

# Quest 2: IDS 2935

## World Agricultural and Environmental Policy

### Fall 2024, 3 credits

## I. Course Info

### Class Detail

- Online Course (100% asynchronous), Material is provided on Canvas Online Learning Management System. No physical class meeting times are required, however, we will have a live discussion session offered at a variety of times of day on the first week of class for credit.

### Instructor

- Dr. Jared Gars
- Office: 1123 McCarty Hall B
- [Jgars87@ufl.edu](mailto:Jgars87@ufl.edu)
- Phone: 352-294-7692
- Office hours: TBD, In person or on Zoom (Links in Canvas)

### Teaching Assistant(s)

- Victoria Manrique, [vmanrique@ufl.edu](mailto:vmanrique@ufl.edu), Office hours TDB

### Course Description

*How can agricultural and environmental policy be used to address emerging food security and environmental threats around the world? This class explores those questions and will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector in various economies globally. Next, the course dives more deeply into the economic and trade environment surrounding agricultural policy, and brings insights from agronomy, environmental science, and international studies. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage. In that light, faculty who bring a wealth of experience from each region (Europe, Africa, Russia and former Soviet Union, South America, Oceania, and Asia) will team up to teach this course.*

### Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

### Required Readings and Works

**Required Materials:** All required materials will be provided on the website. In lieu of a textbook, there is a set of readings provided for each module. The readings should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

**Course Format:** Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. In addition to the time spent watching the lectures, you are expected to work additional time to read the material provided and complete homework assignments. This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, at least three times per week, on separate days throughout the term.

**Class Structure, Readings, etc.:** In this class, you will be watching a series of lectures from instructors from around the world, as well as from Dr. Gars. They will be teaching you about the economic environment surrounding food and agricultural policy, production, consumption, and trade. Additionally, there are readings that will be posted on Canvas that will be a key part of homework assignments.

**Participation policy:** As ongoing collaboration and dialogue are essential for effective online courses, it is imperative that students participate regularly. Your participation is not graded, though your quizzes and discussion posts require that you watch the lectures and read the readings.

## II. Graded Work

### Description of Graded Work

Item	Frequency	Points per assignment	Total Points	Percentage
Homework	Weekly (see below for details)	40 per module	240	40%
Quizzes	Questions after most lectures (drop the lowest module grade)	40 per module	200	33.3%
Experiential Project	One per semester	100	100	16.6%
Syllabus Quiz	One per semester	15	15	2.5%
Introduction Post	One per semester	15	15	2.5%
Introduction Live Session	One per semester	30	30	5%
Total Possible			600	100%

### Graded Components

#### **Quizzes (200pts/600pts)**

Quizzes will cover material from both the lectures and the readings. At the end of most lectures, there will be 1-3 questions. In total, there will be 20 questions per module (spread across the lectures and readings), for a total of 40 points. These will be available the entire time the module is open, and you do not have to complete them all at one time. *I suggest you watch a lecture, then answer the questions while the material is fresh.* Once you start any set of quiz questions, you will need to finish it during that sitting (maximum time 5 minutes per question). No make-ups are available because you have access to the quiz questions for the entire module, therefore sudden events should not prohibit you from taking any questions. Additionally, you are allowed to drop one quiz grade (in other words, one set of questions for one entire module). Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

#### **Homework and Reflection posts (240pts/600pts)**

- For each Course Module, you must research and write a (1) quality response to topics that are related to both readings and lectures and (1) a reflection post on another student's response. **You must answer a minimum of 1 homework question and 1 reflection post per module (2 posts per module)** Deadlines for the homework

questions and reflection posts will be posted on the due dates document and the module pages. It is your responsibility to post in time, canvas will not remind you of the first deadline and 5 points per late post will be deducted (this only applies to the first deadline, no posts are accepted after the end of the module.)

