Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 06/20/2013
(Effective date cannot be retroactive)

☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ 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) ______

ESRP course prefix: S40 course no. title: Agroecology

<table>
<thead>
<tr>
<th>3</th>
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<tbody>
<tr>
<td>credit per week</td>
<td>Lecture hrs</td>
<td>Lab hrs per week</td>
<td>Studio hrs per week</td>
</tr>
<tr>
<td>Graduate standing or permission of instructor. Ecology, conservation ecology strongly recommended. prerequisite</td>
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Description (20 words or less) This course covers the social and ecological aspects of agriculture and human food systems.

Instructor: M. Jahi Chappell
Contact: Julie Points
Campus Zip Code: 98686
Phone number: (360) 546-9413 Email: m.jahi.chappell@vancouver.wsu.edu
Phone number: (360) 546-9212 Email: points@vancouver.wsu.edu

- Please attach rationale for your request, a current and complete 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 (if crosslisted/interdisciplinary) Date: 6/11/12
Dean (if crosslisted/interdisciplinary) Date: 7/20/12
General Education Com/Date: 7/21/17
Dean (if crosslisted/interdisciplinary) Date: 7/21/17
Graduate Studies Com/Date: 7/21/17

All-University Writing Com/Date: 7/21/17
Academic Affairs Com/Date: 7/21/17
Senate/Date: 7/21/17

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
ESRP: Graduate Agroecology
Outline & Information for Graduate Section

Course Title: Agroecology: Ecological Political Economy and Multifunctional Landscapes

Credits: 3

Class time and location: Tues & Thurs, 2:50 – 4:05pm; VECS 105

Instructor:
Dr. M. Jahi Chappell, School of the Environment
Office: 230P VSCI, phone (360) 546-9413, E-mail: m.jahi.chappell@wsu.edu
Office Hours: TBA

Required Text:
'Agroecology' by John Vandermeer
Outside articles as assigned through the semester

Course description and objectives:
The goal of this course is to give students a broad introduction to agroecology including aspects of both the natural and social sciences. Social science aspects include the cultural, political, and economic forces that relate to farming communities, food distribution, food security and sovereignty, transportation, and consumption. Natural science approaches will include population, community, and ecosystem ecology, and the environmental impacts of both conventional and sustainable agricultural management systems. The format will be seminar-based, with course students responsible for leading discussion and reflection on reading materials for many of the course sessions.

Grading Procedures:
Your grade will be based on three essay/short-answer homework assignments, participation and leading course discussion, and a term paper and presentation. Homework assignments will be due at the start of class, and assignments will be handed out at least one week in advance of the due date. Late homework assignments will be deducted 10% for each calendar day late.

Term papers and presentations:
Each student in the class will be required to complete a term paper on a topic of their choosing relating to any aspect of agroecology. Final papers should be a maximum of 8-10 pages including any tables or figures, but not including the literature cited. The entire paper should be double-spaced with New Times Roman, 12 point font, and formatted with 1" margins. Students should turn in a ~200 word abstract of their topic to Dr. Chappell by Oct. 15, and final papers are due in class on Dec. 1. Each student will
classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. For emergency weather closure policy, see: http://www.vancouver.wsu.edu/adm/fo/psafety/weather.htm.
Thanks to Chris for pointing that out. Here is another revised version.
See you this afternoon!

Charlotte

On Sep 5, 2012, at 9:13 PM, Oakley, Christine Kay wrote:

> Help! I don't have a packet yet!
> >
> > BTW, Charlotte...this syllabus has not student learning outcomes!!
> >
> > Christine K. Oakley MPH PhD
> > Director Global Learning | Associate Clinical Professor, Sociology
> > Washington State University | International Programs
> > 1-509-335-8180 | coakley@wsu.edu | www.ip.wsu.edu
> >
> >
> > -----Original Message-----
> > From: Charlotte Omoto [mailto:omoto@wsu.edu]
> > Sent: Wednesday, September 05, 2012 3:29 PM
> > To: Devine, Lisa
> > Cc: Edwards, Charles Gould; Evans, Marc A.; Gursoy, Dogan; Oakley,
> > Christine Kay; Wherland, Scot; Zlatos, Christy
> > Subject: agenda item #026
> >
> > Hi Cats,
> >
> > Please find attached the revised syllabus for Envr_Sci 540 which is
> > a proposed new course.
> >
> > Charlotte
> >
> >
ENVR SCI 540: GRADUATE AGROECOLOGY
Washington State University Vancouver, Fall 2012
VECS 105/Murrow 55 (via AMS)
T Th 2:50pm – 4:05pm

Instructor            Dr. M. Jahi Chappell
                      Assistant Professor of Environmental Science and Justice
Office                VSCI 230P
Office Hours          T 10:00 – 11:30 am (or by appointment)
Phone                 (360) 546-9413
Email                 m.jahi.chappell@wsu.edu

Credits: 3
Pre-requisites: Graduate standing or permission of instructor; Biol 372 and Biol 568 (General Ecology and Conservation Biology) recommended

Course Website:
The ENVR SCI 540/Graduate Agroecology website is available to all enrolled students through the Angel course management system, found at http://lms.wsu.edu. Once enrolled, students may enter the site using their Network ID and password. I will post the syllabus and any revisions as they come up, along with lecture notes, assignment descriptions, and any other accessory information. I will also post grades periodically on Angel.

Required Text:
'The Ecology of Agroecosystems' by John Vandermeer (Jones and Bartlett Publishing, 2010) is available at the WSU Bookie, or you may be able to find copies at other retailers or online textbook sources (which may or may not be lower cost than at the Bookie). Other articles or materials may be assigned throughout the semester; when the materials are freely available or available through WSU Library, students will be expected to find and download or copy the material themselves. Otherwise, outside articles will be made available on the course website or as physical copies in-class. Please bring the text and copies of any reading for that day to each class session.

Course description and objectives:
The goal of this course is to give students a broad introduction to agroecology including aspects of both the natural and social sciences. Particular focus will be given to the two varieties of agroecology that rural sociologist Fred Buttel labeled “ecological political economy” (one might also classify it within the established discipline of “political ecology”) and “integrated assessment of multifunctional agricultural landscapes.” Social science aspects include the cultural, political, and economic forces that relate to farming communities, food distribution, food security and sovereignty, transportation, and consumption. Natural science approaches will include population, community, and ecosystem ecology, and the environmental impacts of both conventional and sustainable agricultural management systems. The format will be primarily seminar-based, with students responsible for leading discussion and reflection on reading materials for many of the course sessions (more on this under Assignments).
Grading Procedures:
Your grade will be based on two essay/short-answer homework assignments, participation and leading course discussion, a term paper and presentation, and any other extra credit opportunities or alternative projects as arise (e.g., see Special Project, below). Unless otherwise noted, written assignments are due to the pertinent Drop Box on the course’s Angel site at least one (1) hour before course start (i.e., 1:50 pm). I strongly prefer electronic submission of assignments via the Angel dropbox (not email!) Hard copies of assignments may be accepted at the beginning of class on the day assigned, but I reserve the right to charge a late penalty. Late homework assignments will lose 10% for each calendar day late.

This course is not graded on a curve. Final grades will be calculated based on the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-105</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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</tbody>
</table>

ASSIGNMENTS
Grading for the course will be based on three elements:
- Essays: Two short essays, and a final paper (10%; 10%; 15% of course grade)
- Course discussion: Group lead; individual lead; participation (10%; 15%; 30%)
- Presentation of final paper (10%)

Essays
Two essays/problem sets will be assigned during the term. You will have one week to complete them. The format is variable and could include further development of theoretical concepts, or questions requiring you to review and synthesize discussion materials or primary literature related to in-class discussions.

