PSSC 390
FOOD FOREVER
Course Syllabus

Course Description:
Are you concerned about the quality of your food, where it comes from, and how it is produced? Are you concerned about your impact on this planet and how you can maintain a healthier and more sustainable lifestyle? Are you interested in understanding more about the science underlying lifestyle choices? Then, get geared up for a stimulating experience!

By the end of the semester, you will have read, heard, and discussed critical challenges facing food producers and consumers. You will learn about how societies have adapted food production systems to their environments, and you will understand how agriculture has evolved into the intensive, mechanized production systems of the United States. Most importantly, you will be better able to evaluate choices in your life and make informed decisions affecting your own resource use and food supply that promote a sustainable society.

PSSC 390 is an exploration of the resources and management that contribute to the sustainability of food production systems around the world. It addresses many important concepts and issues associated with the GE Pathways in Food Studies, Sustainability, and Global Development. It is an upper division course and has a Global Cultures (GC) designation.

Term
Fall 2015

Instructor
Lee Altier

Office Hours and Contact Information
Lee Altier
Phone: 530 636-2525
Email: LAltier@csuchico.edu
Office hours: T,Th 8-9:30 AM, F 10-11:30
221 Plumas Hall

Information on contacting the instructor:
The easiest way to communicate is to give me a phone call or come by during my office hours. If you call at other times, I may be in my office, or please leave a message. You may also email to my address above. If you do not get a reply, send your message again--there is a lot of spam! Identify your email by including the course number in the subject line (e.g., PSSC 390--Exam 1 question). Note that the course mail is for contacting other students.
Course Goals:

1. Explore how to live in a manner that sustains the resources and ecological systems upon which all life depends.
2. Explore the dynamics of natural ecosystems and the influence of humans on their characteristics.
3. Compare the cultural and environmental context of agricultural systems in different parts of the world.
4. Gain an appreciation for how societies have adapted and evolved in relationship to the environment and resources available to them.
5. Explore factors that influence the viability and sustainability of agricultural production systems.
6. Provide a forum for the sharing of ideas and information about challenges of human survival and maintaining a healthy planet.
7. Improve ability to think critically about ecological issues as they relate to food production and life style decisions.

General Education Course Outcomes

With diligence, each student can acquire the following benefits from this course:

- **Sustainability**: this is intrinsic to the entire course. Students will demonstrate knowledge of ecosystem dynamics in association with food production, and they will explore and assess the impacts of management on essential resources and ecosystem services. By the end of the semester, they will understand the ramifications of their own decisions on the sustainability of their own quality of life.

- **Active Inquiry**: comprises much of the activities in the course. Students will ask questions underlying complex conflicts over resources; they will research and identify scholarly sources of information; and they will interpret information in an effort to evaluate possible solutions.

- **Critical Thinking**: Students will identify questions that are important to them and consider the kind of evidence that would help them to answer those questions. They will analyze the evidence in global and local contexts.

Texts & Equipment

**Clicker Required**: i>clicker 2

**NOTES:**

- *Bring your clicker to every class*, so you get full credit for participation;
- Do not share your clicker or use another person’s clicker. It is up to you to manage your own clicker and course work. Violations will be treated as an abuse of academic integrity;
- There will be **two free days** during the semester for malfunctioning or forgotten clickers.
- If your clicker is lost or malfunctioning, get it replaced or fixed as soon as possible; count it as one of your free days.
- If you lose or need to replace your clicker, you will need to re-register your new device in order to receive credit for your submissions.
All readings are available online this semester. You may read them online or print them out as you like.

Many of the readings are PDF files that require the Adobe Acrobat Reader. If you do not already have this on your computer, it is freely available from: http://get.adobe.com/reader/

Other Recommended Reading:

- *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble* by Lester Brown
- *Fast Food Nation* by Eric Schlosser
- *Collapse* by Jared Diamond
- *The Omnivore’s Dilemma* by Michael Pollan

Computer Use

Use of a computer and the internet is required for accessing course material in Blackboard Learn via the Chico State portal. For technical assistance it is usually best to contact IT Support Services, not the instructor.

Grading

Exams and reports (case studies) are recorded as a percentage score. The Assignments are recorded on a 0-200 scale. A "200" indicates that you received full credit; "100" indicates that something was deficient or incomplete; (and "300," in rare circumstances, is given if your assignment was way above the norm).

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Midterm Exam 1</td>
<td>10</td>
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<tr>
<td>Midterm Exam 2</td>
<td>10</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
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<td>Assignments</td>
<td>15</td>
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<td>Participation and quizzes</td>
<td>25</td>
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<tr>
<td>Case Report 1 (final draft)</td>
<td>10</td>
</tr>
<tr>
<td>Case Report 2 (final draft)</td>
<td>10</td>
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<td>TOTAL</td>
<td>100</td>
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* Includes discussion assignments, drafts, response statements, and other homework.
### Course Management/Policies

The course is divided up into modules comprising the major topics of the course. Each module consists of several activities that you will complete in sequence. Activities include reading, listening to videos and sound clips, and writing assignments.

