

General Education Course Proposal

Proposed Course: Plant 105 Food, Society & Environment Units 3.0
Prefix No. Title

Department: Plant Science School: Agricultural Sciences and Technology

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B X; C___; D___; International/Multicultural___

Existing Course X; Revised Course___; New Course___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

NOTE: Not attached because no change in course description.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Linkages among food production systems, human social behavior and environmental quality. Basic principles of environmental and agricultural sciences as applied to interrelationships among social value systems, agricultural activities, and environmental resources.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 5/8/98 [Signature] 5/15/98
Department Chair Date School Curriculum Committee Date

[Signature] 10/2/98 [Signature] 2/20/01
School Dean Date General Education Subcommittee Date

[Signature] 2/20/01
Associate Provost Date

1/14/98

20 April 1998
Department of Plant Science

Attachment #2: General Syllabus

Proposed Course: Plant 105 Food, Society, and Environment

2. Statement of elements common to all sections of course, identifying content, objectives, required student activities (e.g., papers, research projects, homework, lab/studio performance, recitations, participation, attendance, exams), grading, texts, and approximate schedule for course.

Plant 105 Food, Society, and Environment 3 units	Semester, Year Schedule #
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Catalog description: Linkages among food production systems, human social behavior, and environmental quality. Basic principles of environmental and agricultural sciences as applied to interrelationships among social value systems, agricultural activities, and environmental resources.

General Education: This upper-division course meets General Education requirements for area Integration B.

Instructor: Name
Office: Instructor's office
Office hours: Instructor's office hours (minimum five per week)
Phone/email: Instructor's office phone/voicemail number, email address
Dept. office: Agriculture Bldg., Room 220 Hours: M-F, 8A-12N, 1-5P
Dept. phone: 278-2861

Textbooks: The following textbooks are recommended for this course:

- Ableman, M. 1993. From the Good Earth. H.N. Abrams
- Altieri, M.A. 1995. Agroecology (2nd edition). Westview.
- Lappe, F.M. 1978. Food First. Ballantine.
- Kaufman & Franz. 1996. Biosphere 2000 (2nd edition). Kendall/Hunt.
- Spedding, C.R.W. 1996. Agriculture and the Citizen. Chapman & Hall.

Fees: There are no additional fees attached to this course.

Course goal: Comprehensively explore linkages among human social behavior and critical decision-making processes relative to various systems of food / fiber production and the dynamic state of the biotic and abiotic components of our environment.

Course objectives: Students successfully completing this course should be able to:

- 1) Demonstrate clear understanding of basic principles of environmental science and agricultural science.
- 2) Rationally respond to such comprehensive questions as:
 - a) How do food production activities impact society?
 - b) How do food production activities affect the environment?
 - c) How do social value systems dictate agricultural and environmental policies?
 - d) How does environmental quality relate to social value systems?
- 3) Use a critical thinking approach to complex problem-solving; students should find this skill effective in dealing with broad challenges facing them today and throughout their adult lives.

Course topics:

Concepts and Principles of Environmental Sciences . approx. 4 weeks

Includes at least all of the following:

- Ecosystems - Structure and Function
- Energy Flow and Trophic Relationships
- Demography and Population Dynamics
- Ecological Communities and Succession

Concepts and Principles of Agricultural Sciences approx. 4 weeks

Includes at least all of the following:

- Agriculture as Applied Ecology
- Soil Science and Irrigation Practices
- Agronomic Crops
- Horticultural Crops
- Animal Science - Livestock Production
- Agricultural Pest Management

Food Systems Around the World approx. 3-4 weeks.

Information (both text and color photographs) from Michael Ableman's outstanding book "From the Good Earth" provides the basis for classroom lecture/discussion periods during this portion of the course.

Future Challenges to Sustainable Food Systems approx. 4-5 weeks

Includes at least all of the following:

- Social Value Systems and Decision-Making
- Agricultural / Environmental Ethics
- The "Green Revolution" Revisited
- World Hunger - Real Causes and Solutions

Issues of Genetic Diversity
Biotechnology - Challenges / Opportunities
Cultural Values and Agro-Ecology

The order and emphasis in coverage of the topics outlined above may vary according to discretion of instructor and/or textbooks used.

