AG ED 4160/6160 Spring 2017
Ethics & Issues in Agriculture
& The Food and Fiber System 3(3,0)

Class meetings/day/time/Location:
T, TH 9:30AM – 10:45 AM; Poole Agricultural Center A-103

Professor: W. Kirby Player
Thomas R Dobbins (Contributing Teaching Assistant)

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Departmental Mission statement:
Agricultural education is accountable for specific teaching, research, and service activities within the land-grant educational infrastructure. The principal mission of agricultural education is to prepare and maintain professionals who can build on the knowledge-base of learning and teaching, improve the basis of curriculum development, demonstrate effective delivery methodologies, assess program relevance and effectiveness, and project future educational needs of people who are involved in or affected by the broad agricultural industry.

Clemson University is the only university in the state with curricula in agricultural sciences and agricultural education at either the undergraduate or graduate level. To fulfill its historical, expanded and evolving mission, the Agricultural Education Program in the College of Agriculture, Forestry and Life Sciences serves three broad functions: (1) instruction, (2) research, and (3) professional leadership and development/Outreach.

University Syllabus Segments:

Academic Integrity Statement: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Attendance policy: This course is part of your professional preparation series. We consider regular, punctual attendance an indication of your professionalism as well as your dedication to and interest in agricultural and natural resources profession. If you have difficulties that interfere with attendance or punctuality PLEASE COMMUNICATE! Two or more unexcused absences will result loss of points from the final grade.
Disability Access Statement: Student Disability Services (SDS) coordinates the provision of reasonable accommodations for students with physical, emotional or learning disabilities. Accommodations are individualized, flexible and confidential based on the nature of the disability. Students with disabilities who need accommodations should make an appointment with Ms. Margaret Camp, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disabilities Services when they meet with their instructor. This meeting should take place within the first month of class and at least one week prior to the first exam. Student Disabilities Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new FALs must be presented each semester. Details on policies and procedures are available at www.clemson.edu/campus-life/campus-services/sds.

Clemson University Title IX Statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, (864) 656-3181 (voice) or (864) 565-0899 (TDD).

Inclement Weather or Class Cancelation Statement: If class is canceled due to inclement weather or other unforeseen circumstances, students will be responsible to turn in work or being prepared for test or class assignments during the next class meeting period. The instructor may communicate with the class via email or blackboard changes that may occur due to class cancelation.

Student Assignments: Students are expected to complete the assigned work in this syllabus.

Late Arrival of Instructor: Class is dismissed if the instructor is 15 minutes late.

Syllabus Flexibility: The instructor reserves the right to change the syllabus in case of necessity or unforeseen circumstances. He must notify students of any and all changes.

Course prerequisite: Sophomore/Junior/Senior/Graduate Student Standing or permission from instructor.

Text/material: Assigned Readings.

Technology, equipment, or skills required: CANVAS, PowerPoint, Internet, Social Media, & video

Course Objectives, Descriptions and Student Learning Outcomes:

Course Description: This course explores ethical theories, concepts of critical thinking, and trending issues in American agriculture as well as global Agriculture. The major social, political, economic, and ethical issues that arise in connection to the “food and fiber system” are examined and potential solutions considered.

Critical Thinking Seminar: This class is part of the Clemson Thinks2 initiative. “Clemson Thinks², the University’s Quality Enhancement Plan (QEP), is an ambitious experiment in critical thinking that will transform learning and teaching through second-year Critical Thinking (CT) Seminars, a cohort of CT² Faculty Scholars, faculty development, rigorous assessment, and scholarly research.” (CT² Website)
As a CT2 seminar, this course will use a variety of tools for instruction and assessment that will measure critical thinking skills and create CT Student Learning Outcomes.