**Quizzes:** There will quizzes included as part of the module activities. Because of occasional technical problems, do not wait until the last minute to take the quiz.

**Assignments:** Assignments are planned according to the calendar. Go through each module and complete the reading and assignments according to the deadline.

- It is your responsibility to post assignments in the proper place as shown in the Assignment Schedule. If you post them somewhere else, you may not receive credit.
- For any assignment, each person is responsible for submitting the results of her/his own work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged.
- It is recommended that students keep a copy of all submitted assignments.

**Case study analysis:** This will involve answering preliminary questions, turning in a draft, critiquing other students’ drafts, and submitting the final version. Turn-around time for getting back the graded reports is usually three weeks from the due date. If you have a complaint or concern about how your paper was graded, you should put it in writing in an email to the instructor within two weeks of receiving back your graded paper.

**Exams:** Allocated time for exams are 75 minutes for each midterm and 2 hours for the final. There are three types of exam questions: multiple choice, true-false, and short answer questions. The final will mostly be multiple choice and true-false questions. It will be cumulative, so it will be helpful to review study guides in the modules and the previous exams.
**Course participation:** Students are expected to actively participate in class. Lack of participation will jeopardize your grade.

**NOTE:** If you have not passed the first quiz and begun Module 2 by the end of the second week of class, you will be dropped from the course. Please contact me if you are having difficulties.

**Study guide questions:** These are not required to be turned in, however students are strongly urged to answer the study guide questions to focus their attention on key concepts and to prepare for exams!

**Late work:** Depending on the assignment and circumstances, late work may not be accepted. Talk to the instructor before the due date if you have a problem.

**Readings:** Assigned as in the modules. Readings for which there are study guide questions are the most important for exam study. The other readings are intended to help you gain an understanding of course concepts with examples and applications.

**Students with Disabilities:** If you need course adaptations or accommodations because of a disability, please email, make an appointment, or see me during office hours as soon as possible. Students with disabilities requesting accommodations must register with the Accessibility Resource Center (http://www.csuchico.edu/arc/) on the campus (tel: 530 898-5959) to establish a record of their disability.

**Extra credit:** There are extra credit assignments available. However, they are not intended as substitutes for the regular assignments. You will not be eligible for extra credit if you have missed more than two assignments or reports. All extra credit is due before the end of the semester as indicated in the assignment schedule.
Plagiarism and Academic Integrity

Be certain that you understand the Academic Integrity Policy at Chico State (http://www.csuchico.edu/prs/EMs/2004/04-036.shtml). The policy applies to all work done for this class - including homework, exams, and reports. California State University, Chico is committed to a campus culture that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments.

For any assignment, even if you work with a partner or a study group, each person is responsible for submitting the results of her/his own work. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged. For more information, see the Executive Memorandum 04-36 and page 51 in the current CSUC catalog.

If there is evidence that you have been involved in any form of academic dishonesty, you will receive an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action.

NOTE: You will submit your case report to the Turnitin website. It will provide reports indicating any text from other sources that may be improperly used or referenced. If you submit your papers before the due date, you will have the opportunity to revise and resubmit your paper before your paper is graded.

Suggestions on Harmonizing with the Flow of the Course:

1. As mentioned earlier, the course is divided up into six modules, each one consisting of several activities. As you start a new module, take a look at the introduction, objectives and activities list. Plan your time so that you systematically work through completion of the activities.

2. There is a deadline for each activity and each section. In order for you to get credit for your efforts and for you to successfully complete the course, it is essential that you keep up the course schedule! For due dates, go to the Assignment Schedule.

3. There is a study guide for each section of the course. Each one contains vocabulary and review questions that will help you to focus on key concepts. I strongly suggest that as you begin a section, you print out a copy of the study guide and keep it next to you as you do each activity. As you complete the activities of each module, be sure that you can answer all of the questions in the study guide. If you are unsure about your answers check with me!