Assignments:

1. Attendance/class participation. Students are expected to attend class regularly, and to actively participate throughout the semester by completing reading and writing assignments, as well as by taking part in classroom discussions led by the instructor. One-sixth of the course grade is determined by class participation.

2. Exams. Two hourly exams and a comprehensive final exam (combination of subjective and objective type questions) serve to test students' understanding of key topic areas.

3. Student notebook. Each student is required to compile a notebook which includes ten (10) newspaper articles relevant to the broad conceptual area of "Food, Society, and Environment." For each article, this notebook should include two additional sections: a summary and a review (approx. one typed page for each). Student notebooks are evaluated on the basis of relevance and diversity of articles included, as well as depth of critical thinking in the summaries and reviews.

4. Determination of course grade. Each syllabus will contain a clear description of grading policy, including a grading scale and explanation of how grades are assigned.

5. Academic dishonesty (cheating and plagiarism). University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, penalties for student academic dishonesty may range from an "F" on the assignment to an "F" in the course and the filing

of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

6. Students with disabilities. If you are a disabled student, please identify yourself to the University and the instructor so that reasonable accommodations for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, Madden Library Room 1049, 278-2811.

20 April 1998
Department of Plant Science

Attachment #3: Typical Syllabus

Proposed Course: Plant 105 Food, Society, and Environment

CALIFORNIA STATE UNIVERSITY, FRESNO Fall 1997
School of Agric. Sciences & Tech. Lect./Disc.: Tu,Th 0945-1100 AgM 102
Department of Plant Science

PLANT 105 FOOD, SOCIETY, AND ENVIRONMENT (3 units)

Instructor: Dr. Mark A. Mayse Ag117 278-2150
e-mail: markm@zimmer.csufresno.edu

Office Hours: M,W 9-11A; Tu 11A-12N

Course Description

Linkages among food production systems, human social behavior, and environmental quality. Basic principles of environmental and agricultural sciences as applied to interrelationships among social value systems, agricultural activities, and environmental resources.

Prerequisites

Completion of or concurrent enrollment in courses from General Education Breadth Divisions 1 (Physical Processes), 2 (Biological Processes), and 8 (Social, Economic, and Political Systems).

Course Goal

Comprehensively explore linkages among human social behavior and critical decision-making processes relative to various systems of food / fiber production and the dynamic state of the biotic and abiotic components of our environment.

Course Objectives

Students successfully completing this course should be able to:

- 1) Demonstrate clear understanding of basic principles of environmental science and agricultural science.
- 2) Rationally respond to such comprehensive questions as:
 - a) How do food production activities impact society?
 - b) How do food production activities affect the environment?

c) How do social value systems dictate agricultural and environmental policies?

d) How does environmental quality relate to social value systems?

3) Use a critical thinking approach to complex problem-solving; students should find this skill effective in dealing with broad challenges facing them today and throughout their adult lives.

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Lecture-Discussion Topic</u>
1	26 Aug.	Tu	Introduction and Course Overview
	28 Aug.	Th	Concepts of Environmental Science
2	2 Sept.	Tu	Ecosystems - Structure and Function
	4 Sept.	Th	Energy Flow and Trophic Relationships
3	9 Sept.	Tu	Demography and Population Dynamics
	11 Sept.	Th	Ecological Communities and Succession
4	16 Sept.	Tu	Agriculture as Applied Ecology
	18 Sept.	Th	Soil Science and Irrigation Practices
5	23 Sept.	Tu	Agronomic Crops
	25 Sept.	Th	Horticultural Crops
6	30 Sept.	Tu	Animal Science - Livestock Production
	2 Oct.	Th	HOURLY EXAM I
7	7 Oct.	Tu	Agricultural Pest Management I
	9 Oct.	Th	Agricultural Pest Management II
8	14 Oct.	Tu	Agricultural Pest Management III
	16 Oct.	Th	"From the Good Earth" I (Ableman book)
9	21 Oct.	Tu	"From the Good Earth" II