The final paper
The final paper will discuss and synthesize material related to a specific area of the student’s choosing, i.e. a review paper 12-15 pages (double-spaced) in length, including tables and figures but not literature cited. This should be a standard review paper, synthesizing relevant literature and drawing larger conclusions on the meaning, implications, and gaps in current knowledge. The process (though not format) should be parallel to that outlined in Meiland, 1981 or Paul and Elder, 2003.

Group lead
In a group of 2-3 students, you will moderate a discussion by presenting an introductory synopsis of the readings for the day and their core concepts, and by generating questions to be discussed. Written outlines for the discussion are required, and must be turned in to the appropriate open Dropbox NO LATER than 9am on the day your group is leading.
Tips on leading discussions will be posted on the course Angel site.

**Individual lead**
As above, but each student is responsible for their own session.

**Participation**
Students must attend all class sessions and actively participate. Additionally, if the course session is a student-led discussion, each student is responsible for downloading their own copy of the discussion outline & summary for that day from the appropriate Dropbox. Absences will result in a 1% grade penalty (up to 25%) for each occurrence unless excused in advance (barring extreme circumstances).

**Presentation of final paper**
Each student will give a 8-10 minute presentation of their final paper with 2-4 minutes for questions (i.e., conference style presentations).

**Special Project**
In place of one short essay and the individual lead based on readings, students may work on connecting with relevant local actors (e.g., local farmers, urban agriculturalists, food system activists, etc.) For this alternative, special project, the student must:

I. Identify concept(s) from class that they would like to study or observe in the local context (urban agriculture, sustainable methods, agroecology as a movement, IPM, etc.)

II. Contact and connect with a relevant local actor who will agree to participate in the project. This “participation” may consist of:
   a. Talking with the student about the actor(s)’s personal experiences, practices, or beliefs and how they relate to course concepts;
   b. Giving a tour or walk-through of their operation or facility to the student;
   c. Coming to a class session to discuss their experiences and perspectives with us.
   d. *It is not necessary to have all three components; however, the student should let me know what elements they will include as far ahead of time as possible, i.e. no later than Week 8.*

III. Write a 5-10 page (double-spaced) report of their interactions with the local actor, summarizing their perspectives/practices/beliefs and then analyzing them & placing them into the context of course concepts.

IV. Lead a course discussion (15-30 minutes) on their experience, OR facilitate a course discussion with the actor if the actor agrees to come to a class session.

V. This project with a local actor may be used for the final project. The 5-10 page report may be included/built on as part of the final paper, but the final paper must go beyond the original report, and a final presentation will need to be given in addition to the course discussion required for this special project.

Students interested in doing this project should inform me as soon as possible, but no later than the fifth week of class (week of September 17). The project must be completed during or before the eleventh week of class (i.e., by November 15).
<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment</th>
<th>At the end of this course, students should be able to:</th>
<th>The following topics will address this outcome:</th>
<th>This outcome will be evaluated primarily by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Creative Thinking</td>
<td>Integrate and synthesize knowledge from multiple sources; Assess the accuracy and validity of findings and conclusions; Understand how one thinks, reasons, and makes value judgments; Understand diverse viewpoints, including different philosophical and cultural perspectives; Combine and synthesize existing ideas, images, or expertise in original ways</td>
<td>Reconciling the social, cultural, political, ecological and physical elements of agroecology, <em>inter alia</em>: Agroecology as a “movement, theory and practice” (8/21, 8/23), The current crisis (8/30), Metabolic Rift and Movements (9/18, 9/20), Gender and Agriculture (10/4), Political ecology (10/11); Considering local systems (10/25)</td>
<td>Discussion outlines for group &amp; individual leads; in-class discussion participation; Essays 1 &amp; 2; Final Paper</td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td>Identify scientific issues underlying global, national, local and personal decisions; Evaluate the quality of scientific information on the basis of its source and the methods used to generate it</td>
<td>The current crisis (8/30), Ecology of Smallholder Farming (9/6), In-depth topics (9/11, 10/9, 10/23, 10/30)</td>
<td>Discussion outlines for group &amp; individual leads; Final paper; Final Presentation</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Determine the extent and type of information needed (especially vis a vis social and ecological knowledge); effectively find, assess, categorize and synthesize information from different sources, academic and non-academic</td>
<td>Discussion of Food, Inc. (11/8); Paper presentations 12/4 and 12/6</td>
<td>Final paper; Final presentation</td>
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<tr>
<td>Diversity</td>
<td>Recognize how events and patterns in the present and past structure affect human societies and (agro)ecologies; critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to the environment and one another</td>
<td>Origin and evolution of agriculture (8/28), Smallholder farming (9/6), In-depth topics (9/11, 10/9, 10/23, 10/30); Movements and Metabolic rifts (9/20), Gender and agriculture (10/4), Political ecology (10/11), Ecosystem services (10/18), The Local (10/25), <em>inter alia</em></td>
<td>In-class discussion participation; Essays; Final Paper</td>
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</table>
In Class
Mutual respect and tolerance for your peers and instructor are also requirements for the course. Please turn off cell phones and keep them out of sight during the entire class. Also, please do not use laptops to read or work on outside material during class.

