

Crop Science 360

World Agricultural Systems

Course Instructor:

Mark Quinn

Course Communication:

- General course questions should be submitted to the "Questions for the Instructor" forum located in Class Discussions.
- Read the **Instructor Interaction** section in this syllabus for more details about course communications.
- Select the Course Tools link to see which communication tools your instructor is using for this course.
- Instructor email: quinnm@wsu.edu

Text and Resources:

[More Information](#)

Optional Texts: **An Introduction to Agricultural Geography (Griggs)**
Feeding the Ten Billion (Evans)

Other Required Resources:

- Online Readings (available online only; details in course space)
 - Internet (WWW) access, including e-mail
- NOTE: Please review recommended minimum operating system and browser requirements at:
<http://online.wsu.edu/currentStudent/supportTeam/techRequirements.aspx>
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Course Overview

This is an upper-level survey course exploring the interactions between agriculture and human societies (past and present). It includes historical discussions of the world's major food crops and farming methods, current agricultural systems on our planet, the role that climate and soils play in agricultural systems, and how agriculture and the rest of our environment interact. We also try to connect all of this to each of our lives today. Other than expecting some basic science background (completion of two semesters in either college level physical or biological sciences), the course is geared to ALL folks, both those with and without agriculture or science backgrounds.

Course Format: Participation in the course is "asynchronous," so you never have to be present at a specific time. Although this offers much flexibility in when and how you do your work, you are expected to meet identified course work deadlines for the weekly discussions and other assignments as described under the Course Work section below. On-campus students can enroll/register in the course and will participate in the course in the same way distance students do. Registration through WSU Online is limited to WSU registration periods; late enrollments, although possible with permission, are discouraged; students are expected to keep pace with the rest of the class as they proceed through the course as a group.

Course Goals

The overriding goal of this course is for you to gain a general understanding of the current and historical relationships between people, their food supply, and the systems in which food is produced.

Specific objectives in this course include the following:

- Examine agriculture's role as the material basis of world civilizations.
- Explore the historical development and current state of world agriculture.
- Study how agricultural systems and human cultures have been shaped by the world's physical environments.
- Use "thematic maps" to increase our understanding of the worldwide distribution of natural environments and agricultural production.
- Examine the components of today's major agricultural systems.
- Study the impacts of industrialization, urbanization, population growth, marketing, and transportation on the diversity and supply of food today.
- Discuss current world, national, and regional events (political, social, climatic, economic, etc.) that affect or are affected by agriculture.
- Explore the effects of climate change, energy policies, and other current global issues on agriculture.

An additional goal is to practice several "life skills" that will allow us to evaluate societal issues related to agriculture and civilization after the class is long done. These skills include the ability to do the following:

- Apply the principles and generalizations learned in the class to new situations.
- Synthesize various portions of the course material and integrate these into your own new ideas.
- Identify the likely multiple perspectives on a topic (most important topics have multiple perspectives!)
- Dig deeper into a topic by finding related information from a variety of sources (research)
- Separate fact from opinion (your own and other people's), including appropriately using and citing supporting evidence to express a point of view.

- See the whole as well as the parts. For example, see the role that agriculture plays in any civilization.
- Respect, listen to, and discuss (in a respectful, meaningful way) issues with people who have different values or beliefs.

We believe these skills are among the most important skills you can take with you into your jobs and lives as a citizens, before and after graduation. Several of the items on that list may at first seem a bit odd for a course on agriculture. However, if you haven't already done so, you will find that discussions of agriculture involve a number of highly charged emotional issues, everything from environmental quality and natural resources, to property rights, family values, the ethics of genetic manipulation, and even to religion.

Course Work

Weekly Assignments:

Fifteen weekly assignments, one in each of the 15 weeks of the semester, will consist of weekly discussions of one or more questions within the Discussion Board, and, for a select number of weeks/topics, you will provide feedback to the instructor through the Assignments tool in the course space. The questions posed in the weekly assignments typically refer back to week's activities, including video, reading(s) and/or other activities you do. The questions are generally open-ended and are designed to stimulate discussion with your classmates.

My goals in having these discussions include the following:

1. Broadening all of our experiences by adding the insights and perspectives of classmates
2. Thinking about how the course material from that week is related to our own lives
3. Getting you to work with the material in writing before you tackle the unit assignments.

Therefore, the only grading of the weekly assignments will be "done"/"not done." There will be **no partial credit** for the weekly assignments. Participation is the key to this course. Unless otherwise stated, "participation" means contributing at least one **significant** original piece to the discussion, and at least two **meaningful** responses for each assignment. Simple one sentence pieces or responses are not considered participation. Original postings to the discussions must be made by 11:55 PM Thursday of each week. Responses must be posted by Sunday at 11:55 Pacific. Weekly assignments must be sent to the instructor by Sunday at 11:55pm Pacific. I will be following your conversations and will provide feedback or responses of my own each week, however you all are the main players in these conversations!

