

**Agricultural and Food Systems (AFS) 336**  
**AGRICULTURE, ENVIRONMENT, AND COMMUNITY**  
**[SSCI] UCORE, 3 Credits**  
**Fall 2016, Tu/Th 9:10–10:25 am, CUE 207**

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**INSTRUCTOR**

Jessica Goldberger (Associate Professor / Rural Sociologist)  
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Office Hours: Tu/Th 10:45–11:45 am or by appointment

**COURSE DESCRIPTION**

This course introduces students to aspects of the sociology of agriculture and food systems. Particular attention will be paid to sociological perspectives on major trends in U.S. agriculture, responses to these trends (so-called “alternative agrifood movements”), and the social and environmental impacts of different types of agrifood practices.

**PREREQUISITE**

3 credits [S] or [K] GER, or [SSCI] UCORE. Sophomore standing.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

At the end of the course students should be able to:

- (1) Use Census of Agriculture data to track changes in U.S. agriculture.
- (2) Describe major trends in U.S. agriculture from a sociological perspective.
- (3) Evaluate the “sustainability” of industrialized agriculture and alternative agrifood movements (sustainable agriculture, organic agriculture, local food movement).
- (4) Identify and evaluate the positive and negative consequences of different types of agrifood practices.
- (5) Develop more informed opinions about different types of U.S. agrifood practices.
- (6) Express informed opinions (using critical and creative reasoning) about the U.S. agrifood system through writing and speaking.

**COURSE FORMAT**

Classes will include a combination of lectures, discussions, class exercises, and documentary film screenings. Lectures will cover the assigned readings (to a degree) and provide additional information not included in the readings. Discussions will focus on the required readings, documentary films, lecture material, handouts, and class exercises.

## **BLACKBOARD**

Important materials for this course will be available on the course website in Blackboard (<https://learn.wsu.edu/>). On the Blackboard homepage, enter your WSU username and password. You will then see a list of your courses on the left. Click on “Agriculture, Environment and Community” Here you will find the course syllabus, assignment instructions, required readings, class handouts, useful resources, course announcements, and more. The instructor will periodically add new materials and links to the Blackboard course space. It is your responsibility to familiarize yourself with Blackboard and check the Blackboard course space regularly for important announcements and information.

## **ASSIGNMENTS AND EVALUATION**

Students will be evaluated on the basis of attendance, participation, four assignments, a group presentation, and a group report:

Attendance	10%
Participation	10%
U.S. Census of Agriculture Assignment	12%
Industrialization of Agriculture Assignment	12%
Alternative Agrifood Assignment	12%
Film Analysis and Reflection	12%
Group Presentation	12%
Group Report	20%
<b>TOTAL</b>	<b>100%</b>

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%	

**Attendance** – To excel in the course, it is essential to attend all classes. Each student will be allowed two absences from class without the need for official notes. Additional absences will require official notes. Students who miss class are responsible for obtaining class notes from fellow students. Lecture notes will not be available from the instructor.

**Participation** – Participation includes making comments or asking questions about the readings/films/lectures in class, talking with the instructor before or after class, meeting with the instructor during office hours, and other forms of engagement in the course.

**U.S. Census of Agriculture Assignment** – The purpose of this assignment is to test students’ ability to (a) collect data from the U.S. Census of Agriculture website and (b) identify trends in the data. Details about the assignment will be provided in class and posted on Blackboard. The assignment is due in class on September 20.

**Industrialization of Agriculture Assignment** – The purpose of this assignment is to test students’ ability to synthesize information from three lectures, one class exercise, and one documentary film into an essay (or essays) about trends and impacts associated with the industrialization of U.S. agriculture. Details about the assignment will be provided in class and posted on Blackboard. The assignment is due in class on October 13.

**Alternative Agrifood Assignment** – The purpose of this assignment is to (1) get students out of the classroom to conduct some research/exploration about alternative agrifood people, places, and practices; and (2) provide students with the opportunity to gain experience writing up primary (social science) research findings. Details about the assignment will be provided in class and posted on Blackboard. The assignment is due in class on November 3.

**Film Analysis and Reflection** – The purpose of this assignment is to test students’ ability to (a) critically analyze (and compare) two documentary films and (b) thoughtfully reflect on the two films and the future of U.S. agriculture. Details about the assignment will be provided in class and posted on Blackboard. The assignment is due in class on November 15.