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Lecture-Discussion Topic</u>
9	23 Oct.	Th	"From the Good Earth" III
10	28 Oct.	Tu	"From the Good Earth" IV
	30 Oct.	Th	"From the Good Earth" V
11	4 Nov.	Tu	Social Value Systems and Decision-Making
	6 Nov.	Th	Agricultural / Environmental Ethics
12	11 Nov.	Tu	The "Green Revolution" Revisited
	13 Nov.	Th	HOURLY EXAM II
13	18 Nov.	Tu	World Hunger - Real Causes and Solutions I
	20 Nov.	Th	World Hunger - Real Causes and Solutions II
14	25 Nov.	Tu	Issues of Genetic Diversity
	27 Nov.	Th	NO CLASS - Thanksgiving Day
15	2 Dec.	Tu	Biotechnology - Challenges / Opportunities I
	4 Dec.	Th	Biotechnology - Challenges / Opportunities II
16	9 Dec.	Tu	Cultural Values and Agro-Ecology
	11 Dec.	Th	Course Review and Evaluation
--	18 Dec.	Th	FINAL EXAM (Cumulative) 1100-1300

General Course Format

Class sessions emphasize an interactive lecture-discussion format, with about 10 minutes at the end of class generally reserved for discussion.

Each student is required to compile a notebook (*Due date Tuesday 25 November) which includes ten (10) newspaper articles relevant to the broad conceptual area of "Food, Society, and Environment." For each article, this notebook should include two additional sections: a summary

and a review (approx. one-half to a full page typed, double-spaced will generally suffice for each of the summary and review sections). Please number each article/summary/review (i.e., 1-10). Student notebooks will be evaluated on the basis of relevance and diversity of articles included, as well as depth of critical thinking in the summaries and reviews.

Selected readings (Library Reserve Room or handouts) in addition to text materials will be assigned throughout the semester. Some class sessions will involve guest speakers or videotaped materials.

Determination of Course Grade

Examinations are based primarily upon information from lecture- discussion sessions and assigned readings, and include both short answer / essay questions as well as objective (multiple choice, matching) questions. The essay questions are designed to: 1) promote clear and effective written communication skills, and 2) provide the instructor with a broader context of information in which to evaluate levels of student understanding.

Hourly Examination I.....	100 pts.
Hourly Examination II.....	100 pts.
Final Examination (CUMULATIVE).....	200 pts.
Student Notebook.....	100 pts.
Participation in Class Activities.....	100 pts.

TOTAL.....600pts.

Students earn letter grades according to the following point total categories:

A = 540 - 600 pts. (90+%)

B = 480 - 539 pts. (80+%)

C = 420 - 479 pts. (70+%)

D = 360 - 419 pts. (60+%)

F = Below 360 pts. (<60%)

EDUCATIONAL BACKGROUND OF INSTRUCTOR (Mark A. Mayse)

1973 B.S. in Biology Education through College of Liberal Arts and Sciences, University of Illinois at Urbana.

Major program of study included entire final semester off-campus as part of innovative student teaching program, with broad teaching experiences ranging K-12 (Chicago suburbs).

1976 M.S. (coursework) and 1977 Ph.D. (dissertation) in Applied Insect Ecology through Department of Entomology, University of Illinois, Urbana.

Graduate teaching assistantship (one course / semester) during all eight semesters of graduate level education. Courses taught included: Agricultural Entomology; Insects, Man, and Environment; Insect Ecology; Biology of Insects.

1977-1983 Assistant Professor of Entomology
 Department of Entomology
 University of Arkansas, Fayetteville

Developed and taught courses in Insect Ecology, Sociobiology, Agricultural Ecology, Population Ecology of Insects, Insect Behavior, Fruit and Vegetable Insect Pest Management.