Unit Assignments:

The unit assignments typically will consist of a long essay or short paper based on questions or scenarios related to the course material for that unit. The details for each unit assignment will be provided in the course space. Typically the unit assignment will be presented as the last assignment for the unit and you will have at least a week to work on each.

My expectation for these assignments is that you will turn in a well-developed response to the question(s) posed integrating material from the unit to support and illustrate your points. The questions will often be open-ended (no single "correct" answer), asking you to describe patterns or relationships you see in the course materials and/or apply material from the unit to new situations.

Beyond noting your grasp of the facts and concepts presented in the course material (content knowledge and understanding), other important criteria for evaluation will include your ability to work with and analyze the course materials to answer broader questions and/or apply the information to new situations (thinking skills), as well as the quality of your writing such as how well-focused and organized it is (writing skills). More guidance will be given with each specific assignment. Several of the "thinking skills" that will be important when working with the course materials are listed below. These skills are explicitly included to help when you are long done with this course.

- Clearly identifying the important/relevant issue(s)
- Providing support (evidence) for the response you give
- Considering and distinguishing multiple perspectives
- Recognizing assumptions made (your own, or assumptions made in the course materials)
- Connecting the questions to the course goals and to earlier course material
- Logic and organization of your presentation.

You can discuss the question with your classmates in the Unit Assignments forum of the Discussion Board as you draft your response. In fact, if you want to post drafts of part or all of your assignment for comments, please do so! I believe strongly in the positive power of peer feedback for all involved.

Follow the directions provided for submitting unit assignments; due dates for each assignment vary and are noted in the Course Schedule under Content on the left of the screen.

Important Course Themes

While there are specific facts, concepts, or theories in each topic, there are several concepts that span across much of the course. Some of the most important of these concepts include the following ideas:

- Different isolated populations around the world went through essentially the same stages in developing agriculture from ancient to modern times. In other words, even though the locations and types of foods varied dramatically between these places, the same set of principles apply.
- Nature is an important governor of agricultural systems, in many cases providing nearly endless potential, in others providing severe limitations.
- The technological advances (including developments in mechanization, transportation, and communication) within the past couple of hundred years have had dramatic affects on our lives, including agricultural practices. (We don't have to look too far, or too far back, to observe the agricultural practices that were used for thousands of years.).
- Our history as humans is extremely rich, which is especially apparent when we explore civilizations from different places and times in history. (History is more than a series of endless details!) Within this history, the roles of agriculture and other facets of various civilizations have been inextricably linked.
- Many of our current events (regional, national, and international) affect or are affected by agriculture. Having an informed understanding of agriculture (including a historical perspective) can give us the background to help us understand and possibly research further "the rest of the story."
- While several agriculture-related issues may initially seem very simple and straightforward, in fact they can be quite complex due to the many ways our various systems for obtaining food are inter-related with other components of society.

We mention these here, up front, so that you look for them and reflect on them as we go through the course. Welcome!

Late Work Policy

Late assignments will be accepted, but there will be dockage of 5% of the point value per day late unless the instructor is contacted ahead of the deadline for accommodation. Late postings to the discussions will not receive credit.

Instructor Feedback

I will make every effort to be in the course space 3 times each week (Mon-Fri), respond to questions within 1 hour upon check in (Mon-Fri), and return graded assignments within 7 days of the due date.

Grading

The goal of grades in this class is to let you know how well you are meeting the goals of the course and mastering the course material. It is also likely that the final course grades will be used later on to evaluate general academic success (for example, your overall GPA). Since I think your ability to communicate, to see a variety of perspectives, and to support your arguments are important life skills, you will be graded on both your ability to master the important facts and concepts in the course, as well as your ability to bring this material into discussions of a variety of issues.

I hope you will consider this class a cooperative venture. Research on education highlights the great benefits of learning from and with one's classmates. I hope and encourage you to communicate with each other and help each other out. You are not in competition with each other for grades. If all of you earn an "A" in this class, you will all get that grade.

Grading for Weekly Discussions. Discussions are an integral part of this course and, for most students, the reason they find the course valuable. Grading for each week is "all or nothing" to encourage active participation in the discussions. There is no partial credit given for weekly discussions/assignments. Students must participate in and receive credit for at least $\frac{1}{2}$ of a unit's weekly assignments/discussions or the Unit Assignment will be docked 50%.

Course Work	Points	Percent of Final Grade
Weekly Assignments: 15 points each (15 @ 2.3%)	225	35%
Unit I-III Assignments: 100 points each	300	46%
Unit IV Assignment:	125	19%
TOTAL	650	100%

Grade	Percentage	Grade	Percentage
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	66-69
B	83-86	D	60-65
B-	80-82	F	59 & Below
C+	77-79		

Incomplete Grade Policy (Academic Rule 90h)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address), and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, **there are two main conditions:**
 1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the course work.
 2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

Course Schedule

For all course due dates please view the course schedule

Academic Regulations

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. For the most accurate and up to date information go to <http://registrar.wsu.edu/academic-regulations/>.