**Group Project** – All students will participate in a group project during the semester. Each group (made up of 3–4 students) will select a particular agrifood effort, movement, or practice. Groups will research their selected topic and prepare a group presentation (approximately 20 minutes) and final report (8–10 pages, double spaced, 12 point font) with the following sections:

- Definition / description of the topic
- History of the topic
- Local, state, national, or international data (if available) related to the topic
- Real-world examples of the topic
- Positive/negative social impacts of the topic
- Positive/negative environmental impacts of the topic
- Social, environmental, and economic sustainability of the topic
- What does the future hold for the topic?

The use of Powerpoint is encouraged, but not required, for the group presentation. All students are expected to attend all group presentations and actively participate in Q&A after each presentation. Groups must use an accepted style (e.g., APA, MLA) for the in-text citations and works cited in their final reports. Detailed instructions for the group project will be provided in class and posted on Blackboard.

Here are important dates regarding the group project:

September 1	Students will organize themselves into groups of 3–4 people.
September 29	Each group must submit (in class) a statement (one sentence or more) about their <u>proposed</u> topic and list of 5 references.
October 25	Each group must submit (in class) a statement (one sentence or more) about their <u>final</u> topic and list of 10 references.
November 29 and December 1, 6, 8	Group presentations will take place in class.
December 12	Final reports due by 4 pm (please bring to 263 Johnson Hall).

### **LATE PENALTIES**

Writing assignments handed in after the due date specified will receive a 10% penalty per day.

### **DISABILITY STATEMENT**

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please visit or call the Access Center (Washington Building 217, 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

### **ACADEMIC INTEGRITY STATEMENT**

Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment or exam will be given an F for the course and will be referred to the Office of Student Conduct. For official definitions of cheating and procedures for academic integrity violations, please see <http://www.conduct.wsu.edu>.

### **WSU SAFETY STATEMENT**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community, the University has developed a Campus Safety Plan (<http://safetyplan.wsu.edu>). It is highly recommended that you visit this web site as well as the University emergency management web site (<http://oem.wsu.edu/emergencies>) to become familiar with the information provided.

## COURSE SCHEDULE IN BRIEF

<b>Introduction</b>	8/23	Introduction	
	8/25	Agrifood System Class Exercise	
	8/30	Thinking about our Agrifood System Sociologically	
	9/1	Overview of Group Project Assignment / Form Groups	
<b>Module I</b>	9/6	Introduction to the U.S. Census of Agriculture	
	9/8	Number of Farms, Farm Size, Dualism, and Family Farms	
	9/13	U.S. Farmer Demographics: Gender, Age, Race, and Ethnicity	
	9/15	Let's Analyze County-Level Census of Agriculture Data!	
<b>Module II</b>	9/20	The Industrialization of U.S. Agriculture – Part 1	<u>Due in Class:</u> U.S. Census of Agriculture Assignment
	9/22	The Industrialization of U.S. Agriculture – Part 2	
	9/27	Film Viewing: <i>King Corn</i> (2007)	
	9/29	Finish Film / Discussion / Group Time	<u>Due in Class:</u> Statement of <i>proposed</i> group project topic and list of 5 references
	10/4	“Price Tags / Cost Tags” Class Exercise	
	10/6	Community Effects of Industrial Farming	
<b>Module III</b>	10/11	National Organic Program, National/State Organic Trends	
	10/13	The Certified Organic Industry (“Big Organic”)	<u>Due in Class:</u> Industrialization of Agriculture Assignment
	10/18	A Sustainable Agriculture Revolution? – Part 1	
	10/20	A Sustainable Agriculture Revolution? – Part 2	
	10/25	The Local Food Movement – Part 1	<u>Due in Class:</u> Statement of <i>final</i> group project topic and list of 10 references
	10/27	The Local Food Movement – Part 2	
	11/1	Discussion / Group Time	
	11/3	Report Back on Alternative Agrifood Assignment Findings	<u>Due in Class:</u> Alternative Agrifood Assignment
<b>Module IV</b>	11/8	Film Viewing: <i>Farmland</i> (2014)	
	11/10	Film Viewing: <i>The Greenhorns</i> (2013)	
	11/15	Discussion / Group Time	<u>Due in Class:</u> Film Analysis and Reflection
	11/17	NO CLASS	
	11/22	THANKSGIVING BREAK – NO CLASS	
	11/24	THANKSGIVING BREAK – NO CLASS	
<b>Presentations</b>	11/29	Group Presentations	
	12/1	Group Presentations	
	12/6	Group Presentations	
	12/8	Group Presentations	

## DETAILED COURSE SCHEDULE

### INTRODUCTION

8/23 Introduction

8/25 Agrifood System Class Exercise

8/30 Thinking about our Agrifood System Sociologically

David L. Brown and Kai A. Schafft. 2011. "Farms, Farmers, and Farming in Contemporary Rural Society." In *Rural People and Communities in the 21<sup>st</sup> Century* (pp. 167-189). Cambridge, UK: Polity Press. **\*\* This reading is required for Modules I, II, and III. \*\***

Michael Carolan. 2012. "Introduction." In *The Sociology of Food and Agriculture* (pp. 1-12). London, UK: Routledge.