1983-1987 Associate Professor of Entomology
 Department of Plant Science
 California State University, Fresno
 1987-present Professor of Entomology
 Department of Plant Science
 California State University, Fresno

Developed and taught courses in: Introduction to Plant Protection (Pl Pr 1); Food, Society, and Environment (Plant 105); Economic Entomology (Pl Pr 103); Integrated Pest Management (Pl Pr 108); Biological Control (Pl Pr 107); Plant Nematology (Pl Pr 104); Apiculture (Beekeeping) (Plant 137); Advanced Pest Management (Plant 261); Seminar in Alternative Agriculture (Plant 270).

Spring / Summer 1990: Sabbatical Leave at University of California (Davis and Berkeley campuses).

Co-taught Agricultural Ecology course (CRS 102, 3 U) with Dr. Miguel Altieri at UC Berkeley, Department of Conservation and Resource Studies. Worked with Dr. Mary Louise Flint at UC Davis on IPM projects.

1994 Recipient of Salgo-Noren Award as Outstanding Teacher in School of Agricultural Sciences and Technology, CSU Fresno.

Major professor for Ms. Janet Conlee, recipient of campus-wide Outstanding M.S. Thesis Award (first ever from School of Agricultural Sciences and Technology).

The following information comes directly from a pamphlet entitled "**Don't Cheat Yourself; Academic Integrity - A Question of Honor and Ethics**," which was prepared by the Academic Standards and Grading Subcommittee of the Academic Policy and Planning Committee and concerned students at California State University, Fresno. **Please understand clearly that the policies described below will be strictly enforced in this class.**

WHAT IS ACADEMIC HONESTY? Each student has a moral obligation to be honest in all academic endeavors. Honesty is one of the most fundamental principles in higher education. Honesty is not only expected; it is absolutely necessary to preserve the integrity of the individual, the institution, and the degrees conferred by the university.

Cheating and plagiarism are wrong. Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit or assisting another to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work.

WHAT IS ACADEMIC DISHONESTY?

1) Cheating on Exams - a. Use of any materials not expressly allowed by the instructor, such as notes, tables, or calculators. b. Answers obtained by observation of another student's test or any form of communication between students during an exam.

2) Plagiarism - a. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof. b. Copying phrases or ideas from a book, magazine, or other source without giving credit to the author. c. Turning in a paper or computer program that is the work of another individual. d. Giving an oral presentation that is the work of another individual. *(When in doubt about the correct way to cite a source, consult a style manual recommended by your instructor.)

3) Fabrication - a. Changing an answer on a test and returning it to the instructor with the claim that the test was graded incorrectly. b. Inventing data for a survey or lab assignment.

4) Other Types of Academic Dishonesty - a. Turning in the same paper in two or more classes without the consent of both instructors. b. Working with another student when independent work is specified. *(When in doubt, consult your instructor or call the Office of the Dean of Student Affairs.)

WHAT IS YOUR RESPONSIBILITY? The faculty and administration cannot preserve the university's standards of academic excellence without the support of students. Therefore, it is imperative that you accept your role as part of the university community and uphold conscientious standards of academic performance and classroom behavior.

You are encouraged to discuss academic standards with your peers and teachers. If you desire anonymity for any reason, you need to contact the chair of the appropriate department and/or the dean of student affairs.

Individual instructors also have the responsibility to maintain academic integrity in the university. This responsibility includes a determined effort to establish and maintain an atmosphere that is conducive to honest conduct.

At the beginning of each semester, instructors are encouraged to discuss in a positive manner the issues of academic integrity. At a minimum, they should remind students of the university's policy and procedures on cheating and plagiarism.

Instructors shall send a Cheating/Plagiarism Report to the Office of the Dean of Student Affairs for all incidents of cheating and plagiarism.

SERIOUS CONSEQUENCES - According to the university's policy and state education code, cheating or plagiarizing could result in an **"F" for the course**, and/or **expulsion from the university**.

NOT EVERYONE CHEATS! Remember, being honest builds your character, increases your personal worth, strengthens your integrity, and increases the value of your degree.