Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)
See https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP for this form.

Required Effective Date: 08/01/2014
New course ☑  Temporary course ☐  Drop service course ☐
(Effective date cannot be retroactive)
There is a course fee associated with this course http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP

☐ Variable credit
☐ Increase credit (former credit _____)
☐ Number (former number _________)
☐ Crosslisting (between WSU departments)
    (Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _________ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)
☐ Other (please list request)

AFS 590 Sociology of Agriculture and Food Systems

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs per week</th>
<th>lab hrs per week</th>
<th>studio hrs per week</th>
<th>prerequisite</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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Description (20 words or less)
Theories, concepts, debates, and methods associated with the sociology of agriculture and food systems.

Instructor: Jessica Goldberger
Contact: Deb Marsh
Phone number: (509) 335-8540
Phone number: (509) 335-2615
Email: jgoldberger@wsu.edu
Email: marshdj@wsu.edu

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date: 10/10/13
Dean/date: 10/10/13
General Education Com/date: 10/10/13
Chair (if crosslisted/interdisciplinary)*
Dean (if crosslisted/interdisciplinary) *
Graduate Studies Com/date

All-University Writing Com/date
Academic Affairs Com/date
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
AFS 590 Explanation/Justification:

This request asks to change CRS 590 to AFS 590. The Department of Community and Rural Sociology was eliminated in 2010. However, the CRS prefix was retained because there were still several faculty teaching CRS courses. Currently only Jessica Goldberger (a sociologist housed in the Department of Crop and Soil Sciences) is teaching under the CRS prefix, and CRS 590 is the only remaining course in the CRS prefix (CRS 336 was changed to AFS 336 about a year ago). Further retention of the CRS prefix can be confusing with no other institutional recognition.

The course is designed to introduce students to some of the major theories, concepts, debates, and methods associated with the sociology of agriculture and food systems. Topics covered include the public agricultural research system, the diffusion/adoption of agricultural innovations, agricultural industrialization, commodity systems analysis, consumption and food culture, sustainable agriculture, organic agriculture, food system localization, and gender and agriculture/food. The course pays particular attention to the research designs and methods used by social scientists who study agriculture and food system topics.

The course has been offered three times to date (spring 2009, 2011, and 2013). Although a sociologist teaches the course, the course has had broad appeal. Enrolled students were from the following programs: horticulture, crop science, interdisciplinary doctoral program, masters in agriculture, economics, anthropology, sociology, environmental science, American studies, landscape architecture, and organic agriculture (AFS). Clearly the diversity of enrolled students speaks to the cross-disciplinary appeal of the course. Thus, it makes sense to change the course prefix to AFS (rather than SOC or another discipline-based prefix) to further solidify this cross-disciplinary appeal.

Several students have taken the course to meet the breadth requirement of the Graduate Certificate in Sustainable Agriculture. The requirements for the Graduate Certificate include AFS 501 and AFS 545. Changing CRS 590 to AFS 590 would more clearly align the course to the other AFS graduate courses.
Agricultural and Food Systems (AFS) 590
3 credits

SOCIOLOGY OF AGRICULTURE AND FOOD SYSTEMS

Spring Semester 2015
Wednesday, 1:10–4 pm
207 Johnson Hall

Instructor
Jessica Goldberger (Associate Professor and Rural Sociologist)
Department of Crop and Soil Sciences
263 Johnson Hall (office location)
509-335-8540 (office phone)
jgoldberger@wsu.edu
Office hours: By appointment

Course Description
The primary purpose of this course is to introduce students to some of the major theories, concepts, debates, and methods associated with the sociology of agriculture and food systems. Topics covered include public agricultural research and the Land Grant system; the diffusion and adoption of agricultural innovations; agricultural industrialization, consolidation, power, and governance; social/community impacts of agricultural industrialization; commodity systems, chains, and networks; food consumption and culture; sustainable agriculture; organic agriculture; and food system localization. The course exposes students to the varied research designs and methods used by social scientists who study agriculture and food systems topics. The course focuses primarily on U.S. agriculture and food systems.

