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# AGRICULTURAL POLICY

## INSTRUCTOR INFORMATION

Instructor: Dr. Gregory Graff

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Phone: 970-491-4028

Office: B-328 Clark Building Office Hours:

Wednesdays 1:00-3:00

Teaching Asst: tbd

## COURSE DESCRIPTION & OBJECTIVES

This course will help students learn why policies are needed and how they are developed and implemented. We will focus on policies in agriculture, including natural resources related to agriculture. The first 12 weeks of the course are focused on theory and methods, using several actual problems to demonstrate concepts. The last 3 weeks are set aside for each student to apply what they have learned to describe an actual policy solution to something that they are interested in. Students have presented policies to address everything from pollution to wild horses, from farm subsidies to taxes, and from buying local to food safety.

1. Policy Analysis: To understand how and why policies are made: why policies are needed, who the policy participants are, how policy is implemented, and how they impact society.
2. Agricultural Issues: To study problems in and related to agriculture that merit policy consideration.
3. U.S. Policies: To familiarize you with domestic agricultural and resource policy.
4. Policy Applications: To apply your newfound analysis skills to address policy issues.

## COURSE ORGANIZATION

Everything you need for this course is organized into modules on Canvas that match the 15 weeks of the semester. The first 12 weeks are lectures. The last three weeks are your presentations. There are 9 modules that we will go through the first 12 weeks, and a number of other helpful modules about the presentations or resources. You are responsible for going to the appropriate module, which is about one each week. I recommend printing the course schedule and noting all deadlines. In each module you will find required readings, handouts, lectures, and homework assignments. I recommend that you print handouts, like the syllabus, where possible.



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Resources that will help you are also provided on the home page. These include:

- The ***Policy Recipe***, which is one of your first handouts. This is a graphical representation of the course content.
- The ***Course Outline***, which has the exact same information as the policy recipe, with more detail.
- **Past exams** that you can use to study for the exam.
- A link to information about your **presentations**. You should look through these materials early on.

**Midterm Exams:** Midterms 1 and 2 will draw primarily on class lectures, required readings, and homework assignments. They will consist of true/false and multiple choice questions, and some graphing. The midterms tend to follow closely from the homework assignments. The second midterm is not comprehensive; it focuses on lectures and homework assignments after the first midterm. However, information from the first exam is still expected to support answers on the second exam. Midterms may not be made up if missed without my prior approval. A copy of past exams is available in Canvas. There is no final exam during finals week.

**Homework:** A series of homework assignments will be given out over the semester; all of the homework is on Canvas. The purpose of the homework is to improve your understanding of the lectures and prepare you for the midterms. You will do much better in the course if you do them and review them. The deadline for all homework is when class starts on the day that they are due. Detailed homework Keys will be handed out and reviewed in class the day they are due. You may hold on to your homework as we go over the key, then hand it in. If you miss class, email it to me by the time it is due.

I want you to think of homework as practice for the class. I would rather you try and not do so well, than to get help just to get your homework right and not learn from the experience. So, please put forward your best effort and turn in your work, even if you feel it has errors or is incomplete. Go over the key and see if you missed anything. If you understand what you missed, you are ready to move on. If not, that is the time to contact me to discuss what you still don't understand. I know you might get frustrated at times, but this system works. Trying to figure it out on your own helps you learn it better; in return, I give you a detailed key, give you good grades for trying, and put a low weight to the homework.

**Participation:** Policy is a contact sport. This course lets you choose a participation activity by which to raise your awareness and get engaged. You have two options for participation: 1) discussion boards, or 2) participation in a college club, like the Collegiate Farm Bureau or Farmers Union.

***Discussion Boards (OPTION 1):*** Students choosing this option must participate in discussion boards every other week. That is, log in and participate in week 2, 4, 6, 8, 10 and 12. A topic will be provided for each assignment. Your job is to log in with your own comment AND to comment on other student's comments. You must make two posts in total (1 of your own plus one on another student's posting). The discussions will close when the next one starts (e.g. 2 will close when 4 opens). You may not enter any comments after they close. No exceptions...