- **Homework:** For this class homework is slightly different than what you might be used to. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to follow up.
- **Reflection posts:** Based on another student's homework posts for the prior week, answer the following questions: You are expected to answer the following questions: (1) What is one thing you learned in this post? (2) What was something you wish was discussed but wasn't? (3) What would you want to know more about this?
- In the first week of the module, you will make a homework post and in the second week of the module you will make a reflection post on another student's homework post. You can answer more than the minimum number, however, quality, not quantity, is graded. It is common for students to follow up on an initial answer with additional information as a result of postings by other students or the instructor. These follow up posts count toward the original answer (think of this as a chance to improve your grade), and not as a new answer. Take advantage of this opportunity to add to your posting. If the instructor, TA, or another student asks about your post, follow up. This means it is important to check back after you post your answer.
- Homework responses can be in response to the question posted by the instructor or to peer posts, or instructor follow-up threads. A grading rubric for homework is found below. *NOTE: The homework responses are turned in online and should be thought of as a discussion. This means you can't only participate at one point in time. You are expected to be online at least three times a week and should check the homework boards regularly.*
- In the homework, the **quality** of your responses is more important than the length of the answer. Contributions should be thoughtfully considered and based on one's personal reflections, observations from the readings, lectures, external research, and/or synthesis and consideration of the merits of other student's comments. Homework posts that repeat previous responses do not count. A homework post needs to contain your own analysis of the situation - merely cutting and pasting from a source (even with citation) is not enough to get credit. It is important to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. **Please fashion responses using correct grammar and spelling. Important: Citations can be included as links in the post but should be formatted in Chicago style (this includes webpages as well). Please see [Chicago style](#) for reference on how to format your citations within the text and the reference section (if you include one) and there are also further directions and examples on the Canvas landing page.**
- I look for three basic things in each homework post: new information (must be cited correctly and clear what is coming from the citation and from you); response to other students/threads already posted; and your thoughts on the topics.
- Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your two main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for.
- Although you will receive one grade per module for your homework and reflection posts, **there are two distinct deadlines.** This is done to help the discussion as it is much better when everyone participates throughout the module, not just on the last day or just on one day. From my past experience in this class, the more frequently you are on the homework boards, the more you will get from the class (both in learning experience and grading).

Homework post Grading information	Excellent	Good/Fair	Poor
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Content 8 pts possible	<b>8 pts:</b> Relates new content to what is being learned in class and cites sources.	<b>4 pts:</b> Includes outside information, but mainly as cut and paste, OR includes content, but mainly from lecture and readings.	<b>0 pts:</b> Does not bring in outside information.
Critical Analysis 6 pts possible	<b>6 pts:</b> Contains critical analysis. Adds own thoughts to the material and how it relates. Discusses and adds own opinions with explanations. Contains critical analysis. Adds own thoughts to the material and how it relates. Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	<b>3 pts:</b> Adds opinions but doesn't tie them to the information. Or post answers question but does not relate to the bigger picture.	<b>0 pts:</b> Only states opinion, doesn't support with facts, or doesn't state any opinions, just posts information. Or only repeats what has already been discussed.
Contribution 4 pts possible	<b>4 pts:</b> Furthers the discussion with questions or statements that encourage others to respond. Responds directly to other posts. (Uses phrases such as I agree, I disagree, adding to what xx says...)	<b>2 pts:</b> Participates, and sometimes interacts with others.	<b>0 pts:</b> Posts without interacting.
Professionalism 2 pt possible	<b>2 pt:</b> Posts with proper grammar, spelling, and citations. Does not wait until last minute to post.	<b>1 pt:</b> Some minor grammar, spelling, or citations errors.	<b>0 pts:</b> Does not use proper grammar, spelling, or citations. Does not read other posts.