9/1 Overview of Group Project Assignment / Form Groups

### MODULE I – USING THE U.S. CENSUS OF AGRICULTURE TO TRACK AGRICULTURAL CHANGE

9/6 Introduction to the U.S. Census of Agriculture

United States Department of Agriculture (USDA) Census of Agriculture. Homepage. <https://www.agcensus.usda.gov/>

United States Department of Agriculture (USDA). 2012. "Census of Agriculture Report Form." Region 5 (Form 12-A105). [https://www.agcensus.usda.gov/Help/Report\\_Form\\_and\\_Instructions/2012\\_Report\\_Form/Region5\\_12a105\\_121311.pdf](https://www.agcensus.usda.gov/Help/Report_Form_and_Instructions/2012_Report_Form/Region5_12a105_121311.pdf)

United States Department of Agriculture (USDA). 2012. "Census of Agriculture Report Form Guide." [https://www.agcensus.usda.gov/Help/Report\\_Form\\_and\\_Instructions/2012\\_Report\\_Form/2012\\_RFG\\_Final.pdf](https://www.agcensus.usda.gov/Help/Report_Form_and_Instructions/2012_Report_Form/2012_RFG_Final.pdf)

9/8 Number of Farms, Farm Size, Dualism, and Family Farms

United States Department of Agriculture (USDA). "Farms and Farmland: Numbers, Acreage, Ownership, and Use." 2012 *Census of Agriculture Highlights*. ACH12-13. September 2014. [https://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Farms\\_and\\_Farmland/Highlights\\_Farms\\_and\\_Farmland.pdf](https://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Farms_and_Farmland/Highlights_Farms_and_Farmland.pdf)

United States Department of Agriculture (USDA). "Family Farms." 2012 *Census of Agriculture Highlights*. ACH12-26. March 2015. [https://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/NASS%20Family%20Farmer/Family\\_Farms\\_Highlights.pdf](https://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/NASS%20Family%20Farmer/Family_Farms_Highlights.pdf)

Don Albrecht. 2008. "Agriculture" In G. Goreham, ed., *Encyclopedia of Rural America* (pp. 49-53). Millerton, NY: Grey House Publishing.

**9/13 U.S. Farmer Demographics: Gender, Age, Race, and Ethnicity**

United States Department of Agriculture (USDA). "Farm Demographics: U.S. Farmers by Gender, Age, Race, Ethnicity, and More." 2012 *Census of Agriculture Highlights*. ACH12-3. May 2014. [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Farm\\_Demographics/Highlights\\_Farm\\_Demographics.pdf](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Farm_Demographics/Highlights_Farm_Demographics.pdf)

United States Department of Agriculture (USDA). "Women Farmers." 2012 *Census of Agriculture Highlights*. ACH12-12. September 2014. [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Women\\_Farmers/Highlights\\_Women\\_Farmers.pdf](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Women_Farmers/Highlights_Women_Farmers.pdf)

United States Department of Agriculture (USDA). "Hispanic Farmers." 2012 *Census of Agriculture Highlights*. ACH12-11. September 2014. [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Hispanic\\_Farmers/Highlights\\_Hispanic\\_Farmers.pdf](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Hispanic_Farmers/Highlights_Hispanic_Farmers.pdf)

**9/15 Let's Analyze County-Level Census of Agriculture Data!**

United States Department of Agriculture (USDA). 2007 *Census Publications: State and County Profiles*. [http://www.agcensus.usda.gov/Publications/2007/Online\\_Highlights/County\\_Profiles/](http://www.agcensus.usda.gov/Publications/2007/Online_Highlights/County_Profiles/)

United States Department of Agriculture (USDA). 2012 *Census Publications: State and County Profiles*. [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/County\\_Profiles/](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/County_Profiles/)

CLASS EXERCISE: Groups of students will work together to analyze county-level Census of Agriculture data. This exercise will be essential for successful completion of the Census of Agriculture assignment (due 9/20).

