

SAM HOUSTON STATE UNIVERSITY
AGRICULTURAL SCIENCES
COLLEGE OF SCIENCE AND ENGINEERING TECHNOLOGY

COURSE INFORMATION:

Course ID: AGRI 5361.01
Course Title: Agricultural Policy
Semester/Year: Spring, 20186
Credit Hours: 3 hour graduate course
Location: PIRK 210B
Time: TR 11:00 am-12:20 pm

PROFESSOR INFORMATION:

Instructor: Foy D. Mills, Jr., Ph.D.
Professor and Program Leader- Agricultural Business
Strengths: Responsibility * Strategic * Maximizer * Analytical * Relator
Office: PIRK 440H
Office Hours: TR 2:00-5:00 pm or by appointment
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COURSE DESCRIPTION:

Advanced analysis of government policies and programs important to agriculture. Topics include: the policy making process and leaders, interest groups, organization and functions of federal and state agencies, policies relevant to production agriculture and natural resources, rural development, consumer and food safety, international marketing and food distribution. Credit 3.

COURSE GOAL:

To challenge students to critically evaluate both sides of an issue coupling sound economic reasoning and the use of appropriate analysis tools to reach a reasoned conclusion. In turn, this can encourage more productive discussions with other segments of society pressing for changes in agricultural policy, in its broadest sense.

COURSE COMPETENCIES AND EVALUATION METHODS:

- 1) Generate awareness of global food inequities and societal desires to correct them, including trade.
- 2) Encourage analysis of the historical progression of U.S. agricultural policy including major legislation and organizational development.
- 3) Be able to demonstrate the use of economic principles to make informed decisions and recommendations about agricultural policy and programs in a political environment.
- 4) Evaluate student awareness/perspectives about current U.S. agricultural policy and federal budget allocations.

Evaluation of these competencies is accomplished by extensive reading, reflective writing assignments, analysis/evaluation assignments, a policy paper and development of an extensive literature review on a policy topic of your choosing.

CLASS FORMAT:

The course meets two days per week (one hour and twenty minutes each period) for a total of three hours of classroom instruction. Class sessions are highly interactive with the instructor serving as discussion facilitator. This is a “taught-with course” (i.e., undergraduates taking AGBU 4386.01 will share comparable topic exposure with those of you taking AGRI 5361.01). Though you will share time and space with upper-division undergraduates, I expect a higher level of analysis, reasoning and the application of economic principles from you as we address issues in agricultural policy.

ATTENDANCE POLICY:

Presence- the fact or condition of being present (www.merriam-webster.com). I make a commitment to you that on TR 11:00 am – 12:20 pm this semester, unless I am away on SHSU approved travel, ill or dealing with a family emergency, when I walk into PIRK210B, I will be present in mind, body and spirit out of respect for you. I ask the same of you. As a graduate student, you should understand by this point that returns are generated from investment. So, you need to be in class every period unless there is some extraordinary reason for you to be absent. If possible, always notify me in advance of an absence. I expect us to hold each other accountable out of respect for each other’s investment in this class.

ACADEMIC INTEGRITY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Students’ Office](#).

CLASSROOM RULES OF CONDUCT:

You are young adults and emerging young professionals. I expect you to act accordingly and I believe you will. However, if you choose to practice inappropriate behavior in the classroom (e.g., making offensive remarks, sleeping, talking at inappropriate times, wearing inappropriate clothing), I will ask you to leave class. Students who are especially disruptive may be reported to the Dean of Students for disciplinary action in accordance with university policy. Student guidelines are found at <http://www.shsu.edu/students/guide/>

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular phones and pagers must be turned off before class begins. If I find you using your phone (e.g., texting) during class, I will ask you to take your phone to the faculty desk at the front of the classroom and deposit it there. You may retrieve it as you leave the classroom.

Additionally, telephones and text messaging systems (and similar) are prohibited during tests, and if visible will result in a zero (0) grade for that test. Therefore, you will not be able to use your phone as a calculator. Plan accordingly.

The only exception to the telephone expectations noted above is if you are dealing with an urgent situation or a potential emergency. You must notify me of the situation in advance and I must approve the exception. If the exception is granted, please dismiss yourself from the classroom if you need to receive an incoming call or to make a call.

VISITORS IN THE CLASSROOM:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see <http://www.shsu.edu/dept/disability/>.