**1. Live Discussions (30pts/600pts) and Extra Credit (10pts/600pts)**

- You are required to attend **a live session during the first week** of classes to learn about the class and be able to ask questions about expectations and the syllabus. There will be five scheduled sessions and you must attend at least one. Accommodations will be made for those that cannot attend and provide documentation.
- In the second half of the semester, we will offer additional live sessions on current topics related to class. You will be able to attend one for **extra credit (10 points)**.
- Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the "room" are prepared to "talk" (can use the chat function and type).
- You can attend more than one extra session (some students enjoy the "live" part of this and participate in more than required), however, this will not change your overall course grade.

**2. Experiential Learning Project (100pts/600pts)**

- Each student will turn in their own unique **experiential project** analyzing (addressing, describing, discussing) a topic related to international agriculture through the lens of food. In essence, during the first half of the semester,

you will go to one of the international restaurants or markets located in Gainesville (or your city if you are located off-campus) and pick a food to try. You can choose one that is already prepared, you can cook a dish, or choose something such as dates from Egypt or canned fish from Philippines. It is completely up to you as long as it involves experiencing food from one of the regions in the class. You will then develop a project that is based on the food or dish of your choice. You can also just discuss one ingredient in the food or dish. I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a focus on the economic, policy, and food environment. This should cover any area of the world except for the US but must be about a topic we did not address in class (or have not yet addressed).

- You must provide a picture or video of you in the store or restaurant with the product. In your presentation, you must discuss your experience purchasing/cooking and consuming the product, which part of the product that you will be discussing.
- The project should further demonstrate the following:
  - The historical development of the food/ingredient and agricultural economy surrounding it in the country/region
  - Identify how location and socioeconomic factors relate to you chosen food/ingredient
  - Explain policy, government structures, or processes related to the food in the country/region
  - Explain the cultural aspects of the food/ingredient and compare this to different regions
- Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that's more or less what I am suggesting you spend working on the project. It is worth 15% of your grade, so please take it seriously.
- With your creation, you will need to have audio and video components. You may use PowerPoint, but you are welcome to use other methods (such as a YouTube video) to provide the presentation. *Make sure that you present the inspiration behind the project and why you chose this food, and how it relates to the international agricultural topic and region of your choice (the content).*
- Your presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester prior to the posted due date.
- If you do not want me to use your project in future semesters as an example, please notify me.

Grades for this project will be based on the following scale:	Points Possible
<b>Creativity</b> Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's "personality/voice" comes through ( <b>the presentation is more than a PowerPoint or Prezi lecture with pictures inserted</b> ).	15
<b>Content and coherence</b> The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following: <ol style="list-style-type: none"> <li>3. The historical development of the food and agricultural economy of the region</li> <li>4. Identify how location and socioeconomic factors relate to a current situation</li> <li>5. Explain policy, government structures, or processes related to the region and topic</li> <li>6. Explain how culture impacts the topic and compare this to different regions</li> </ol>	40
<b>Rigor and Attention to Detail</b> Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately. Audio and/or visual components are included.	25

<b>Explanation of Project</b> Student clearly and sufficiently explained the meaning and inspiration behind her/his project.	10
<b>Evaluation of Other Student Submissions</b> Watch and evaluation at least five other student's submissions.	10
<b>Total Score:</b>	<b>100</b>

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading for AEB 3671		A	558+ points	A-	540 – 557 points	
B+	522 – 539 points	B	498 – 521 points	B-	480 – 497 points	
C+	462 – 479 points	C	438 – 461 points	C-	420 – 437 points	
D+	402 – 419 points	D	378 – 401 points	D-	360 – 377 points	
E	Less than 360 points					

*Note: Your final grade will be posted on e-learning after the final assignment has been graded. The professor has the right to change this point structure at any point so long as it improves the student's final score.*

Please note that grades are not “rounded” or “adjusted” at the end of the term. Haggling over grades at the end of the semester is NOT entertaining. Of course, if there is an error in recording a grade, I will gladly give you the correct points. If you believe that your assignment is incorrectly graded or that your grade is incorrectly posted, please contact me via email as soon as possible. You have seven days after a grade has been posted to voice your concern. After seven days have passed, your posted grade will be assumed to be correct and accurate.