Student Learning Outcomes
At the end of the course students should be able to:

1) Describe the major theories, concepts, and debates associated with the sociology of agriculture and food systems.
2) Describe historical and contemporary trends in U.S. agriculture from a sociological perspective.
3) Evaluate the ability of alternative agrifood movements (sustainable agriculture, organic agriculture, local food movement) to challenge major trends in U.S. agriculture.
4) Identify and evaluate the social impacts of different types of agrifood practices.
5) Effectively communicate and critically evaluate (through verbal and written communication) the major ideas and approaches of agricultural/food sociologists.
6) Write a book review worthy of submission to a peer-reviewed social science journal.
7) Develop more informed opinions about different types of U.S. agrifood practices.
Required and Recommended Readings

All required readings are compiled in an AFS 590 Course Packet, which is available for purchase at Cougar Copies (CUB, Room 80). Students are encouraged to buy these optional books:


Recommended readings are listed in the Course Schedule (see pp. 5-18 of this syllabus). Students should consult these lists when selecting a book for the book review assignment, conducting literature searches for the final paper, and seeking additional information about topics of special interest.

Assignments and Evaluation

Students will be evaluated on the basis of class participation, presentations on assigned readings, a book review, a final paper, and a final presentation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>15%</td>
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<tr>
<td>Presentations on Assigned Readings</td>
<td>15%</td>
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<tr>
<td>Book Review</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Final grades will be computed according to the following:

A = 94–100%  B = 83–86%  C = 73–76%  D = 60–66%
A- = 90–93%  B- = 80–82%  C- = 70–72%  F = 0–59%
B+ = 87–89%  C+ = 77–79%  D+ = 67–69%

Class Attendance and Participation – The success of this course depends on active participation by everyone. Students should come to class prepared to discuss the assigned readings. Each student will be allowed one absence from class without the need for an official note. Additional absences will require official notes.

Presentations on Assigned Readings – Students will give informal presentations (10-15 minutes) on the assigned readings. The presentations will also serve as a means of stimulating class discussion. Each presentation should include the following components:

(a) Authorship – Provide details about the author of the reading. Is he/she a professor or graduate student? What are the author’s disciplinary and institutional affiliations? If details are not provided in the reading, search online for information about the author.
(b) **Brief Summary and Analysis** – What are the main research questions, hypotheses, or arguments presented in the reading? What assumptions does the author make? What research methods were used? What are the primary conclusions?

(c) **Key Concepts** – Define and discuss the key terms, concepts, and/or theories included in the reading.

(d) **Your Reaction** – What was your overall reaction to the reading? What did you like best/least about the reading? How persuasive was the evidence provided by the author? Did the author overlook anything? How could the reading/study be improved?

(e) **Discussion Questions** – Provide two or three questions or topics for class discussion.

**Book Review** – Each student will write a book review (approximately 6-8 pages, double spaced, 12 point font) on an authored (not edited) book related to the topics covered in class or other sociology of agriculture and food systems topics. Students should look at published book reviews (in, for example, *Rural Sociology* or *Agriculture and Human Values*) for ideas on how to write a book review. More detailed instructions will be provided in class. The instructor will be available to advise students interested in submitting book reviews to peer-reviewed journals. Book reviews are due by 5 pm on Monday, March 9.

**Final Paper** – Each student will write a final paper (approximately 20 pages, double spaced, 12 point font) related to the sociology of agriculture and food systems. Final papers are due by 5 pm on Wednesday, May 6.

Students will have the choice of preparing one of the following:

(a) A **research proposal** with the following sections: introduction, literature review, research questions/hypotheses, proposed methods, and project significance. This option is appropriate for students starting to plan out a Masters or Dissertation project. The instructor will be available to help students develop research questions/hypotheses and select appropriate research methods.

(b) An **original empirical research paper** with the following sections: introduction, literature review, research questions/hypotheses, methods, results/discussion, and project significance. This option is appropriate for students who have completed Masters or Dissertation research or students seeking to submit a manuscript (based on original research) for publication. The instructor will be available to advise students on preparing manuscripts for publication, selecting an appropriate journal, and other aspects of the manuscript submission/review process.

