Modesto Junior College  
Course Outline of Record  
AGGE 146

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

AGGE-146 Agriculture, Environment and Society  3 Units

The sociology of agriculture presented through an examination of relationships between societies and their  
environments, economics, and agriculture. Emphasis on the analysis of agriculture’s use of technology and  
the corresponding impact on the environment, economy and society. Field trips might be required. Course  
is applicable to the associate degree. General Education:
CSU-GE - D7

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the  
goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Selected historical view of the relationship between agriculture, the environment and society
      i. Definitions of terms: agriculture, society, environment
         a. Goals of agriculture
         b. Function of social institutions
         c. Components of an ecosystem
      ii. Relationship between early man and the cultivation of crops and domestication of livestock  
         and the connection between the natural sciences, social sciences, economics, and  
         agriculture
      iii. Selected highlights of human history with an emphasis on the types of social, political, and  
         economic systems, climate, primary agricultural enterprises and quality of life
      iv. Selected significant agricultural developments in the United States
         a. Historical patterns of change in the structure of U.S. agriculture
            a. Significant Federal agricultural legislation
         b. Agriculture, environment and the society of Native Americans
      v. Development of California agriculture
      vi. Agriculture and the world economy
         a. Basic needs, income and development
b. Food as a weapon

vii. Development of production and processing methods
   a. Soil preparation
   b. Cultural practices
   c. Harvesting
   d. Food handling and processing
   e. Transportation and distribution systems

viii. U.S. agricultural enterprises and labor
   a. Relationship between immigration, agriculture and politics
   b. Reduction of agricultural labor force
   c. Non-farm organizations and agriculture

ix. Development of agriculture and its effect on the environment
   a. Impact of agriculture on soils
   b. Impact of agriculture on air quality
   c. Agricultural pest control and environment management

x. Changing nature of rural society
   a. Urban influences
   b. Decline in numbers of family farms
   c. Urbanization of rural areas
   d. Rural poverty
   e. Health care
   f. Women and agriculture

xi. Ethical issues in agriculture
   a. Social ethics, animal rights and animal welfare
   b. Corporate farming
   c. Biotechnology

xii. Future trends in agriculture
   a. New sources of food for the world
b. Sustainable agriculture

c. Integrated pest management

d. Land-use planning

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class lectures.
2. Films
3. Guest speakers.
4. Models
6. Case studies.
7. Discussion.
8. Supplemental readings.
9. Assignments

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)

   b. Daily collection of related news.
   c. Weekly research activities.
   d. Preparation for final exam.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

   a. Define, collect, analyze and evaluate a current agriculture/environmental/social issue through conducting original qualitative research. Siedman said, “At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of their experience”. Students will plan and conduct a qualitative interview of someone involved
with, or affected by, an agriculture-related issue.

b. A research question should be developed prior to identifying an interviewee. Research questions are written after the subject has been contacted and an interview arranged. The interview session should last approximately 15 minutes.

The document should minimally include:
- Introduction to the interview
- Purpose of the interview
- Why the student choose this person and subject
- Background of interviewee
- Relevant historical notes, or background information
- Description of methodology and list of questions, if applicable
- Description of interview process
- Interview- Tell the story as the data was directed, collected, an interpreted
- Conclusion
- Lesson learned
- Sources

E. TEXTS AND OTHER READINGS (TYPICAL)


4. Other: Instructor-generated handouts


III. DESIRED LEARNING

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Describe the significance of agriculture to the history of mankind and how agriculture impacts today’s societies.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:
a. Describe the historical and geographical relationship between agriculture, the environment and a given society.

b. Discuss the development of production, processing, and distribution methods of the various agricultural products.

c. Discuss the development of production, processing, and distribution methods of the various agricultural products.

d. Identify the historical relationship between immigration, labor, agriculture, and politics in the United States with special emphasis in California.

e. Outline the development of agriculture and its effect on the environment.

f. Describe the changing nature of rural society.

g. Discuss the roles and contributions that California’s ethnic and cultural populations have made to agriculture.

h. Identify the nature of current ethical issues in agriculture.

i. Interpret future trends in agriculture.

j. Define, collect, analyze, and evaluate data pertaining to a current agricultural-environmental-social issues.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of case study analysis.

2. Evaluation of completed worksheets composed of targeted questions related to the development of agriculture and its effects on the environment over time, including drawing evolutionary timelines of crop development, production, and processing.

3. Evaluation of group research presentations.

4. Evaluation of original qualitative research.

5. Evaluation of participation in weekly small group discussions.

6. Evaluation of student journals.

B. SUMMATIVE ASSESSMENT

1. Evaluation of final essay exam.