Class meetings/day/time/Location:  
T, TH 9:30AM – 10:45 AM; Poole Agricultural Center C-127.

Professor: W. Kirby Player  
Thomas R Dobbins (Teaching Assistant)
Office location: 101 Barre Hall  
103 Barre Hall
Phone: 656-3662  
656-3382
Email: kplayer@clemson.edu  
tdbbns@clemson.edu
Office hours: by appointment

Dr. Player’s Desire and Goals for this Course and you as a student:

“It is my greatest desire is to make a difference in your life!”- Kirby Player

The arching question for this course is: What are the challenging/controversial issues facing agriculture and the natural resources locally and around the globe? Subsequently what are the claims of pros and cons for competing ideas and thus what are potential solutions? Finally, what do you personally believe on varying topics and how do you as a leader impact your current and future circles of influence.

Quotes from former AGED 4160 students when asked: How would you describe this class to someone who might be interested in taking it in the future?

This is class is a class worth taking. There is a lot of information learned in this class that you cannot get from any book or class. It is worth the time to hear and experience what agricultural issues are around us and this is the class to learn all that information. It was very interesting and worth coming to each day.

A lot of different speakers so the topics bounce around one theme to another. And theater Thursday is the best thing on the PLANET.

This class was so helpful to me in seeking out more career-paths within my major and also making me more aware of the many issues present within agriculture.

Be ready to think more than you expected and be ready for interesting speakers and activities that will challenge you.
Aspirational Instructional Goal: Through enthusiastic classroom and individual engagement, information transfer, exposure to topic experts, instruction in critical thinking and ethical theory, assignments and exercises involving reflection, writing and oral communication, my goal is that you will aspire to be an “AgEvangelist” who earnestly seeks to fulfill The Grain Commission:

The Grain Commission of the AgEvangelist

As a graduate of Clemson University, South Carolina’s Land Grant Institution, you have been given a knowledge, ethos and inspiration to go therefore and make agriculturalists of all people, influencing them in the name of the Thomas Green Clemson, Frank Lever, E. M. Tiffany and a host of past and present AgEvangelists.

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Teaching these new agriculturalists to be tillers and keepers of the land, informed consumers and citizens, and inspiring them to practice self-care and demonstrate concern for their neighbors, next door and around the globe.

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And in unity, faith, hope and love – we AgEvangelists, in conjunction with agriculturalists, can employ stewardship, critical thinking and ethical theory, and an enthusiastic work ethic to face the challenges of the future and advance our professions. And behold, with grace and blessings, we will feed, clothe and supply food and fiber for all the world till the end of the age.”

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(Adapted in humility from Matthew 28:19-20 – The Bible)
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 topical issues 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 research, debate, discussion and presentation in the class on an approved topic. Group work skills, research skills, critical thinking skills demonstration.
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. Demonstration exercises and activities of clear, precise critical thinking.
2. Classroom participation and discussion
3. Assigned essays and exercises
4. Group project and class presentations
5. Reflective exercises

Goals/Objectives:

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

1. Define Ethics & Critical Thinking
2. Compare and contrast ethical decisions
3. Employ ethical judgment in decision making
4. Employ critical thinking when considering identified issues
5. Research and describe issues in the Food & Fiber System
6. Develop position and white papers on Food and Fiber System Issues
7. Propose solutions to problems using critical thinking techniques
8. Group project involving research, debate, discussion and presentation
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 11TH – Introduction – “Getting to know you!”; Syllabus review; Class survey of Ag Issues
January 16 TU – Dr. David Knox – CT2 Director – CT2 Explanation - CT Assessment & Related Exercise
January 18 TH – SNOW DAY!
January 23 TU – Ethics and Critical Thinking: What are they and why do I care?  
Personal World View and Decision Matrix Paper/Exercise Assignment #2
January 25 TH – Theater Thursday – Ethical Issues and Conflicts in Agriculture – Past and Present:  
Now – GMOs; Then - Western Expansion – Critical Thinking Movements Demonstrations #3
February 1 TH – Critical Thinking and Ethics: Considering GMOs and Food Ethics–Assignment #3.1–Due: 2/15
February 6 TU – Dr. Tom Dobbins – Clemson University, Extension and YOU – Addressing Current Issues
February 8 TH – Dr. Dil Thavarajah – Plant Breeding/GMOs/Feeding our growing population
February 13 TU – Mr. Aaron Wood - Associate Commissioner of Agriculture – The Government & Agriculture
February 15TH – Theater Thursday – A consideration of Ag Issues and the Media. – Reflective Exercise
February 20 TU – Katie Black - Agriculture, Ethics, CT and Social Media
February 22TH – Dr. Steve Cole – Director of SC Regulatory Agency - Pesticide Regulations
February 27 TU – Dr. Cal Sawyer – Water Quality/Regulations and Sustainability  
Critical Thinking and Ethics Review of Regulatory Matters – Reflective Exercise
March 1 TH – Clemson and CAFLS Representatives – Inclusion in Agriculture – Past & Present
March 6 TU – Theater Thursday on Tuesday – Temple Grandin: An agricultural life worth considering
March 13 TU – Dr. Matt Burns – Production Animal Science and Today’s Consumer –  
Assignment #3.2 - Due: 4/5
March 15 TH – Group Project Work Day – NO CLASS
March 19-23 – Spring Break
March 27 TU – Theater Thursday on a Tuesday – A Consideration of Migrate Labor Issues and Agriculture.
March 29 TH – South Carolina Farms Using Migrate Labor - Agricultural Labor Issues–Reflective Exercise
April 3 TU – Agricultural Entrepreneurs - Entrepreneurship and Value Added Production
April 5 TH – Group Project Discussion Meet/Presentations
April 10 TU – Group Project Discussion Meet/Presentations
April 12 TH – Group Project Discussion Meet/Presentations
April 17 TU – Representatives of SC Agritoursim – Agritourism: An Expanding Opportunity
April 19 TH – Dr. Player’s Birthday Celebration - Obesity and Modern Agriculture: Is there a Connection?
April 24 TU – Course Summary and Critical Thinking Assessment Testing
April 26 TH – Course Evaluation and Class Awards
April 30-May 4 – EXAM WEEK

Assignments:

Assignment 1: Due: As Assigned - Critical Thinking Reflective Exercises - 4@ 50  200 pts

Assignment 2: Due: February 1st - Personal World View Assignment  200 pts

Assignment 3: Due: As Assigned - Critical Thinking Movements Demonstrations (2@100)  200 pts
Assignment 4: Due: Starting April 5th - Group Project/Discussion/ Presentation: 400 pts
Choose a major issue/trend in Agriculture, Food and Fiber System. As a group, select teams, research, develop and conduct a debate before the class presenting both sides of the issue and seeking a reasonable solution. This also includes the creation of a classic white paper presenting a topic from both sides of the groups issue.

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

Grading Scale:

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<tr>
<th>Point Value</th>
<th>Grades</th>
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<tr>
<td>1200 - 1000</td>
<td>Excellent A</td>
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<tr>
<td>999 - 800</td>
<td>Very Good B</td>
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<tr>
<td>799 - 600</td>
<td>Average C</td>
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<tr>
<td>599 - 400</td>
<td>Below Average D</td>
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<tr>
<td>399 - 0</td>
<td>Unsatisfactory F</td>
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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.

OUR CLASS WILL DETERMINE CONSEQUENCES FOR LATE WORK POLICY

All assigned papers must follow format of 12 point font, Double spaced, 1 inch margins and a minimum length of 2 pages.

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 10, W Classes Begin
January 15, M Martin Luther King Jr. holiday
January 17, W Last day to register or add a class, or declare Audit
January 24, W Last day to drop a class/withdraw from the University without a W grade
January 31, W Last day to apply for May commencement
March 2, F Last day for instructors to issue mid-term evaluations
March 16, F Last day to drop a class/withdraw from University without final grades
March 19-23, M-F Spring Break
April 9, M Registration for fall term begins
April 26-27, Th-F Classes meet; exams permitted in labs and one-hour courses only
Ap 30-May 4, M-F Exams—See Exam Schedule
May 7, M 9:00 a.m. – Deadline to submit candidate grades
May 9, W 9:00 a.m. – Deadline to submit other grades
May 10, Th Doctoral Hooding Ceremony – Brooks Theatre, 7:00 p.m.
May 10-11, Th-F Commencement, Littlejohn Coliseum
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<tr>
<th>Day</th>
<th>Time</th>
<th>Department</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>9:30 a.m.</td>
<td>College of Engineering, Computing and Applied Sciences</td>
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<td></td>
<td>2:30 p.m.</td>
<td>College of Business and College of Education</td>
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<tr>
<td>Friday</td>
<td>9:30 a.m.</td>
<td>College of Agricultural, Forestry and Life Sciences and College of Behavioral, Social and Health Sciences</td>
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<td></td>
<td>2:30 p.m.</td>
<td>College of Architecture, Arts and Humanities and College of Science</td>
</tr>
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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!

**OUR CLASS WILL DETERMINE OUR ATTENDANCE POLICY.**

**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

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.