Your grade on e-learning throughout the semester may not reflect your true performance in the course. Do NOT wait until the end of the semester as there is nothing I can do to help at that point. If you have any questions about your score at any point, you may come to me during office hours to clarify the number of points you have and what points will be required to achieve your desired grade.

The use of Chat GPT or any other automated writing tools to generate assignments or other coursework is considered plagiarism and will result in disciplinary action.

## III. Student Learning Outcomes (SLOs)

### **Specific Course Objectives:**

1. *Discuss the historical development* of the food and agricultural economy in *different regions* of the world.

**Method of assessment:** weekly quizzes

2. *Evaluate the current situation* of the food and agricultural economy in *different regions* of the world. Be able to *identify how geographic location and socioeconomic factors relate to the current situation* in the regions studied.

**Method of assessment:** experiential learning project and reflection posts

3. Critically discuss the outlook for the food and agricultural economy in different regions of the world.

**Method of assessment:** synchronous and asynchronous discussions

4. Identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied.

**Method of assessment:** homework posts and reflection posts

5. Assess comparative advantage of different regions within the agricultural economy. Evaluate how culture impacts the agricultural industry and food consumption in different regions of the world and compare to the United States.

**Method of assessment:** weekly quizzes, homework, discussions, and experiential learning project

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries. (I)

Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture. (S)

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries. (I)

Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S)

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively about topics in an international context. (I)

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively. (S)

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Quest 2).

Recognize how you, as an individual, and you, as a part of a community, can personally contribute now and in your career to addressing food security, agricultural policy, and environmental issues (Gen Ed).

## IV. Quest Learning Experiences

### 1. Details of Experiential Learning Component

See experiential learning project (Section II. Graded Work).

### 2. Details of Self-Reflection Component

As discussed in the Homework and Reflection posts section, you will be reflecting on the information presented to you. There are 6 reflections assignments throughout the semester (one per module). These are occasions when you will examine what you think, why you think it, and what are the implications of your thoughts for yourself and for others. In your reflection posts, based on another student's homework posts for the prior week, answer the following questions:

- What is one thing you learned in this post that you did not know?
- What was something you wish was discussed but wasn't?
- What would you want to know more about this?

## V. Required Policies

### Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Class recordings

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### Course Evaluation

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.ua.ufl.edu/public-results/>.

### Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

### Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### Services for Students with Disabilities



The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

## Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

## Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. Address: 3190 Radio Road. Services provided:

- Counseling services
- Groups and workshops
- Outreach and consultation
- Self-help library
- Wellness coaching

*Student Success Initiative:* <https://studentsuccess.ufl.edu/> Services provided:

- Advising
- Peer mentoring
- Coaching
- Peer tutoring

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

## Academic Resources

*E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

*On-Line Students Complaints:* <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

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**Note:** The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated in class and on e-learning as an announcement. It is solely the student's responsibility to stay informed of any changes. By enrolling in this course, you are agreeing to the terms outlined in this syllabus.  
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## VI. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1 (Aug 22-Aug 28)</p>	<p><b>Topic: Getting Started</b>  <b>Summary:</b> You will attend one of the offered live lectures that introduces the content of the course and how to navigate Canvas to view the lectures and readings, complete quizzes, and post your homework and discussion posts.</p> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduction post on discussion board (15 points)</li> <li>• Introduction live session (30 points)</li> <li>• Syllabus quiz (30 points)</li> </ul>
<p>Weeks 2&amp;3 (Aug 29-Sep 11)</p>	<p><b>Topic: European Union</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• The EU's agricultural policy - Europe's Farm Follies (pg. 1-11; The Economist, 2005)</li> <li>• Reading 2 - EU and US Agricultural Policies: Commonalities and Contrasts (pg. 7-9; Blandford and Matthews, 2019)</li> <li>• England's farmers braced for post-Brexit subsidy gap (pg. 1-7; Evans, 2020)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)</li> <li>• Reflection post (20 points)</li> </ul>
<p>Weeks 4&amp;5 (Sep 12-Sep 25)</p>	<p><b>Topic: Sub-Saharan Africa</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• Agriculture in Africa: Transformation and Outlook (pg. 8-11; NEPAD 2013)</li> <li>• Sustaining African Agriculture: Organic Production (pg. 1-2; UNCTAD 2009)</li> <li>• EU chicken dumping starves Africa (pg. 1-5; Ward 2017)</li> <li>• "Agricultural Jihad": A Hungry Lebanon Returns to Family Farms to Feed Itself (pg. 1-3; Yee 2020)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)/Reflection post (20 points)</li> </ul>

