ENV S 149. World Agriculture, Food, and Population
Syllabus for Fall, 2017

Lecture: Tuesday/Thursday 9:30-10:45 AM (Phelps 3515)

Sections: Thursday 5-5:50pm (Ellison 2620); Friday 9-9:50am (Ellison 3621); Friday 10-10:50am (Ellison 3621)

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<tr>
<th>Instructors</th>
<th>Office</th>
<th>Office Hours</th>
<th>Email</th>
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<tbody>
<tr>
<td>Kyle Meisterling</td>
<td>Bren 4006</td>
<td>Monday, 11am-1pm</td>
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<td>Luke Eisenhardt (TA)</td>
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Course web site: GauchoSpace

Course Rationale:
Agriculture supplies the majority of human food, in addition to fiber, fuel, and other services; it is also among our most ecologically demanding activities. Like many aspects of the human endeavor, agriculture has changed dramatically over the past 100 years, and in the process, has supported exponential population growth. In this class, we will identify the factors that can enhance or detract from agricultural sustainability, and explore their interactions. These factors are bio-physical (e.g. energy, material, and information) and socio-cultural (e.g. histories, values, preferences, and influence). We will critically assess the wide range of opinions about how we should farm and eat, and how agriculture can evolve to reliably and equitably support our large human population.

Course Goals:
• Define metrics with which to measure agricultural practices, demand for food, and equity in access to food; Appreciate the diversity and commonalities in global diets
• Identify the ecological and social processes that enable agriculture, and the constraints or "roadblocks" that currently limit agricultural sustainability
• Gain experience collecting, interpreting, and identifying gaps in data related to agriculture, demographics, and economics
• Describe how inequities effect land use and working conditions, and appreciate how purposeful campaigns have led to desired changes
• Imagine an agricultural system that strengthens connections between people, place, and resources (as opposed to taking advantage of the disconnect between food production and consumption)
• Critically assess the practices that differentiate agricultural production methods
Required Materials and Reading
Book: David A. Cleveland. 2014. *Balancing on a Planet*. Univ. of CA Press
Articles: Will be posted on GauchoSpace as PDF files
i>Clicker: May be purchased at the bookstore, or can be rented from A.S. Tech Rentals. My goal is to use the clickers to make the course more interactive, engaging, and to facilitate feedback.

Reading assignments will typically be posted one week before the corresponding lectures, with study questions provided as a guide. When appropriate, supplemental readings (not required) will also be posted, but will be clearly distinguished as "Optional".

Evaluation (% of final grade)
Lecture attendance 5% (i>Clicker; starting Oct 3)
Section participation 15%
Homework 30% (3 assignments; 10% each)
Mid-term Project 25% (details in Week 3)
Final exam 25% (Tuesday, December 12, 8-11am)

Class Policies:

Late Assignments Policy: Assignments turned in late will be penalized 10% each day it is past the due date. Assignments will not be accepted after 5 days past the due date.

Grade Concerns: If you feel that you have received an unfair grade on an assignment, I encourage you to contact the person who graded the work in the following manner: (1) After receiving your graded assignment, wait two full days before contacting the grader with your concerns. (2) During this time, carefully review your work and give it an honest assessment. (3) If you still feel that it has been graded unfairly, arrange for a meeting. Prepare a written statement detailing your reasons for thinking that the assignment merits a higher grade.

Attendance Lecture attendance will be recorded with i>Clicker (starting October 3). Students are granted one unexcused absence from lecture, and one unexcused absence from sections.

Classroom environment: Food is personal – it, quite literally, becomes part of us, and allows us to be who we are. There are likely a wide range of experiences and opinions about food and agriculture among students. Please honor these differences by allowing them to stimulate critical thinking, and by avoiding abusive or harsh language. We all share the responsibility of keeping the classroom a welcoming space.
Resources for Students
• Campus Learning Assistance Service (CLAS): Build you academic skills; Learn strategies to improve you writing; and more: 3210 Student Resource Building
• Opening New Doors to Accelerating Success (ONDAS Student Center): Promotes the success and retention of first-generation college students with an emphasis on the first year transition. Kerr Hall 1150
• UCSB Ombuds: Confidently discuss workplace issues, interpersonal conflict, academic concerns, and many other problems. Good option if you are having trouble, and don’t know how to proceed. 1205-K Girvetz Hall
• Counseling & Psychological Services (CAPS), and the Mental Health Peer Program (manage stress, anxiety, and other challenges). Building 599 (Counseling and Career Services); Phone consultation 24/7: 805-893-4411
• Disabled Students Program (DSP): DSP.Help@sa.ucsb.edu; room 2120 Student Resources Building; 805-893-2668. DSP provides academic support to eligible students with temporary or permanent disabilities. Please let us know if you need special classroom accommodations.

Academic Honesty
We will uphold the highest standards for academic honesty, and we expect that you will as well. Misconduct will be reported to Judicial Affairs, as is required of all instructors. Please familiarize yourself with UCSB’s policy on academic honesty (“Academic Conduct”): http://www.sa.ucsb.edu/Regulations/student_conduct.aspx
http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx
• Friends do not ask friends to cheat. You are risking both you and your “friends” academic future when you cheat.
• Examples of cheating in include (not an exhaustive list):
  o Using an absent student’s i-Clicker to give him/her credit
  o Copying or borrowing ideas from another student’s homework or project
  o Plagiarism