

INTERNATIONAL AGRICULTURE IN DEVELOPING COUNTRIES
INAG 310 –FALL 2024
SCHOOL OF AGRICULTURE - WESTERN ILLINOIS UNIVERSITY

INSTRUCTOR

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Virtual Office Hours: MWF 11–12,
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CLASS TIMES AND LOCATION

INAG 310 is being offered online in an asynchronous format. Through the use of discussion board and other activities, I will make the class as interactive as possible. Course materials will be made available through Western Online.

EMAIL

Email is the preferred way to get in touch with me. **Please be sure to include the class number in any emails** either in the subject line or the body of your email.

TEXTBOOK

There is no required textbook for this class. You will need access to high-speed internet capable of streaming video from platforms such as YouTube and a speaker or headphones.

COURSE DESCRIPTION AND PREREQUISITES:

INAG 310 focuses on international agriculture development. Special emphasis is given to world hunger and world food needs, use of limited natural resources, population growth, trade policies, and appropriate technology used in developing countries.

This course falls into the General Education/Multicultural Studies area and is a writing intensive course. It has also been approved as a Global Issues course. There are no prerequisites for this course. However, completion of an English Composition course would be beneficial.

JUSTIFICATION :

Over the past several decades the American agricultural and food systems have become increasingly global in perspective. Consumers regularly consume foods which originate and/or are produced around the world. Midwest farmers depend on export markets for the sale of a significant portion of their production; seed and chemical companies are international in scope; and US foreign policy has, at times, both helped and hindered the development of agricultural export markets. In most developing countries, the majority of the people are dependent on agriculture for their livelihood. Their cultural values affect their agricultural systems and how those systems relate to the global agricultural system. It is almost certain that today's students will be involved internationally, whether they work for a company with an international division, produce a product for an international market, or work for an organization that faces international competition. An understanding of the human and cultural diversity found in the agricultural and food systems will provide a basis for more effectively handling the international aspects of careers.

PURPOSE:

The purpose of this course is to provide students with an understanding of how culture influences and interacts with the production, distribution and consumption of food in other countries; how American agriculture fits into the world economy; and what developing countries are doing to increase food availability for their growing populations, given their cultural and economic constraints.

COURSE OBJECTIVES:

- Demonstrate an understanding of the variations in, and the critical role played by, agriculture in the world today.
- Demonstrate an awareness and appreciation of the impact, and interaction, of human and cultural diversity on food systems in other countries.
- Analyze the impact of the world agricultural situation on American agriculture.
- Analyze how agricultural development can be initiated and sustained in developing countries with diverse cultural backgrounds.
- Analyze the impact of environmental, physical, and socio-economic variables on agricultural production and human welfare.
- Develop knowledge and appreciation of other cultures.
- Demonstrate improvement in effective writing skills.

ACCREDITATION

The School of Agriculture is housed in the College of Business and Technology which is accredited by AACSB-International.

IMPORTANT DATES

Sept. 2	-	Labor Day – No Class
October 4	-	Fall Break – No Class
Oct. 27	-	Last Day to Drop
Nov. 5	-	General Election – No Class
Nov. 25-29	-	Thanksgiving Break
Dec. 11	-	Final Exam – Online – Time to be determined.

GRADING POLICY:

The course grade will be based on the following factors, with weights as indicated:

Exam I	20%
Exam II	20%
Final Exam	25%
Quizzes/Homework	5%
Discussion Board	5%
Country Report Project	15%
Values Paper	10%

The final grading scale is based on the percentages shown below:

A = 100-93	C = 76-73
A- = 92-90	C- = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	F = 59-0

There will be no "extra credit" assignments; however, grades may be curved upward at the end of the semester.

Country Research Paper. Students will be divided up into teams and will write a country research paper that is a minimum of 8 pages in length (double spaced with one-inch margins and be in 12-point font). More information is provided in the Country Report Document available in Western Online.

Country Presentation. Each team will submit a PowerPoint presentation (with a voiceover included) on the agriculture, industry/commerce, culture, and political structure of the assigned country. Directions on how to complete the voiceover will be provided on Western Online.