(c) A **comprehensive literature review** with explicit analysis of key concepts, theories, and/or debates. A literature review can take many forms: interpreting old material in a new light, tracing the intellectual history of a particular topic (including major debates), or evaluating the literature on a particular topic and offering advice to readers. Regardless of the type of literature review, I want to hear your voice in this paper! This option if appropriate for
students wanting to explore particular agriculture or food systems topics via extensive reading in the social sciences.

**Final Presentation** – Each student will give a presentation (15-20 minutes) at the end of the semester. Students preparing for Masters/dissertation seminars, academic conferences, or job interviews should think of the final presentation as a valuable trial run. The use of Powerpoint is encouraged, but not necessary.

**Assessment of Student Learning Outcomes (Course Objectives)**

<table>
<thead>
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<th>Student Learning Outcomes (Course Objectives)</th>
<th>Assessment Methods</th>
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| (5) Effectively communicate and critically evaluate (through verbal and written communication) the major ideas and approaches of agricultural/food sociologists. | Verbal communication: participation in class discussion, presentations on assigned readings, final presentation  
Written communication: book review, final paper |
| (6) Write a book review worthy of submission to a peer-reviewed social science journal. | Book review |
| (7) Develop more informed opinions about different types of U.S. agrifood practices. | Participation in class discussion, presentations on assigned readings, book review (depending on selected book), final paper (depending on topic), final presentation (depending on topic) |
Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Academic Integrity Statement

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Students found responsible for academic integrity violations may receive an F on the particular assignment or exam, as well as an F for the course. Repeated and/or serious offenses may result in referral to the conduct board and expulsion from WSU. For graduate students, academic integrity violations may also result in the loss of teaching and/or research assistantships.

Academic Integrity Statement and link to WSU’s policy:
http://www.wsulibs.wsu.edu/plagiarism/main.html
http://conduct.wsu.edu/academic-integrity-policies-and-resources/

Safety Statement

The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu, contains a comprehensive listing of University policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. All faculty, staff, and students are encouraged to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies.html to become familiar with the campus safety and emergency information provided.
COURSE SCHEDULE

JANUARY 14 – COURSE INTRODUCTION / GETTING TO KNOW EACH OTHER

[No assigned readings]

JANUARY 21 – INTRODUCTION TO RURAL SOCIOLOGY / SOCIOLOGY OF AGRICULTURE

Required Readings:


Recommended Readings:


**JANUARY 28 — PUBLIC AGRICULTURAL RESEARCH AND THE LAND GRANT SYSTEM**

**Required Readings:**


**Recommended Readings:**


**February 4 – Diffusion and Adoption of Agricultural Innovations**

**Required Readings:**


**Recommended Readings:**


**FEBRUARY 11 – AGRICULTURAL INDUSTRIALIZATION, CONSOLIDATION, POWER, AND GOVERNANCE**

**Required Readings:**


**Recommended Readings:**


“Consolidation in the Food System.” http://www.foodcircles.missouri.edu/consol.htm


FEBRUARY 18 – SOCIAL/COMMUNITY IMPACTS OF AGRICULTURAL INDUSTRIALIZATION

Required Readings:


Recommended Readings:


FEBRUARY 25 – COMMODITY SYSTEMS, CHAINS, AND NETWORKS

Required Readings:


Recommended Readings:


MARCH 4 – CONSUMPTION, FOOD, AND CULTURE

Required Readings:


Recommended Readings:


**MARCH 11 – SUSTAINABLE AGRICULTURE**

**Required Readings:**


**Recommended Readings:**


**MARCH 18 – SPRING BREAK – NO CLASS**

**MARCH 25 – ORGANIC AGRICULTURE**

**Required Readings:**


Recommended Readings:


**APRIL 1 – FOODSHEDS AND FOOD SYSTEM LOCALIZATION**

**Required Readings:**


Laura DeLind. (2011). “Are Local Food and the Local Food Movement Taking Us Where We Want to Go? Or are We Hitching Our Wagons to the Wrong Stars?” *Agriculture and Human Values.* 28(2): 273-283.
Recommended Readings:


**APRIL 8 – MOVIE! POTLUCK!**

[No assigned readings]

**APRIL 15 – CLASS PRESENTATIONS**

**APRIL 22 – CLASS PRESENTATIONS**

**APRIL 29 – CLASS PRESENTATIONS**