**CT Assessments:**
1. Each student will complete a pre and post critical thinking assessment test during assigned class periods.
2. Each student will complete a series of assigned written essays that demonstrate CT skills such as, but not limited to, identification; compare and contrast; evaluation; analysis; proposed solutions; cross-context application and summarization.
3. Students will engage with experts on related topics and prepare reflections that demonstrate their critical thinking skills regarding the experts identified topic.
4. Working in assigned groups, students will research and explore a relevant; instructor approved agricultural or natural resources issue. A group oral presentation will be given in class that engages fellow classmates in thinking critically about the assigned topic.
5. Each student will prepare a personal critical thinking report that identifies five critical thinking skills the student has learned and used to navigate the class. The report will cite one of the student’s artifacts from the semester that demonstrates using each of the identified skills.

**Critical Thinking Student Learning Outcomes:**
1. Students will explore complex challenges and issues within agriculture, natural resources and the global food and fiber system.
2. Students will analyze the multi-dimensional problems and issues facing the agricultural industry today and in the past identifying arguments and reasons from varying points of view.
3. Students will extrapolate from one conceptual context to others in regards to issues considered in the class context.
4. Students will develop and communicate creative solutions to the complex agricultural challenges introduced in the class and discovered through self-research.
5. Students will effectively communicate the various issues and views and possible solutions for the complex topics considered in class.

This class is a Clemson Thinks2 (CT2) seminar –developed to increase and enhance your critical thinking skills. The Goals of the CT2 Seminar:
1. Students will develop university-level competence at the activities that characterize critical thinking.
2. Students will describe the specific activities that characterize critical thinking and will reflectively report on their own use of these tools.
3. Students will apply critical thinking skills to solve problems that occur outside the academic classroom.

What are some examples of critical thinking skills that would be used in this class?
1. Determine the relevance of information for evaluating an argument or conclusion.
2. Recognize flaws, fallacies and inconsistencies in an argument.
3. Evaluate competing causal explanations.
4. Evaluate hypotheses for consistency with established facts.
5. Determine whether a claim or proposed solution is supported by cited data and objective evidence.
6. Recognize the stated claims and sources for competing sides of issues studied.
7. Evaluate the appropriateness of procedures for investigating a question of causation.
8. Evaluate data for consistency with established facts, hypotheses, or methods.
**Instructional strategies employed:**

This course will be taught using numerous pedagogical methods to include, but not limited to:

1. Lectures related to ethical theory and critical thinking theory, process and technique.
2. Expert scholar presentations on related topics followed by a case study class exercise facilitated by the guest lecturer related to their area of expertise.
3. Reflective student writing exercises following each topical issue presented by guest lecturers.
4. Written essays requiring a demonstration of critical thinking skills such as, but not limited to, identification; compare and contrast; evaluation; analysis; proposed solutions; cross-context application and summarization.
5. Classroom discussion and review of identified topics and issues presented by guest lecturers with a focus on ethical judgment and critical thinking process.
6. Group project involving a social media campaign and presentation to the class on an approved topic. Group work skills, research skills, critical thinking skills demonstration, social media campaign and oral presentation skills will be required for successful completion of the project.
7. Evaluation and personal expression responses to classroom presented media presentations.
8. Personal and professional development appointments and exercises in written expression.

**Assessment strategies employed:**

The following strategies will be used to assess the students:

1. Class attendance
2. Classroom participation and discussion
3. Assigned essays and exercises
4. Group social media project and class presentation
5. Reflective exercises

**Group social media project and presentation details:** Student groups will be assigned topics to develop a social media campaign and make classroom oral presentations. The campaign and presentation should be based upon research and general knowledge of the subject matter. The groups will utilize technology and selected social media platforms to conduct a real-time campaign and make a classroom presentation. Campaigns and presentations will be evaluated on technology use, creativity, research, thoroughness, and critical thinking skills demonstration.

**Goals/Objectives:**

Upon successful completion of this course, the student will be able to:

- Define Ethics
- Compare and contrast ethical decisions
- Employ ethical judgment in decision making
- Define critical thinking
- Employ critical thinking when considering identified issues
- Research issues in the Food & Fiber System
- Develop position and white papers on Food and Fiber System Issues
- Propose solutions to problems using critical thinking techniques
- Develop Social Media Campaign and make related presentation
- Describe major issues in agriculture
- Describe issues in the natural resources
- Describe major issues in the food and fiber system
- Develop and examine solutions to major issues
Topics and flow of Lecture and Class activities:

Based on the progression of topics or subject matter, speaker availability and other unforeseen needs, assignments and topic dates may require adjustment.

