

COURSE NAME: Agricultural and Food Policy

COURSE NUMBER: 11:373:323

SEMESTER: Summer

MEETING DAYS, TIMES, AND PLACE: Online

PREREQUISITE: Microeconomics: 11:373:121 or 01:220:102

CONTACT INFORMATION:

Instructor(s): Dr. Isaac Vellangany

Office Location: Cook Office Building, Room 112

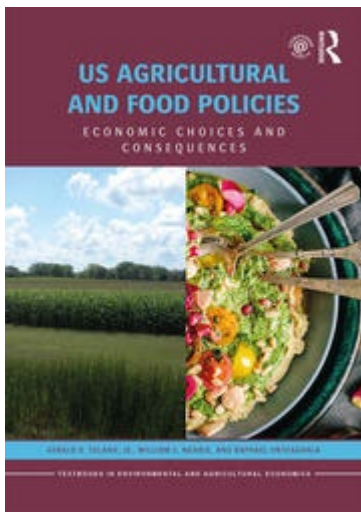
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Office Hours: Available by email, phone, or zoom.

COURSE WEBSITE, RESOURCES AND MATERIALS:

All course materials are available on Canvas. Please follow the course modules for detailed information.



US Agricultural and Food Policies: Economic Choices and Consequences.

ISBN: 978-1-138-20829-2

By [*Gerald D. Toland, Jr., William E. Nganje, Raphael Onyeaghala*](#)
Routledge

eBook ISBN 9781315459530

COURSE DESCRIPTION AND BACKGROUND:

Policy analysis is a dynamic process of discovery rather than a passive exercise of memorizing facts and conclusions. This course provides opportunities to "practice the craft" of policy analysis by engaging the students in realistic case studies and problem-solving scenarios that require the selection and use of applicable investigative techniques.

US Agricultural and Food Policies will help students learn how policy choices impact the overall performance of agricultural and food markets. It encourages students to systematically investigate scenarios with appropriate positive and normative tools. The course emphasizes the importance of employing critical thinking skills to address the complexities associated with the design and implementation of twenty-first-century agricultural and food policies. Students are asked to suspend their subjective opinions and emotions and instead apply research methods that require the careful consideration of both facts and values. The opportunities to build these investigative skills are abundant when we consider the diversity of modern agricultural and food policy concerns.

COURSE OBJECTIVES:

The course deals with how governments—particularly that of the United States—design and implement policies and programs to foster social goals such as ensuring a sufficient, nutritionally adequate, safe, affordable, and sustainable food supply. It examines.

1. Why and how governments do or do not decide to set policies,
2. Reviews how stakeholders in the food system become involved in and influence policy development,
3. Identifies the social, cultural, economic, and political factors that influence stakeholder and government positions on policy issues, and
4. Describes how these factors promote or act as barriers to policies aimed at promoting public health, agricultural sustainability, and the environment.

Student Learning Goals and Outcome: At the end of the course students will be able to:

1. Define what is meant by policy, and explain how policies differ from programs (farm policy vs farm program)
2. Describe the principal areas of domestic and international nutrition, food, and agriculture policy and the most important current issues related to those policy areas. (Trade and centers of Influence)
3. Identify the government agencies primarily responsible for each area of food and nutrition policy, explain their roles, and describe their principal policy goals and methods for achieving them (Federal Departments and Independent Agencies).
4. Explain what is meant by "food system," the policy and political issues raised by this term, and the principal stakeholder groups and positions on food system issues (food security, food safety, malnutrition, and obesity).



5. Identify how social, cultural, economic, commercial, and institutional factors promote or act as barriers to the design and implementation of agriculture, food, and nutrition policies and programs, and how these policies and programs affect health SNAP, WIC...farm bill.

Important Note.

There is no makeup for missed assignments. Once a discussion topic is closed, it cannot be opened for individual contribution, and do not email your discussion contribution.

