

**HORT 299:Special Topics Local Foods**  
**Number of Credits: 1**

**Course Description:**

This interactive class is a study of the current national and global issues regarding local foods, sustainability of our food supply and governmental issues concerning agriculture. Included in the class will be discussion of newspaper, magazine and media stories regarding national and international food and food production.

**Pre-/Co-requisites:** None

**Course Objectives:**

- Develop the ability to communicate key concepts gleaned from research and fully comprehend some of the most critical local food issues through discussion and debate.
- Develop research and critical thinking skills while locating articles for discussion.
- Introducing the student to the importance of our role and participation in local food movement's and regulation.
- To foster interpersonal development by witnessing through the eyes of others, the importance of food in our environment and learning to respect differing views and beliefs.

**Instructor:** Amy Koehler

**Office:** Molbeg 27

**Office Hours:** By Appointment

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**Lecture/Lab Schedule:** Online

**Textbook(s):**

**REQUIRED**

**Food, Farms, and Community: Exploring Food Systems**

Book by Lisa Chase and Vernon P. Grubinger

**Paperback:** 296 pages

**Publisher:** New Hampshire (December 2, 2014)

**Language:** English

**ISBN-10:** 1611684218

**ISBN-13:** 978-1611684216

**Product Dimensions:** 6.2 x 0.8 x 9.2 inches

**Course Requirements:**

The class will be an interactive discussion based course as a study of the current local, national, and global issues concerning agriculture, food systems and local food. Each week there will be a lecture via PowerPoint and/or video and audio as a background to the weekly subject. Students will have to provide, have approved, write a summery and discuss via forum an article related to the weekly topic along with

answering weekly questions and quizzes pertaining to the subject and reading material. There will also be supplement readings and videos assigned each week pertaining to that week's subject.

**Grades:**

Students will be graded based upon participation in class forums, submission of articles, quizzes and topic questions and a graded final presentation.

This is a pass/fail course.

Must earn 285 of the 400 possible points to pass

**Tentative Course Outline:**

Week	Topics, Readings, Assignments, Due Dates, Deadlines
<p>1 <b>Introduction to Food Systems</b></p>	<p><b>Discussion of research and appropriate materials, learning to locate credible articles, and course expectations.</b>  <b>Introduction of Food systems, movements, and issues in food and agriculture at a local, national and global level.</b></p> <p>-Readings: Chapter 1, 2,            -PPT (PowerPoint)            -Topic questions            -Quiz            -Student Introduction</p>
<p>2 <b>Economic Values, and Farmers</b></p>	<p><b>Introduction to how economic factors, value systems and farmers play a role in food and agriculture at a local, national and global level.</b></p> <p>-Readings: Chapter 3, 4, &amp; 5            -PPT            -Article Forum            -Topic Questions            -Quiz</p>
<p>3 <b>Government Policy, and Environment</b></p>	<p><b>Introduction to how government policy and the environment play a role in food and agriculture at a local, national and global level.</b></p> <p>-Readings:                -Chapter 6                -USDA: <i>Trends in U.S. Local and Regional Food Systems: Report to Congress</i> Pg. 52-57</p> <p>-PPT            -Article Forum            -Topic Questions            -Quiz</p>
<p>4 <b>Climate Change And Energy</b></p>	<p><b>Introduction to how climate change and energy play a role in food and agriculture at a local, national and global level.</b></p> <p>-Readings: Chapter 7 &amp; 8            -PPT            -Article Forum            -Topic Questions            -Quiz</p>

Week	Topics, Readings, Assignments, Due Dates, Deadlines
5 <b>Nutrition and Health</b>	<b>Introduction to how nutrition and health play a role in food and agriculture at a local, national and global level</b> -Readings: Chapter 10 -PPT -Article Forum -Topic Questions -Quiz
6 <b>Food Security and Safety</b>	<b>Introduction to how Food security and food safety play a role in food and agriculture at a local , national, and global level</b> -Readings: Chapter 9 and 12 -PPT -Article Forum -Topic Questions -Quiz <b>*Start thinking about reading/Article for Final Presentation*</b>
7 <b>Sustainability and the Future</b>	<b>Introduction to how Future Farmers, Farms and Farmlands play a role in food and agriculture at a local, national and global level.</b> -Readings Chapter 13 and 14 -PPT -Article Forum -Topic Questions -Quiz <b>-Pick final presentation reading/article and have approved with chosen type of presentation.</b>
8 <b>Final Presentations</b>	<b>Final Presentations DUE!</b>

**CTE Competency/Department Learning Outcome(s):**

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum
  - Horticulture LO 3. Demonstrate critical thinking and decision making skills.

**Relationship to Campus Focus:**

All aspects of horticulture develop an appreciation for nature and the materials that Mother Nature and technology have provided for us. Because of this we are able to make the world a more beautiful place.

**Classroom Policies:** N/A

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.