January 12<sup>TH</sup> – Introduction – “Getting to know you!”, Syllabus review; Class survey of Ag Issues
January 17<sup>TU</sup> – Dr. David Knox – CT2 Director – CT2 Explanation - CT Test Assessment in class
January 19<sup>TH</sup> – Dr. Tom Dobbins – Clemson University, Extension and YOU – Addressing Current Issues Personal World View and Decision Matrix Paper/Exercise Assignment #2
January 24<sup>TU</sup> – Mr. Aaron Wood - Associate Commissioner of Agriculture – The Government & Agriculture
January 26<sup>TH</sup> – Theater Thursday – Ethical Issue and Conflicts in Agriculture – Past and Present: Now – GMOs; Then - Western Expansion – Historical Issues Assignment #3

January 31<sup>TU</sup> – Ethics and Critical Thinking: What are they and why do I care?
February 2<sup>TH</sup> – Dr. Steve Kresovich – Plant Breeding/GMOs/Ethics
February 7<sup>TU</sup> – Critical Thinking and Ethics Review of GMOs and Food Ethics – Reflective Exercise
February 9<sup>TH</sup> – Katie Black - Agriculture, Ethics, CT and Social Media- Group Project Assignments
February 14<sup>TU</sup> – Katie Black - Agriculture, Ethics, CT and Social Media
February 16<sup>TH</sup> – Theater Thursday – A consideration of Ag Issues and the Media.
February 21<sup>TU</sup> – Dr. Matt Burns – Animal Ethics – Reflective Exercise
February 22<sup>TU</sup> – OPTIONAL ALL DAY FIELD TRIP TO COLUMBIA, SOUTH CAROLINA
February 23<sup>TH</sup> – Dr. Steve Cole – Director of SC Regulatory Agency - Pesticide Regulations
February 28<sup>TU</sup> – Dr. Steve Cole – Pesticide Regulations: Real World Examples Critical Thinking and Ethics Review of Regulatory Matters – Reflective Exercise

March 2<sup>TH</sup> – Dr. Cal Sawyer – Water Quality/Regulations and Sustainability
March 7<sup>TU</sup> – Dr. Geoff Zender – Organic Farming and Sustainability
March 9<sup>TH</sup> – Ms. Beth Crocker, J.D. – Legal Issues and Agricultural Advocacy
March 14<sup>TU</sup> – Ms. Beth Crocker, J.D. – Legal Issues & Ag Advocacy & review – Reflective Exercise
March 16<sup>TH</sup> – Group Project Work Day – NO CLASS
March 20-24 – Spring Break
March 28<sup>TU</sup> – Theater Thursday on a Tuesday – A Consideration of Migrate Labor Issues and Agriculture.
March 30<sup>TH</sup> – Agricultural Labor Issues – Titan Farms
April 4<sup>TU</sup> – Entrepreneurship and Value Added Production – Hickory Hill Milk and/or McLeod Farms
April 6<sup>TH</sup> – Social Media Group Reports
April 11<sup>TU</sup> – Social Media Group Reports
April 13<sup>TH</sup> – Mr. Ronnie Summers – Ethics & Issues of Agricultural Financing & Economic Development
April 18<sup>TU</sup> – Theater Thursday – An agricultural life worth considering
April 20<sup>TH</sup> – Course Summary and Critical Thinking Assessment Testing
April 24-28 – EXAM WEEK

Assignments:

Assignment 1: Critical Thinking Reflective Exercises  4@ 50 as assigned  200pts

Assignment 2 – Personal World View and Decision Matrix Paper/Exercise
   Due: January 26th  200pts

Assignment 3 – Position Paper
   Historical Agricultural Issues – Western Expansion (2 pages) – Due: February 9<sup>th</sup>  200pts
Assignment 4 – Classic White Paper
A Standard White Paper for the goal of information transfer and persuasion covered in class during the semester -  
**Due: March 9th** 200pts

Assignment 5– Social Media Campaign / Presentation: Choose a major issue/trend in Agriculture, Food and Fiber System from a list provided by instructors. Research, develop and implement a social media campaign and report the results and discoveries in a class presentation based on the groups’ experience. The campaign must be based on factual information on each issue and focused on a usable solution.