**MODULE II – THE INDUSTRIALIZATION OF U.S. AGRICULTURE: TRENDS AND IMPACTS**

**9/20 The Industrialization of U.S. Agriculture – Part 1**

Thomas Lyson. 2004. "Going Global: The Industrialization and Consolidation of Agriculture and Food Production in the United States." In *Civic Agriculture: Reconnecting Farm, Food, and Community* (pp. 30-47). Medford, MA: Tufts University Press.

Douglas H. Constance, Mary Hendrickson, Philip H. Howard, and William D. Heffernan. 2014. "Economic Concentration in the Agrifood System: Impacts on Rural Communities and Emerging Responses" (pp. 16-35). In C. Bailey, L. Jensen, and E. Ransom, eds., *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press.

United States Department of Agriculture (USDA). "Farm Economics." 2012 *Census of Agriculture Highlights*. ACH12-2. May 2014. [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Farm\\_Economics/Highlights\\_Farm\\_Economics.pdf](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Farm_Economics/Highlights_Farm_Economics.pdf)

**9/22 The Industrialization of U.S. Agriculture – Part 2**

[Complete 9/20 required readings]

**9/27 Film Viewing: King Corn (2007)**

King Corn homepage: <http://www.kingcorn.net/>

Read about the filmmakers here: <http://www.kingcorn.net/the-filmmakers/ian-cheney/>  
and <http://www.kingcorn.net/the-filmmakers/curt-ellis/>

**9/29 Finish Film / Discussion / Group Time**

**10/4 “Price Tags / Cost Tags” Class Exercise**

Amy Guptill, Denise Copelton, and Betsy Lucal. 2013. “Industrialization: The High Costs of Cheap Food.” In *Food & Society: Principles and Paradoxes* (pp. 102-121). Cambridge, U.K.: Polity Press.

Center for Integrated Agricultural Systems. 2012. “Price Tags / Cost Tags.” Madison, WI: University of Wisconsin. <http://www.cias.wisc.edu/price-tagscost-tags/>

Class Exercise: Using “Price Tags / Cost Tags” information, groups of students will analyze and discuss the trends, benefits, economic costs, environmental costs, and social costs associated with the production of different agricultural commodities.

**10/6 Community Effects of Industrial Agriculture**

Walter Goldschmidt. 1978 [1947]. “Introduction.” In *As You Sow: Three Studies in the Social Consequences of Agribusiness* (pp. 279-285). Montclair, NJ: Allanheld, Osmun, & Co.

Michael Carolan. 2012. “Goldschmidt Thesis: Community Effects of Industrial Farming.” In *The Sociology of Food and Agriculture* (pp. 94-107). London, UK: Routledge.

“Small Towns in Iowa Thrive Near Large Farms.” 2010. *National Hog Farmer*. July 2. <http://www.nationalhogfarmer.com>

**MODULE III – ALTERNATIVE AGRIFOOD MOVEMENTS**

**10/11 National Organic Program, National/State Organic Trends**

William Lockeretz. 2007. “What Explains the Rise of Organic Farming?” In W. Lockeretz, ed., *Organic Farming: An International History* (pp. 1-8). CAB International.

United States Department of Agriculture - Agricultural Marketing Service (USDA-AMS). 2015. “National Organic Program.” <http://www.ams.usda.gov/about-ams/programs-offices/national-organic-program>



United States Department of Agriculture - Economic Research Service (USDA-ERS). 2015. "Organic Agriculture – Overview." <http://www.ers.usda.gov/topics/natural-resources-environment/organic-agriculture/>

United States Department of Agriculture - Economic Research Service (USDA-ERS). 2014. "Organic Agriculture – Organic Market Overview." <http://www.ers.usda.gov/topics/natural-resources-environment/organic-agriculture/organic-market-overview/>

United States Department of Agriculture (USDA). "Organic Farming: Results from the 2014 Organic Survey." 2012 *Census of Agriculture Highlights*. ACH12-29. September 2015. [https://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/Highlights/Organics/2014\\_Organic\\_Survey\\_Highlights.pdf](https://www.agcensus.usda.gov/Publications/2012/Online_Resources/Highlights/Organics/2014_Organic_Survey_Highlights.pdf)

Elizabeth Kirby and David Granatstein. 2013. "Trends in Washington State Organic Agriculture 2004–2011." Washington State University Extension Fact Sheet FS082E. <http://cru.cahe.wsu.edu/CEPublications/FS082E/FS082E.pdf>

### **10/13 The Certified Organic Industry ("Big Organic")**

Julie Guthman. 2010. "Conventionalization." In L.A. Duram, ed., *Encyclopedia of Organic, Sustainable, and Local Food* (pp. 100-101). Santa Barbara, CA: Greenwood Press.