RELIGIOUS HOLIDAYS:

University policy states that a student who is absent from class for the observance of a religious holy day shall be permitted to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who wishes to be excused for a religious holy day must present the instructor with a written statement describing the holy day(s) and the travel involved. The instructor should provide the student with a written description of the deadline for the completion of missed exams and/or assignments.

USE OF TOBACCO AND TOBACCO PRODUCTS:

In order to promote a healthy, safe, and aesthetically pleasing work, educational, and living environment, Sam Houston State University (SHSU) will endorse a smoke free and tobacco free environment. The primary purpose of this policy is to establish guidelines prohibiting smoking and the use of all tobacco products. Tobacco products include cigarettes, cigars, pipes, smokeless tobacco, and all other tobacco products. This policy applies to all faculty, staff, students, employees of contractors, and visitors of Sam Houston State University on the premises of the university.

MISCELLANEOUS COURSE POLICIES:

- Assignments completed outside of class must be deposited in Blackboard (Bb) before the date and time detailed in the syllabus (noted also in Bb instructions).
- Assignments are not accepted late and no extra credit assignments are provided.
- All work is word-processed in font Times New Roman, font size 12, one inch margins top-bottom-sides, unless it is done in class.
- Use the Chicago Manual of Style, 16th ed. (<http://www.shslibraryguides.org/chicago>) author/date style to cite sources.
- Headgear (e.g., caps, hats, hoods) is to be removed by men and women upon entering class unless it is in observance of your religious faith.

COPYRIGHT STATEMENT:

All materials (e.g., handouts, texts, problem sets) used in this course are under copyright and may not be sold, rented or otherwise transferred for any compensation, including taking notes for others or providing to businesses that sell tutoring or other grade-enhancing services without written permission from me or from other copyright owners.

GRADING CRITERIA:

Response question ¹ (9 at 10 points each)	90
Reflection ² (9 at 10 points each)	90
Policy paper ³	100
Literature review ⁴	<u>120</u>
	400 points

COURSE GRADE:

A ≥ 360 points	B ≥ 320 points	C ≥ 280 points	D ≥ 240 points
F < 240 points			

¹ A response question is asked at the beginning of designated class periods over reading assignments. You are expected to provide a brief written reply to a question designed to assess understanding of the overall idea/concept related in the article. Therefore, you are responsible for a major portion of this course. Your reading material provides the basis for our class discussion. It is imperative you read the material. Ten response questions will be administered. One of the ten will be dropped for a total of nine responses graded.

² Reflections are completed outside of class and are submitted to Bb after interacting with a guest speaker or after viewing a video(s). There are ten reflection opportunities excluding the final reflection piece. One of the ten will be dropped for a total of eight reflection papers graded, again excluding the final.

³ The policy paper is on a topic from the course material of your choosing. I ask that you identify the topic (more narrowly defined the better) in an introductory statement followed by a brief objective history (i.e., synopsis) of the topic or issue. Then carefully outline the opposing views with supportive evidence, the view you support and why you support this position. A final summary paragraph is expected. This paper should be 1500-1750 words in length excluding word-count on the literature cited page. A **minimum of five high quality peer-reviewed sources** are required with proper citations using the Chicago Manual of Style, 16th ed. Internal citations in the narrative must be documented using the Harvard style. Failure to include a literature cited page and/or internal citations will result in a grade of zero (0). If you do not meet the minimum number of peer-reviewed sources expected, the highest grade you can earn on the paper is a "C".

⁴ You are expected to review a minimum of 15 scholarly documents (e.g., journal articles) to develop a literature review on a policy topic of your choice. The document will begin with a brief introduction of the topic. You will provide the source citation using the specified style for each article. You will then describe in your own words what the author(s) were seeking to evaluate, what data/statistical techniques they used and what they discovered. The review of each article should be no more than three paragraphs in length.

TEXT (REQUIRED):

- 1) Knutson, Ronald D., J.B. Penn, Barry L. Flinchbaugh and Joe L. Outlaw. 2007. *Agricultural and Food Policy*, 6th ed. Upper Saddle River, NJ: Pearson Prentice-Hall, Inc.

