic and sociological concepts to help explain and understand our food system outcomes.

These food systems outcomes are the result of complex natural and social systems, and causality is not straight forward. Students will gain experience exploring how policies and economic actions can lead to unintended consequences. They will also learn research methods that help uncover economic, social, cultural, and political forces that lie below the surface of a food-system outcome. In order to complete assignments on food company actions and specific foods or crops, students must show an understanding of these complex economic and social forces. The written assignments and presentation will be evaluated on based on how well they demonstrate this understanding

Integrative Studies**Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.**

AG BM 170Z (GS): Through lecture, discussion, case studies, and secondary data analysis, students will be able to explain the connections between agriculture, governmental policy, and economics and their combined effect on food production and processing. The course will explicitly use economic concepts of supply and demand, firm profitability, and consumer demand to evaluate production, consumption, and international trade data representing a wide range of U.S. crops.

NUTR 175Z (GHW): Through readings, discussions, case studies, and application (in a cooking lab and visits to local grocery stores), students will examine and evaluate the relationship between governmental policies and how they influence American food assistance and community programs and ultimately, be able to explain how these factors impact families and individuals access to healthy food. Students will be able to identify and explain ways governmental programs can be improved to help individuals and/or communities have access to healthy food and maintain health and wellness across the lifespan. Students will acquire the skills of understanding budgets and creating and preparing budget-friendly healthy meals that could be used by low-income families.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

The areas where the two courses overlap or are "linked" include three major themes of 1) Agricultural and Food Policy; 2) Alternative Food System Scenarios; and 3) Economics. AG 170Z will approach these major themes from agricultural economics and food production side while NUTR 175Z will have the students explore the impact these areas have on establishing recommendations for the Dietary Guidelines for Americans, access to food in lower-income populations, and governmental food assistance programs. The schematic provided in the attached syllabus shows the common content that will taught in both courses to integrate the content. One assignment, likely a case study, will be integrated and completed in 2 parts, one part in each of the integrated course. To complete both portions of the case study, students much show an understanding of these complex economic, political, and cultural forces that impact food choice and the food system.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

The instructor of NUTR 175Z should have expertise in food insecurity, community nutrition programs and food accessibility in lower income populations as well as having a fundamental knowledge of cooking principles and food safety.

The instructor of AB BM 170Z should have a background in in the economic modeling of food purchase behavior, agricultural production and process of conventional and organically grown foods, and of food behavior and health.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Student feedback surveys will be conducted by students after they complete each of the integrated, linked, courses. One assignment, likely a case study, will be integrated and completed in 2 parts, one part in each of the integrated course. To complete both portions of the case study, students much show an understanding of these complex economic, political, and cultural forces that impact food choice and the food system.

General Education Designation Requirements**Intercultural Requirements:**

Class topics will focus on the economic and cultural history of how a particular food or crop became a significant component of our food system. The class will also examine these components collectively as a system, and in so doing the class will create a broad

picture that reflects a mix of social identities and cultures that exist within the U.S. A solid understanding of this broad picture is only possible when both sides of the economic outcome – supply and demand – are examined with social and cultural lens. On the supply side, cultural identity and socioeconomic status can drive agricultural labor decisions; and on the demand side, product acceptance is a result of a blending of cultures and status that lead to consumer behavior. Food availability, food access, and food insecurity is also intertwined with societal cultures and socioeconomic status.

Students in this food systems class will have two large team-based assignments. One of these involves researching and reporting on an individual's firm's decisions about product sourcing. Firm decisions on product sourcing determine key cannot be made without looking downstream to the final product market, including all social and cultural factors that lead to consumer demand. The grading rubric for this assignment will make clear that students must show an understanding of how their chosen firm aims to serve the diverse social and cultural aspects of their customer base.

A second major assignment involves picking a food or crop, and then answering seven questions related to where, how, and why it's grown and delivered the way it currently is. A complete investigation of the seven questions will require consideration of any societal and cultural factors affecting agricultural labor and food customers. Some foods have a particular cultural history, which must also be investigated. Again, the grading rubric for this assignment will make clear that students must show an understanding of the social and cultural factors.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Curricular Information

Blue Sheet Item #: 47-01-004

Review Date: 9/28/2018 12:00:00 AM

SCRID Numbers

(AGBM 170Z): 47-01-004

UPLOADED DOCUMENTS:

Context Type: Syllabus

File Description: Revised AGBM 170Z Syllabus

File Name: AGBM 170Z Syllabus Template.pdf

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