<p>Weeks 6&amp;7 (Sep 26– Oct 9)</p>	<p><b>Topic: Russian and the former Soviet Union</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• Russia's Economic Crisis and its Agricultural and Food Economy (pg. 1; Liefert and Liefert 2015)</li> <li>• Explainer: Russia's Food War with West Could Hurt Russia the Most (pg. 1; Recknagel 2014)</li> <li>• Organic or Starve: Can Cuba's New Farming Model Provide Food Security? (pg. 1-8; Atwood 2017)</li> <li>• Russia Halts Wheat Exports, Deepening Fears of Global Food Shortages (pg. 1-4; Medetsky and Durisin 2020)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)</li> <li>• Reflection post (20 points)</li> </ul>
<p>Week 8 (Oct 10-Oct 16)</p>	<p><b>Topic: Experiential project work week</b></p> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Experiential project (100 points)</li> </ul>
<p>Weeks 9&amp;10 (Oct 17- Oct 30)</p>	<p><b>Topic: South America</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• Why Your Orange Juice Might be from Brazil: Florida's Trees are Dying (pg. 1; Wernau, 2017)</li> <li>• China Wants Food. Brazil Pays the Price (pg. 1-10; Chen and Araújo, 2020)</li> <li>• Will a New NAFTA mean Better Food and Health for North Americans? (pg. 1-5; Jenkins, 2018)</li> <li>• A Fuel Shortage is Crippling Agriculture in Venezuela (pg. 1-10; Kurmanaev and Herrera 2019)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)</li> <li>• Reflection post (20 points)</li> </ul>

<p>Weeks 11&amp;12 (Oct 31 – Nov 13)</p>	<p><b>Topic: Oceania</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• Multinationals, farmers take emissions targets into their own hands (pg. 1-5; Foley, 2020)</li> <li>• Free Trade Agreements: New Trade Opportunities for Horticulture (pg. 2-8; Wainio and Krissoff, 2013)</li> <li>• COVID-19 and the Horticultural Sector: Addressing the Pending Labour Supply Shortfall (pg. 1-10; Sherrell and Howes, 2020)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)</li> <li>• Reflection post (20 points)</li> </ul>
<p>Weeks 13&amp;14 (Nov 14 – Dec 4)</p>	<p><b>Topic: Asia</b>  <b>Summary:</b> Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p><b>Readings (in Canvas):</b></p> <ul style="list-style-type: none"> <li>• Rice in Japan: You are what you eat (pg. 1-10; The Economist, 2009)</li> <li>• India Continues to Grapple with Food Insecurity (pg. 2-8; Tandon and Landes, 2014)</li> <li>• Some US Farmers Boxed in by Coronavirus Outbreak (pg. 1-5; King, 2020)</li> <li>• Xi Declares War on Food Waste, and China Races to Tighten its Belt (pg. 1-4; Huang and Qin, 2020)</li> </ul> <p><b>Graded Assignments/Activities:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (40 pts)</li> <li>• Homework post (20 points)</li> <li>• Reflection post (20 points)</li> </ul>