**Due: Starting April 4th** 600pts

Assignment 6 - Class Participation - Involvement in classroom discussion; classroom exercises; response to classroom group activities; engagement and spirit of learning during classroom sessions. 200pts

**Professional Development Voluntary Assignments**

PD Assignment 1 – Personal Development Exercise and professional development appointments

**Due: Individual assigned dates** 10 Extra Credit pts

PD Assignment 2 – Optional all-day field trip to Columbia, SC to attend the FFA Legislative Day and visit the South Carolina Department of Agriculture.

**Due: Wednesday, February 22nd** 10 Extra Credit pts

**Grading Scale:**

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<thead>
<tr>
<th>Point Value</th>
<th>Grades</th>
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<tbody>
<tr>
<td>1600 - 1400</td>
<td>Excellent</td>
</tr>
<tr>
<td>1399 - 1200</td>
<td>Very Good</td>
</tr>
<tr>
<td>1199 –900</td>
<td>Average</td>
</tr>
<tr>
<td>899 – 600</td>
<td>Below Average</td>
</tr>
<tr>
<td>599 – 0</td>
<td>Unsatisfactory</td>
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</tbody>
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Assignments are made by means of this syllabus and it is possible that the instructor will make no reminders. Also, based on the progression of topics or subject matter, assignments may require adjustment. All reading assignments are testable, regardless of whether they are discussed in class.

Assignments and class work missed because of absences are the responsibility of the student. Assignments (including reading assignments) are due no later than the end of the class session indicated.

A letter grade penalty will be deducted from the earned grade for each class session graded assignments are overdue.

All assigned papers must follow format of 12 point font and a minimum length of 2 pages. The following website is an excellent resource for introduction to an APA format:

[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Position/White Paper - a formal, usually detailed written statement, especially regarding a single issue, which articulates a position, viewpoint, or policy, as of a government, organization, or political candidate. A White Paper is similar but follows a specific assigned format.
IMPORTANT DATES TO REMEMBER:

January 11, W  Classes begin
January 16, M  Martin Luther King Jr. holiday
January 18, W  Last day to drop a class/withdraw from the University w/o a W grade
February 1, W  Last day to apply for May commencement
March 3, F  Last day for instructors to issue mid-term evaluations
March 17, F  Last day to drop a class/withdraw without final grades
March 20-24, M-F  Spring Break
April 10, M  Registration for fall term begins
April 27-28, Th-F  Classes meet; exams permitted in labs only
May 1-5, M-F  Exams—See Exam Schedule at
               http://www.registrar.clemson.edu/html/examSched.htm
May 8, M  9:00 A.M. - Deadline to submit candidate grades
May 10, W  9:00 A.M. – Deadline to submit other grades
May 11, Th  Doctoral Hooding Ceremony – Brooks Theatre (Time – TBA)
May 11-12, Th, F  Commencement

Further Explanation of Academic Integrity Statement

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

I. Academic Integrity Policy
A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.
B. Academic dishonesty is further defined as:
   1. Giving, receiving, or using unauthorized aid on any academic work.
   2. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one’s own efforts;
   3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;
   C. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.
D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.

NCATE standards addressed:
Standard III: Learning Environment
Accomplished career and technical educators efficiently manage their classrooms and create an environment that fosters democratic values, risk taking, and a love of learning. In this environment, students develop knowledge, skills, and confidence through contextualized learning activities, independent and collaborative laboratory work, and simulated workplace experiences.