I encourage active debate and critical speech in class. Feel free to ask a question or for a clarification at any time, and to respond to other students’ participation. However, please do not have private conversations during class; even whispering can be distracting. Also, be aware that ideas emerging through student comments and class discussion may be incorporated into later assignments.

WSU Academic Integrity Statement and Plagiarism
Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the assignment, or even for the course, subject to the instructor’s discretion, and will be referred to the Office of Student Conduct. Further, I expect that you will submit work that reflects original thought. I encourage you to work with your classmates on reviewing or preparing for course materials and assignments. However, your work on the assignments themselves must be your own unless otherwise specified. For further information about WSU’s Academic Integrity policy/procedures, please contact (360) 546-9573. You may also go to this website: http://www.wsulibs.wsu.edu/plagiarism/main.html. Pay particular attention to the sections titled “What Is It?” and “How To Avoid It.” Lastly, note that the WSU Academic Integrity Policy makes no distinction between intentional and unintentional plagiarism. Ignorance is not an excuse. If you are ever in doubt, make sure to ask.

WSUV Reasonable Accommodation Statement:
Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center, (360) 546-9138.

Emergency Notification System:
WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzsis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at zzsis. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website.

Preliminary Reading List (required and optional materials outside of the Vandermeer text)
Environment 70(2-3): 151-158.
DeLind, L. 2011. Are local food and the local food movement taking us where we want to go? Or are we hitching our waggons to the wrong stars? Agriculture and Human Values 28(2): 273-283.


Ostrom, E. and H. Nagendra. 2006. Insights on linking forests, trees, and people from the air, on the ground, and in the laboratory. *Proceedings of the National Academy of Sciences* 103(51): 19224.


Pelletier, N. 2010. Of laws and limits: An ecological economic perspective on redressing the failure of contemporary global


Terstappen, V., L. Hanson and D. McLaughlin. Gender, health, labor, and inequities: a review of the fair and alternative trade literature. *Agriculture and Human Values*: 1-19.