Online Readings (Required):

- 2) American Studies at the University of Virginia. Read “The Yoeman.” Also read “Agrarian Philosophy” and “Thomas Jefferson” (the latter two are internal links within “The Yoeman” article). <http://xroads.virginia.edu/~HYPER/HNS/Yoeman/yman3.html> accessed January 16, 2018
- 3) Effland, Anne B. W. 2000. “US Farm Policy: The First 200 Years.” *Agricultural Outlook*. Economic Research Service, United States Department of Agriculture. (March):21-25, http://www.iatp.org/files/US_Farm_Policy_The_First_200_Years.htm accessed January 16, 2018
- 4) United Nations, Food and Agriculture Organization. 2018. The State of Food and Agriculture (SOFA) 2017. New York. <http://www.fao.org/3/a-I7787e.pdf> accessed January 16, 2018
- 5) LEVIN Institute. 2015. *What is Globalization?* The State University of New York, Globalization 101. <http://www.globalization101.org/what-is-globalization/> accessed January 16, 2018
- 6) Globalization. <https://www.dallasfed.org/educate/~media/documents/educate/everyday/globalization.pdf> accessed January 16, 2018
- 7) Formaini, Robert L. 2004. “David Ricardo- Theory of Free International Trade.” *Economic Insights*, Federal Reserve Bank of Dallas, 9(2), <https://www.dallasfed.org/~media/documents/research/ei/ei0402.pdf> accessed January 16, 2018
- 8) Zahniser, Steven, Sahar Angadjivand and Thomas Hertz. 2015. “NAFTA at 20: With Regional Trade Liberalization Complete, Focus Shifts to Other Methods of Deepening Economic Integration.” Washington DC: US Department of Agriculture, *Amber Waves*, Econ. Res. Serv. <https://www.ers.usda.gov/amber-waves/2015/april/nafta-at-20-with-regional-trade-liberalization-complete-focus-shifts-to-other-methods-of-deepening-economic-integration/> accessed January 16, 2018
- 9) US Department of Agriculture. 2016. *Free Trade Agreements and US Agriculture*. Foreign Agricultural Service, United States Department of Agriculture, International Agricultural Trade Reports. https://www.fas.usda.gov/sites/default/files/2016-06/2016-06_iatr_ftas.pdf accessed January 16, 2018
- 10) Lee, Dwight R. “Economic Protectionism.” *Economic Insights*, Federal Reserve Bank of Dallas, 6(2), <http://www.dallasfed.org/assets/documents/research/ei/ei0102.pdf> accessed January 16, 2018
- 11) Zulauf, Carl and David Orden. 2016. “80 Years of Farm Bills-Evolutionary Reform.” *Choices*, 31(4):1-7. <http://www.choicesmagazine.org/choices-magazine/theme-articles/looking-ahead-to-the-next-farm-bill/80-years-of-farm-billsevolutionary-reform> accessed January 16, 2018
- 12) US Department of Agriculture. 2016. *US Farm Policy and Policy Process*. Economic Research Service, Washington DC, May 11, 2016. <http://www.ers.usda.gov/topics/farm-economy/farm-commodity-policy/us-farm-policy-and-policy-process.aspx> accessed January 16, 2018