ASSIGNMENTS/RESPONSIBILITIES, GRADING & ASSESSMENT:

Course Assignments:

Online Threaded Discussion: Throughout the semester, you are expected to contribute to 4 to 5 online discussions. After completing the weekly assigned readings, you are required to respond to online discussion questions and activities drawn from the readings, as well as respond to your peers in the threaded discussions. The specific discussion questions will be indicated in the Threaded Discussion tab of each Weekly Content section. It is expected that you will participate fully by addressing each question and acknowledging the responses of others when responding to threaded discussion questions.

The threaded discussions allow students to discuss weekly course topics and weekly assigned readings as well as practice leadership skills and competencies. This includes sharing your thoughts, knowledge about the discussion topic, the outcomes of your self-assessment, and insights about what you have learned from the contributions of others.

As part of the discussion, you must incorporate the readings and provide constructive responses regarding the ongoing conversation. The objective of the threaded discussion is not to just repeat what other students have said but to add something new to the ongoing discussions. These discussions allow the professor to determine if you comprehend and can apply the course content. During online threaded discussions, please reference course materials, the quote from the text, provide your opinions agree or disagree with the text or classmates, expand on the ideas of others, and present a new perspective regarding the discussion topic. When you are citing, quoting, or paraphrasing additional source materials, make sure references are included. Your online contributions should be A MINIMUM of 150 words in length. Proper grammar and word usage are also required.

Grading components



Your final grade is determined using the following scale:

Quiz* 1 07/22	100	20
Quiz* 2 08/04	100	25
Quiz 3* 08/17	100	30
Online discussion	100	10
Final Paper (due 08/10)	100	15
Online discussion participation	100	10
Total	600	100
Grading Scale:		
A = 90 % and above	B+ = 85%-89%	B = 80%-84%
C+ = 75%-79%	C = 70%-74%	D= 61%-69%
F = 60 and below		
Grade	Definition	Numerical Equivalent
A	Excellent	4.0
B+	Outstanding	3.5
B	Good	3.0
C+	Satisfactory	2.0
C	Below average	1.5
D	Poor	1.0
F	Failing	0.0

Note: Canvas gradebook does not accurately reflect your final grade. Therefore, do not rely on that information.

Tentative Schedule			
Date	Readings	Content	Remarks
Week 1: 07/08-13	Chapter 1	An Introduction to Policy Analysis	Read the syllabus carefully and clarify any doubts. Discussion on Chapter 1 opens. Read the guide to online discussion available under files.
13-Jul	Chapter 2	Twenty-first Century Trends, Opportunities and Challenges for the US Agriculture and Food Systems	Submit the final paper topic via assignment.
Week 2: 07/14-20	Chapter 3	A Policy Analysis Toolbox: Methods to Investigate Agricultural and Food Market Scenarios	Participate in the online discussion.
	Chapter 4	Analyzing Economic Consequences of Farm Safety Net (FSNP) Programs in the 2014 Farm	Participate in the online discussion.



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	Chapter 5	The Food Safety Modernization Act (FSMA)	Read the “Federal Food Safety System: A premier available under files.
Test 1 07/TBD	Chapters 1- 5		Format: 40 questions. multiple choice and short essays.
Week 3: 07/21-27	Chapter 6	US Agricultural and Food Sector Connections to the Global Economy	Participate in the online discussion.
	Chapter 7	Analyzing the effects of USDA nutrition programs on hunger and food security in the US	Understand Z Score as measuring nutritional Status.
Week 4: 07/28-08/3	Chapter 8	Economic choices and outcomes for agriculture, natural resources, and the environment	Participate in the online discussion.