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***Involvement in a Policy Relevant Club (OPTION 2):*** A number of student organizations at CSU provide good exposure to real world policy issues, such as the CSU chapter of Farm Bureau, Farmers Union, Americans for Informed Democracy, College Republicans, Young Democrats, etc.). For your participation activity, you may choose to be actively involved in such a student organization for the semester. The organization must be approved by the instructor at the start of the semester. (Please note: Involvement in fraternities and sororities, social, athletic, or judging activities cannot be used to meet this option.) Your grade will depend on the extent of your involvement. You may have one excused absence from regular meetings/events of the club (include dated letter/e-mail from the advisor excusing you). You will lose 20 percent of your total points for each unexcused absence. You also must participate in at least one committee or special event organized by the club. Turn in a letter to the instructor by the final day of class summarizing your attendance and activities for the semester: 1 page, written by you, and signed by you and by the faculty advisor of the club, along with his/her name, e-mail and phone number.

**Presentations and Debates:** At the end of the semester, we will have a series of six in-class policy presentations, each followed by a short debate. Every student is responsible for signing up to join one of the six teams to do one of these presentations. As a team, you will develop and present a proposal for a new policy or policy reform that will help solve a problem in agriculture or natural resource management (water, fish & game, land use, etc).

Each team is responsible for getting together on your own and determining how you will present your information. I will help by providing a group link in Canvas where you can email each other and exchange information. You must develop a policy **proposal**, as we will have defined it over the course of the semester, regarding the topic for which you signed up. That is, you must offer a policy solution to a current problem. You will have 40 minutes to make your case to the class. Then the instructor will present arguments from an opposing viewpoint for about 10-15 minutes. You will then have some time for rebuttal. All people in the group must speak, but you can use any approach that you want to make your point. See the Final Project module page in Canvas for policy proposal guidelines and information about requirements **and deadlines**. The presentation is worth 10% of your final grade. You will be graded both by me and your peers from the rest of the class.

**Individual Policy Reports:** In addition to your group presentation, each person in the group must individually submit a 5-page typewritten report one week after your group's presentation. You must stick to the same topic of your presentation and support the same side of the issue that your group supported. This report is worth 20% toward your final grade and must be your own work. Again, see the 'policy presentations and ' page for more information about requirements.

## TEXTBOOK / COURSE READING

All material supplied online through course website



### PARTICIPATION/BEHAVIORAL EXPECTATIONS

- Participate in classes regularly and participate in discussions
- Complete all reading assignments before class
- Type all assignments, and FOLLOW directions.
- Honor deadlines

#### Expected Outcomes: (This class builds on the following DARE outcomes)

- **Professional Development:** Graduates will embody a general awareness of issues in agricultural and natural resource management and their implications in a larger societal context. Students will begin to develop a network of personal and professional connections which will foster an understanding of the culture surrounding professional expectations and conduct.
- **Problem-solving Skills:** Graduates will demonstrate the ability to solve real-world problems beyond the context of the classroom. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective.
- **Communication Skills:** Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis. Proficient students will have the ability to clearly communicate findings, critically and analytically, at a professional level within their chosen career.
- **Leadership:** Graduates will have developed leadership qualities that they will use in their professional, personal and community interactions leveraging the other competencies acquired in the program. These leadership qualities include vision, initiative, personal responsibility, team building, and motivating collective action.

### GRADING POLICY

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Participation (Club or Discussions)	100/each	5
Homeworks (9 homeworks)	100/each	5
Midterm 1	100	30
Midterm 2	100	30
Policy Presentation (group grade)	100	10
Individual policy paper	100	20
<b>Total:</b>		<b>100 %</b>

97-100% = A+
91-96.99 = A
89-90.99% = A-
87-88.99% = B+
81-86.99% = B
79-80.99% = B-
70-78.99% = C
60-69.99% = D
0-59.99% = F

\*Keep a copy of all work created for the course

Late assignments carry a late penalty of 10 percent per business day.



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## ACCOMMODATION OF NEEDS

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

**Accommodations for disabilities** - Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

**Academic and Professional Honesty Policy** - This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

**Reporting student disclosures of interpersonal violence** - CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees" (<https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/>). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:



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- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

**Additional Resources** - The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: <http://writing.colostate.edu/>.

## CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](https://info.canvas.colostate.edu)
- For Canvas, Passwords, or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - [helpdesk.colostate.edu](https://helpdesk.colostate.edu)
  - [help@colostate.edu](mailto:help@colostate.edu)

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the [Canvas Student Orientation](#) materials.