4. Your questions and comments are always welcome!!!
## Course Topics and Schedule

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING (tentative)</th>
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<tbody>
<tr>
<td>1</td>
<td>Module 1&lt;br&gt;Food Production Challenges in the 21st Century&lt;br&gt;Foundations of a Sustainable Society</td>
<td>Beyond the Limits&lt;br&gt;Food Security, Biodiversity Threatened by Pop. Growth&lt;br&gt;Climate Change, Env. Degradation and Armed Conflict</td>
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<td>2-3</td>
<td>Module 2&lt;br&gt;Natural Ecosystems&lt;br&gt;Energy Flow&lt;br&gt;Biogeochemical Cycles&lt;br&gt;Ecosystem Structure &amp; Biodiversity</td>
<td>Readings from the <em>Bangkok Post</em> (for Case 1)&lt;br&gt;<em>Ecosystems: What Are They and How Do They Work?</em>&lt;br&gt;<em>Biodiversity is Critical to Future Health of California</em>&lt;br&gt;<em>Climate Change in California</em>&lt;br&gt;<em>Helping California Prepare for Climate Change</em></td>
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<td>4-6</td>
<td>Module 3&lt;br&gt;Agricultural Ecosystems&lt;br&gt;Efficiency, stability, &amp; sustainability&lt;br&gt;Nutritional Concepts and Consequences&lt;br&gt;What is food?&lt;br&gt;Food Webs &amp; Trophic Efficiency&lt;br&gt;Competitive and non-competitive animals&lt;br&gt;Population Growth &amp; Sustainable Development&lt;br&gt;Climate and food production&lt;br&gt;Soil Management</td>
<td>Accounting for Environmental Assets&lt;br&gt;<em>Global Climate Change Effects in California</em>&lt;br&gt;<em>Soil Resources</em></td>
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<td>7</td>
<td>Module 4&lt;br&gt;From Subsistence to Intensive Food Production&lt;br&gt;Subsistence Agriculture&lt;br&gt;Agricultural Efficiency&lt;br&gt;The Impetus for Intensification</td>
<td><em>The Flow of Energy in an Agriculture Society</em>&lt;br&gt;<em>Trees of Sogolonbougou</em>&lt;br&gt;<em>Soil Fertility and Hunger in Africa</em>&lt;br&gt;<em>Long-Term Changes in Serengeti Wildebeest &amp; Land Cover</em>&lt;br&gt;<em>In Zambia, Tiny Farms Grow More With Less</em>&lt;br&gt;<em>Real Dirt on Rainforest Fertility</em></td>
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<tr>
<td>8-13</td>
<td>Module 5&lt;br&gt;Characteristics of Intensive Agriculture&lt;br&gt;Water issues&lt;br&gt;Erosion&lt;br&gt;Pest Management&lt;br&gt;Offsite Impacts</td>
<td><em>Can China Feed Itself?</em>&lt;br&gt;<em>Economy China: Flirting with Land Tenure Reforms</em>&lt;br&gt;<em>The Real Cost of Energy</em>&lt;br&gt;<em>Hydraulic Sustainability of California</em>&lt;br&gt;<em>Water in the Middle East</em>&lt;br&gt;<em>Salvador’s River of Poison</em>&lt;br&gt;<em>Soil Salinity Challenges</em>&lt;br&gt;<em>Tetracycline Resistance Genes in Lagoon and Groundwater</em>&lt;br&gt;<em>Ecological Impacts of Arable Intensification in Europe</em>&lt;br&gt;<em>The Real Nature of Agriculture Pest Problems</em>&lt;br&gt;<em>California Agriculture: Pest Mgmt. Articles</em>&lt;br&gt;<em>Exploring Sustainability in Agriculture</em>&lt;br&gt;<em>Agricultural Sustainability &amp; Intensive Production Practices</em></td>
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<tr>
<td>14-15</td>
<td>Module 6&lt;br&gt;Assessing Your Ecological Footprint&lt;br&gt;The Footprint Concept&lt;br&gt;Food Forever—Some Final Thoughts</td>
<td>Adjusting Attitudes&lt;br&gt;<em>Consumption</em></td>
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College of Agriculture Course Policies
All faculty in the College of Agriculture adhere to the policies listed or referenced below:

University Policies
(INCLUDING Student Rights, Academic Honesty, Student with Disabilities, and Use of Computing and Communications Technology)

See: http://catalog.csuchico.edu/viewer/13/UNIVPOL.html

Academic integrity
Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/sja.shtml

Academic Rigor
Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University—teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Learning
Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

Rigorous Teaching
Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they
• Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
• Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
• Encourage collaboration and active learning, fully involving students in the learning experience.
• Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
• Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
• Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
• Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Policies Regarding Personal Conduct
• It is the student’s responsibility to meet all appropriate deadlines for adding, withdrawing, etc. These deadlines can be found on the University web site at: http://www.csuchico.edu/schedule/
• All class participants are expected to exhibit respectful behavior to other students and the instructor.
• All students have the right and privilege to learn in the class, free from harassment and disruption.
• Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul language.

Student Computing
For technical support with internet use check with IT Support Services (http://www.csuchico.edu/itss/index.shtml).

Computer labs for student use are available http://www.csuchico.edu/itss/labs/index.shtml. Additional labs may be available in your department/college.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/5.-studentservices.html.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc/.