- 13) US Department of Agriculture. 2016. *Agricultural Act of 2014: Highlights and Implications*. Economic Research Service, Washington DC, May 11, 2016. <http://www.ers.usda.gov/agricultural-act-of-2014-highlights-and-implications.aspx> accessed January 16, 2018
- 14) US Department of Agriculture. 2016. *Agricultural Act of 2014: Highlights and Implications/Crop Commodity Programs*. Economic Research Service, Washington DC, May 11, 2016. <http://www.ers.usda.gov/agricultural-act-of-2014-highlights-and-implications/crop-commodity-programs.aspx> accessed January 16, 2018
- 15) US Department of Agriculture. 2016. *Agricultural Act of 2014: Highlights and Implications/Crop Insurance*. Economic Research Service, Washington DC, May 11, 2016. <http://www.ers.usda.gov/agricultural-act-of-2014-highlights-and-implications/crop-insurance.aspx> accessed January 16, 2018
- 16) Wilde, Parke. 2014. "After Long Argument, Then Compromise, Congress Agrees on Nutrition Assistance Benefit Cuts in the Agricultural Act of 2014." *Choices*, 29(2):1-4. <http://www.choicesmagazine.org/choices-magazine/theme-articles/deciphering-key-provisions-of-the-agricultural-act-of-2014/after-long-argument-then-compromise-congress-agrees-on-nutrition-assistance-benefit-cuts-in-the-agricultural-act-of-2014> accessed January 16, 2018
- 17) Wilde, Parke. 2016. "The Nutrition Title's Long, Sometimes Strained, but Not Yet Broken, Marriage with the Farm Bill." *Choices* 31(4):1-5. <http://www.choicesmagazine.org/choices-magazine/theme-articles/looking-ahead-to-the-next-farm-bill/the-nutrition-titles-long-sometimes-strained-but-not-yet-broken-marriage-with-the-farm-bill> accessed January 16, 2018
- 18) Ferrier, Peyton. 2014. "Food in Popular Literature." *Choices* 29(1):1-6. <http://www.choicesmagazine.org/choices-magazine/submitted-articles/food-in-popular-literature> accessed January 16, 2018
- 19) Norwood, Bailey. 2015. "Understanding the Food Democracy Movement." *Choices* 30(4):1-5. http://www.choicesmagazine.org/UserFiles/file/cmsarticle_466.pdf accessed January 16, 2018
- 20) Collart, Alba J. 2016. "The Food Safety Modernization Act and the Marketing of Fresh Produce." *Choices*, 31(1):1-7. <http://www.choicesmagazine.org/choices-magazine/theme-articles/producer-impacts-of-the-food-safety-modernization-act/the-food-safety-modernization-act-and-the-marketing-of-fresh-produce> accessed January 16, 2018
- 21) US Department of Agriculture. 2016. Conservation Programs- Background. Economic Research Service, Washington DC, October 17, 2016. <https://www.ers.usda.gov/topics/natural-resources-environment/conservation-programs/background/> accessed January 16, 2018
- 22) Dowell, Tiffany. 2013. "Texas Water: Basics of Surface Water Law." *Texas Agriculture Law Blog*, Texas Agrilife Extension Service, September 30, 2013. <http://agrilife.org/texasaglaw/2013/09/30/texas-water-basics-of-surface-water-law/> accessed January 16, 2018
- 23) Dowell, Tiffany. 2013. "Texas Water: Basics of Groundwater Law." *Texas Agriculture Law Blog*, Texas Agrilife Extension Service, October 22, 2013. <http://agrilife.org/texasaglaw/2013/10/22/texas-water-basics-of-groundwater-law/> accessed January 16, 2018
- 24) Cromartie, John. 2018. *Rural America at a Glance, 2017 Edition*. Economic Research

Service, United States Department of Agriculture, Economic Information Bulletin (EIB-145). <https://www.ers.usda.gov/webdocs/publications/85740/eib-182.pdf?v=43054> accessed January 16, 2018

- 25) Hochman, Gal. 2014. "Biofuels at a Crossroads." *Choices*, 29(1):1-5.
http://www.choicesmagazine.org/UserFiles/file/cmsarticle_368.pdf accessed January 16, 2018

Supplemental:

[Growing a Nation: The Story of American Agriculture](#)

[USDA- Homepage](#)

[USDA- Foreign Agricultural Service](#)

[USDA-Economic Research Service](#)

[USDA-Farm Service Agency](#)

[USDA-Rural Development](#)

[Agricultural and Food Policy Center](#)

[AFPC- Policy Tools](#)

[Food and Agricultural Policy Research Institute](#)

[MDG Monitor](#)

[World Trade Organization](#)

[NAFTA Secretariat](#)

[Overview of the Texas Economy](#)

COURSE OUTLINE:

Date	Class Activity	Assignment (Next or Future Class)
		Reading 1, Chap- Knutson, et al. T&S- Think and Share Response- in-class Reflection- out-of-class, (after experience), Bb
<u>Week 1</u>		
January		
R18	Introductions Significance of this course Policy and programs (Reading 1, Chap 1)	
<u>Week 2</u>		
T23	Policy and lawmaking- T&S Policy Making: Political Interactions and How a Bill Becomes a Law	<ul style="list-style-type: none"> Reading 1, Chaps 2 and 3 for R25 and T30
R25	Approaches to policy analysis- T&S Influence triangle- T&S	
<u>Week 3</u>		
T30	Response #1- Rationale for government involvement Video- America the Bountiful (Swords and Plowshares)	