Philip H. Howard. 2016. "Standardizing Resistance: The Organic Food Chain." In *Concentration and Power in the Food System: Who Controls What We Eat?* (pp. 124-143). London, U.K.: Bloomsbury Academic.

### **10/18 A Sustainable Agriculture Revolution? – Part 1**

John Ikerd. 2008. "Do We Really Need to Define Sustainable Agriculture?" In *Crisis and Opportunity: Sustainability in American Agriculture* (pp. 95-102). Lincoln, NE: University of Nebraska Press.

Patricia Allen. 2008. "Sustainable Agriculture Movement." In G. Goreham, ed., *Encyclopedia of Rural America* (pp. 937-941). Millerton, NY: Grey House Publishing.

John Reganold et al. 2011. "Transforming U.S. Agriculture." *Science*. 332: 670-671.

"Walmart Unveils Global Sustainable Agriculture Goals." October 14, 2010. <http://news.walmart.com/news-archive/2010/10/14/walmart-unveils-global-sustainable-agriculture-goals>

### **10/20 A Sustainable Agriculture Revolution? – Part 2**

United States Department of Agriculture - Sustainable Agriculture Research & Education (USDA-SARE). 2012. "Vision and Mission," "Historical Timeline," "SARE's Four Regions," "What is Sustainable Agriculture?" "SARE Grants," and "SARE Outreach." To access these web pages, go to <http://www.sare.org/> and click on "About SARE."

*In-Class Videos:* “From the Field” Farmer Interviews (USDA-SARE / Cooking Up A Story Partnership). Featured Farms and Spotlighted Practices:

- (1) Tom Trantham, Happy Cow Creamery (12 Aprils Dairy Farm), Pasture-Based Rotational Grazing (Pelzer, South Carolina)
- (2) Dan Forgey, Cronin Farms, No-Till System / Cover Cropping (Gettysburg, South Dakota)

**10/25 The Local Food Movement (Part 1): ‘Local’ Definition, Food Miles, Life Cycle Assessment**

Gary Paul Green and Anna Haines. 2012. “Local Food Systems and Community.” In *Asset Building and Community Development* (pp. 272-278). Thousand Oaks: Sage.

“Local Food Movement: The Lure of the 100-Mile Diet.” 2006. *Time*. June 11.

Drake Bennett. 2007. “The Locavore’s Dilemma.” *Boston Globe*. July 22.

Stephen Budiansky. 2010. “Math Lessons for Locavores.” *New York Times*. August 19.

**10/27 The Local Food Movement (Part 2): Measures of Success, Corporate ‘Local Washing’**

Stacy Mitchell. 2009. “The Corporate Co-Opt of Local.” New Rules Project. July 9.  
<http://www.newrules.org/retail/article/corporate-coopt-local>

“Lay’s Launches New Marketing Campaign Celebrating Local People, Communities Behind America’s Favorite Potato Chips.” 2009. PR Newswire.  
<http://www.prnewswire.com/news-releases/lays-launches-new-marketing-campaign-celebrating-local-people-communities-behind-americas-favorite-potato-chips-61823087.html>

Laurie Tarkan. 2015. “The Big Business Behind the Local Food.” *Fortune*. August 21.  
<http://fortune.com/2015/08/21/local-food-movement-business/>

**11/1 Discussion / Group Time**

**11/3 Report Back on Alternative Agrifood Assignment Findings**

**MODULE IV – SPOTLIGHT ON YOUNG AND BEGINNING FARMERS**

**11/8 Film Viewing: *Farmland* (2014)**

*Farmland* homepage: <http://www.farmlandfilm.com/>

U.S. Farmers & Ranchers Alliance. “About USFRA.” <http://www.fooddialogues.com/about-usfra>

**11/10 Film Viewing: *The Greenhorns* (2013)**

The Greenhorns homepage: <http://www.thegreenhorns.net/category/media/documentary/>

“Director’s Statement.” <http://www.thegreenhorns.net/category/media/documentary/#statement>

“About Us.” <http://www.thegreenhorns.net/category/about/aboutus/>

**11/15 Discussion / Group Time**

**11/17 NO CLASS**

**11/22 Thanksgiving Break – NO CLASS**

**11/24 Thanksgiving Break – NO CLASS**

**11/29 Class Presentations**

**12/1 Class Presentations**

**12/6 Class Presentations**

**12/8 Class Presentations**