Test 2: TBD	Chapters 6 - 9		Format: 40 questions. multiple choice and short essays.
Week 5: 08/ 4-10	Chapter 10	Exploring the multidimensional aspects of food security	Understand and discuss poverty measures.
	Chapter 11	Twenty-first-century perspectives on rural development	Participate in the online discussion.
Week 6: 11-14	Chapter 12	Current developments and new dynamics influencing agricultural and food policy	Participate in the online discussion.
08/12	Final paper due		Submit via assignment on Canvas.
	Chapter 13		

Test 3: TBD	Chapters 10-13		Format: 40 questions. multiple choice and short essays.
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ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY

Students are expected to attend all online class activities; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academicintegrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- ethically treat all other students, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary to ensure that.

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated, and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.



- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

[Just In Case Web App](http://codu.co/cee05e) <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a university mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health Services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include individual therapy, group therapy, and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 8489321181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodation. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: <https://ods.rutgers.edu/students/registration-form>.

Research Paper Rubric



Department of Agricultural, Food and Resource Economics

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Paper Focus: Purpose/ Position Statement	0-13 points Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	14-15 points Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. The focal point is not consistently maintained throughout the paper.	16-17 points Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	18-20 points Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought-provoking, the thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	/20
	0-22 points Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. The analysis is superficial based on opinions and preferences rather than critical analysis.	21-23 points Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counterarguments, or opposing positions.	24-26 points Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counterarguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	27-30 points Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counterarguments or opposing positions, and draws original and thoughtful conclusions with future implications.	
Evidence (Sources)	0-22 points Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	21-23 points Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	24-26 points Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	27-30 points Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	/30

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Organization	0-6 points The paper lacks logical organization and impedes readers' comprehension of ideas.	7 points The paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not	8 points The paper is adequately organized. Ideas are arranged reasonably with a	9-10 points The paper is effectively organized. Ideas are arranged logically, and flow smoothly, with a strong	/10



	The central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part.	progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	
Writing Quality & Adherence to Format Guidelines	0-6 points	7 points	8 points	9-10 points	/10
	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting.	Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	
Timeliness* and Length of Paper (* unexcused late)	Deduct 11 points- overall failing	Deduct 6-10 points	Deduct 1-5 points	0 points deducted	/---
	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body).	Paper is submitted by the deadline and meets the required length (6-8 pages for the body).	
TOTAL POINTS (sum of 6 Criteria)					/100

Instructor Guide and Notes

- Sharing and discussing your Rubric with students is a good idea so that you can all come to a common understanding of what is expected for the assignment and how students’ work will be graded. Students should be able to visibly see a link to the Rubric at the beginning of the assignment in web-enhanced, hybrid, or fully online courses if a course management system is used (e.g., eCollege, Sakai, etc.).
- Rubrics make the process of grading more objective, consistent, and quicker (in the long run).
- Rubrics can also be used when reviewing any grade appeals.
- When grading:
 - Pick three students’ papers at random and “practice” grading them using the Rubric so you get a better feel for it.
 - Focus on the “Exemplary” mastery level (category) on each criterion before the other mastery levels (i.e., Accomplished, Developing, Beginning-Unsatisfactory) when evaluating and grading each student’s paper. The Exemplary mastery level articulates the highest learning outcome.



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- If the rubric doesn't do what you want, adjust it, as needed. For example, modify mastery descriptions to add “context” for your research paper assignment, if needed. However, be careful to maintain a similar “weighting” of criteria (i.e., “content” should be a significantly higher weighting than the “mechanics” of the assignment). Also, be aware that the “points” assigned for each mastery level have been mathematically calculated and proportioned as follows: overall, Exemplary is ~ 90-100%; Accomplished is ~80-89%; Developing is ~ 70-79%; and Beginning-Unsatisfactory is ~ 0-69%.
- This Rubric will work with both “percentage-based” grading systems and “points-based” grading systems. For percentage-based grading systems, the overall points must add up to 100 points to work properly with the Gradebook in the course management system (e.g., eCollege, Sakai, etc.).
- It is recommended that instructors include a “model” of an “Exemplary” paper, so students have a frame of reference before undertaking the assignment.