Values Paper. Each student will write a paper comparing and contrasting their values regarding the food and fiber system with those of someone from another country or someone who has spent a significant amount of time in another country. The paper should be 4-5 pages in length, double spaced with one-inch margins and be in 12-point font. Late papers will receive a 5 point-per-class-period deduction for each class period that they are late. Value Papers will be due on or before **October 11th**. More details are provided in the writing assignment modules. This assignment should not be attempted until we are into Module 3. Please work with someone who has relatively recent experience (say in the past 10 years). Often I am asked if I can use someone stationed in the military. My answer is it depends. How much interaction does that person have with the locals? In some cases, it is extensive and in others it is minimal. Should you not be able to identify anyone to work with, please let me know as I have several possible contacts.

Quizzes. Each module will have an online quiz. Completion of the quiz **is required before** the next module will be released.

Discussion Board. Each module will have a discussion board with directions on posting requirements. Each module's quiz will not open until the discussion board is complete.

Exams. Exams will be a combination of multiple choice and short answer. There will be two midterms and one final. The final will be comprehensive. Exams will be administered online. You will not be required to use Respondus to take the online exams.

EX PECTATIONS OF STUDENTS:

Academic Integrity: You should be well aware of what actions violate the standards of academic honesty which have been established at this University. If you are not aware of what constitutes an academic violation, or not aware of regulations/policies, please refer to www.wiu.edu/policies/acintegrity.php on WIU's webpage. If caught cheating on an exam or plagiarizing others' work, you will be assigned a final grade of "F" for this course.

Special Accommodations: *Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.*

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at:

http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

DISCUSSION BOARDS and QUIZZES

The course is broken up into 10 modules. At the conclusion of each module will be a discussion board (DB). Students will be required to post a minimum number of times to each DB (it varies so read closely) before the quiz will be accessible. You will need to post both an original post and at least one response to another student. For each quiz, you will be allowed 2 attempts. The platform will record your highest score. I will review each post and comment on them as I can – both to add additional information and to occasionally guide the discussion.

EXAMS

Exams will consist of approximately ½ multiple choice questions and ½ short answer/essay style questions. For the exams, there will be a window of time for the exam to be open. For the mid-terms you will be allowed 75 minutes from the time you start the exam. For the final, you will be allowed 120 minutes from the time you start the exam. It is not anticipated that you will need the full amount of time for the exams.

Course Outline

- I. Course Introduction
- II. Current Status and History
 - a. US as Basis for Comparison
 - b. Brief Overview of US Development Path
 - c. Key Legislative Acts
 - d. 4-Revolutions
- III. Culture
 - a. Defining culture and cultural differences
 - b. Overview of cultural significance impacting development
 - c. Theoretical Framework for Understanding Social Goals
 - d. Cultural Components
 - e. Cultural Miscues
- IV. Population
 - a. Implications of population growth
 - b. Understanding Malthus and the “Iron Law of Wages”
 - c. Understanding Population Pyramids
 - d. Growth in developing versus developed countries\
 - e. Factors impacting population growth rates
 - f. Family Planning Policies
- V. Farming Systems
 - a. The Nature and Extent of Agricultural Production Worldwide
 - b. Food security versus self-sufficiency

EXAM 1

- c. Defining Farming Systems
- d. Appropriate Technology and the Technological Treadmill
- e. Marketing versus distribution
- VI. Hunger and Poverty
 - a. Adequate human nutrition
 - b. Nutritional impacts on population
 - c. Maternal depletion syndrome
 - d. Sanitation
 - e. Hunger and Poverty at the local level
 - f. Access to clean water
 - g. Development Indices
- VII. International Development
 - a. Agricultural policies
 - b. International trade
 - c. IMF and the World Bank
 - d. Aid Groups
 - e. Development Components
 - f. The Ugly American

EXAM II

- VIII. Environmental Issues Impacting Development Production
 - a. Agriculture and the environment
 - b. Energy and Pollution issues
 - c. Valuing Human Life
 - d. Debt-for-Nature Swaps
 - e. Land Use
 - f. Insecure Property Rights
 - g. Environmental Tourism
- IX. Dr. Bacon’s Country Reports
- X. Student Presentations

COMPREHENSIVE FINAL EXAM