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Day</th>
<th>Topic</th>
<th>Disc'n Lead/Assigns. Due</th>
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<tbody>
<tr>
<td>1 21-Aug</td>
<td>T</td>
<td>Syllabus, Introduction to agroecology</td>
<td>MJC</td>
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<tr>
<td>1 23-Aug</td>
<td>Th</td>
<td>Agroecology: Overview and Practice</td>
<td>SH &amp; MK</td>
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<tr>
<td>2 28-Aug</td>
<td>T</td>
<td>Origin &amp; evolution of agriculture and Population Ecology I</td>
<td>MJC</td>
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<td></td>
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<td><strong>Readings: 1. Mittelbach 2012, excerpts from Ch. 5 (pp. 84-96) and Ch. 7 (pp. 132-142; 145-146); 2. Vandermeer Ch. 2, pp. 25-41</strong></td>
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<tr>
<td>2 30-Aug</td>
<td>Th</td>
<td>Intensification of agriculture &amp; Modern Agriculture: the current crisis</td>
<td>JM &amp; AH</td>
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<td>3 4-Sep</td>
<td>T</td>
<td>Population Ecology II</td>
<td>CH &amp; (R)BN</td>
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<td></td>
<td></td>
<td><strong>Readings: 1. Vandermeer, Ch 2, pp. 42-60; 2. de Sherbinin et al. 2007; 3. Turchin and Nefedov 2009, Ch. 1</strong></td>
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<tr>
<td>3 6-Sep</td>
<td>Th</td>
<td>Community Ecology and Smallholder Farming</td>
<td>CH &amp; (R)BN</td>
</tr>
<tr>
<td>4 11-Sep</td>
<td>T</td>
<td>In-depth Topic: Free Range vs. Confined Animal Agriculture</td>
<td>KH &amp; AH</td>
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<td></td>
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<td><strong>Readings: 1. Weis 2007, pp. 53-44 and pp. 54-68, 2. TBA; 3. TBA</strong></td>
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<tr>
<td>4 13-Sep</td>
<td>Th</td>
<td>Soils I</td>
<td>tbd</td>
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<td></td>
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<td><strong>Readings: 1. Vandermeer Ch. 4 (pp. 117-152); 2. Kibblewhite et al. 2008; [optional] Lal 2007b; Lal 2009a; Lal 2009b</strong></td>
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<td>5 18-Sep</td>
<td>T</td>
<td>Soils II: Soils and the Metabolic Rift</td>
<td>tbd</td>
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<tr>
<td>5 20-Sep</td>
<td>Th</td>
<td>Movements and Metabolism: Metabolic Rift to the MST</td>
<td>tbd</td>
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<td><strong>Readings: 1. Schneider and McMichael 2010; 2. Wittman 2009... [optional]: Salleh, 2010; Foster 1999 (Foundational Article); Edelman 2005</strong></td>
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<tr>
<td>6 25-Sep</td>
<td>T</td>
<td>Pests and Pest Management</td>
<td>JM</td>
</tr>
<tr>
<td>6 27-Sep</td>
<td>Th</td>
<td>Diffusion/Adoption of practices</td>
<td>EGL &amp; EL / Essay 1 Due</td>
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<tr>
<td>7 2-Oct</td>
<td>T</td>
<td>Pests and Pest Management II</td>
<td>AL &amp; BK</td>
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<td>Date</td>
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<td>Time</td>
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<td>7</td>
<td>4-Oct</td>
<td>Th</td>
<td>Women, Gender, and Agriculture</td>
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<tr>
<td>8</td>
<td>9-Oct</td>
<td>T</td>
<td>In-depth topic: Can, meet worms: GMOs, the social and the ecological</td>
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<tr>
<td>12</td>
<td>6-Nov</td>
<td>T</td>
<td><strong>Students’ Choice: “The Business of Organic”, Agroforestry, Urban agriculture, “political biogeochemistry”, Fair Trade, or Diffusion/Adoption of practices</strong></td>
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<tr>
<td>12</td>
<td>8-Nov</td>
<td>Th</td>
<td>Film – Food, Inc.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>20-Nov</td>
<td>T</td>
<td>Thanksgiving - no class</td>
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<tr>
<td>22-Nov</td>
<td>Th</td>
<td>Thanksgiving - no class</td>
<td></td>
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<tr>
<td>15-Nov</td>
<td>T</td>
<td>Term Paper Presentations</td>
<td>**Readings: (to be assigned based on presentations)</td>
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<tr>
<td>15-Nov</td>
<td>Th</td>
<td>Term Paper Presentations</td>
<td>**Readings: (to be assigned based on presentations)</td>
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