Midterm Grade Policy

Midterm grades will be submitted for students enrolled in undergraduate courses that span the entire regular fall and spring 16-week semester by 5:00 p.m. on the Wednesday of the eighth week. Midterm grades are not required during Summer semester or for any courses scheduled in a session less than 16 weeks during Fall and Spring semesters.

For courses that are letter graded, midterm grades may reflect the full range of letter grades (A-F) or may use the C or F grade only. Specifics for this course are located at the top of the grading section. (If this information is missing, please contact your instructor.)

- C and F are defined as follows:
 - A **C** midterm grade is given to any student who is making satisfactory progress.
 - An **F** midterm grade is given to any student whose progress is not acceptable and who needs to discuss his/her progress with the instructor.

The assessment should not be interpreted as a formal grade, but rather as an indication of the student's progress to date. Midterm grades are advisory and do not appear on the student's permanent record, the WSU transcript.

Student Privacy

As a University student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit the URL associated with your home campus in the Academic Regulations section or <http://registrar.wsu.edu/ferpa>.

Academic Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. *Academic integrity will be strongly enforced in this course. Violation of WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) may result in penalties up to and including failing the assignment, exam, quiz, course requirement, or the course itself and students will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.*

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu. Also, if you wish to report a violation of WSU's academic integrity policies, please contact the Office of Student Conduct at 509-335-4532 or conduct@wsu.edu

COPYRIGHT

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Online Collaboration

The essence of education is exposure to diverse viewpoints. In your discussion posts you'll meet students with vastly different opinions and backgrounds. When you don't agree with their views, pause a moment. Weigh their words. You're encouraged to disagree with the substance of others' ideas and opinions, but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.

Netiquette

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to "read" emotion in online discussions – be clear, use emoticons or concisely express your feelings (e.g., "ha, ha")
- Use of all capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback ("good idea, thanks"), be polite, and avoid hostile or curt comments, stereotypes and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.

- Maintain a sense of dignity and decorum (an online class is not the same as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority and reason.

For more on the Core Rules of Netiquette, visit <http://coursedesign.colostate.edu/obj/corerulesnet.html>

Critical Thinking

The ability to think and write critically is an essential skill in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and instructors. Throughout this course you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations.

The course developer or your instructor may have provided a critical thinking rubric in this course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

Reasonable Accommodations

Reasonable accommodations are available in online classes for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend you begin the process as soon as possible.

For more information contact a Disability Specialist on your home campus:

- Global Campus <https://accesscenter.wsu.edu/students/global-campus-students/>
 - Pullman: 509-335-3417 <http://www.accesscenter.wsu.edu>, Access.Center@wsu.edu
 - Spokane: <https://spokane.wsu.edu/studentaffairs/access-resources/>
 - Tri-Cities: <http://www.tricity.wsu.edu/disability/>
 - Vancouver: 360-546-9138 <http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>
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Technical Support

If you need technical assistance, please select the **Course Information** link in the course menu, then select **Technical Support**.

WSU Online Student Support

The WSU Online Web site <http://online.wsu.edu/currentStudent/Default.aspx>) has all the non-content and administrative related information you need to be a successful online learner.

- If you need help but aren't sure who to contact, the Student Services Office is here to help! See [Student Services](#).
 - [Study tips](#) and [Skills for success](#) are also available to resources that will give you a good head start in assuring success with your course.
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Library Support

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material as well as access full-text journal articles.

- General Library Links by Campus
 - Pullman: <http://libraries.wsu.edu>
 - Global Campus: <http://libguides.libraries.wsu.edu/global>
 - Vancouver: <https://library.vancouver.wsu.edu/>
 - Tri-Cities: <http://tricity.wsu.edu/library>
 - Spokane – Riverpoint and Nursing at Yakima: <https://spokane.wsu.edu/library/>
 - College of Nursing: <https://nursing.wsu.edu/library-services/>
 - [Review the Libraries' Online Information for more guidance.](#)
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eTutoring

As a WSU student enrolled in an undergraduate course, you have **FREE unlimited** access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available resource that you may utilize as needed. With three ways to access a tutor you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subject, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.
- eChat rooms allow students to meet with tutors in one-on-one tutoring sessions via a fully interactive, virtual online environment.

- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our eQuestions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the <https://www.etutoring.org/login.cfm?institutionid=176&returnPage=> site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development and Writing!

Academic Calendar

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: <http://registrar.wsu.edu/academic-calendar/> and select your home campus from the drop down menu.

Campus Safety

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “[Run, Hide, Fight](#)” response for an active shooter incident.

Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at [MyWSU](#). For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the [WSU safety portal](#).