Date	Class Activity	Assignment (Next or Future Class)
		<ul style="list-style-type: none"> • Reflection #1- America the Bountiful (Swords and Plowshares) due to Bb by 11:00 am, R 1 • Readings 2 and 3 for R 1
February		
R 1	Response #2- History and policy foundations Historical Development of Ag Policy, 1800's (ppt)	<ul style="list-style-type: none"> • Reading 4 for T 6
<u>Week 4</u>		
T 6	Response #3- World food problem Prevalence of undernourishment, FAO Map- T&S	<ul style="list-style-type: none"> • Readings 5 and 6 for R 8
R 8	Response #4- Globalization	<ul style="list-style-type: none"> • Reading 1, Chap 5 for T13
<u>Week 5</u>		
T13	Videos- WTO and reducing barriers to trade	<ul style="list-style-type: none"> • Reflection #2- WTO and reducing barriers to trade due to Bb by 11:00 am, R15
R15	Ethnocentric- T&S Geopolitical centers of influence- T&S	<ul style="list-style-type: none"> • Reading 7 for T20
<u>Week 6</u>		
T20	Response #5- Absolute/comparative advantage	<ul style="list-style-type: none"> • Readings 8 and 9 for R22
R22	Videos and discussion- NAFTA	<ul style="list-style-type: none"> • Reflection #3- NAFTA due to Bb by 11:00 am, T27 • Reading 10 for T27
<u>Week 7</u>		
T27	Videos and discussion- Protectionist trade policies	<ul style="list-style-type: none"> • Reflection #4- Protectionist trade policies due to Bb by 11:00 am, R 1
March		
R 1	Video- Policy setting and programs, America the Bountiful (The Ever-Normal Granary)	<ul style="list-style-type: none"> • Reflection #5- Policy setting and programs, America the Bountiful (The Ever-Normal Granary) due to Bb by 11:00 am, T 6 • Print out America's Diverse Family Farms: 2017 Edition and bring to class on T 6

Date	Class Activity	Assignment (Next or Future Class)
<u>Week 8</u>		
T 6	Structure- US Agriculture, “What is a family farm?” America’s Diverse Family Farms- T&S	<ul style="list-style-type: none"> • Reading 11 for R 8
R 8	Response #6- 20 th Century US farm policy US farm policy and USDA expenditures, taxpayer view and reality- T&S	
12-16	Spring Break	<ul style="list-style-type: none"> • Readings 12, 13, 14 and 15 for T20
<u>Week 9</u>		
T20	Response #7- Agricultural Act of 2014 Geographic influence- T&S	
R22	Farm Bill Titles http://nationalaglawcenter.org/farmbills/	
<u>Week 10</u>		
T27	Guest speaker, USDA-FSA programs	<ul style="list-style-type: none"> • Reflection #6- Farm programs due to Bb by 11:00 am, R29 • Readings 16 and 17 for R29
R29	Response #8- Food assistance and nutrition	
<u>Week 11</u>		
April		
T 3	Food aid and assistance- Take 2 SNAP and school lunch program eligibility- T&S	<ul style="list-style-type: none"> • Readings 18 and 19 for R 5
R 5	Videos- Farm policy and a populist view	<ul style="list-style-type: none"> • Reflection #7- Farm policy and a populist view due to Bb by 11:00 am, T10 • Reading 20 for T10
<u>Week 12</u>		
T10	Guest speaker, food safety	<ul style="list-style-type: none"> • Reflection #8- Guest speaker, food safety due to Bb by 11:00 am, R12 • Reading 1, Chap 9 and Reading 21 for R12
R12	Response #9- Environmental policy and conservation programs	
<u>Week 13</u>		
T17	Area/Invitational FFA CDEs	
R19	Video and discussion- Dust Bowl	<ul style="list-style-type: none"> • Reflection #9- Dust Bowl due to Bb by 11:00 am, T24 • Policy paper due T24

Date	Class Activity	Assignment (Next or Future Class)
<u>Week 14</u>		
T24	Paper discussion	<ul style="list-style-type: none"> • Readings 22 and 23 for R26
R26	Guest speaker, water policy Water, why be concerned in SE Texas?	<ul style="list-style-type: none"> • Reflection #10- Guest speaker, water policy due to Bb by 11:00 am, T 1 • Reading 24 for T 1
<u>Week 15</u>		
May		
T 1	Rural economic development So, what does rural America look like?	<ul style="list-style-type: none"> • Reading 25 for R 3 • Course IDEA evaluation due by R 3 • Literature review due to Bb by 11:00 am, R 3
R 3	Response #10- Biofuels and agriculture Final reflection	