

MODULE AGR3010: ISSUES IN AGRICULTURE

Level: Advanced

Theme: Social and Cultural Perspectives

Prerequisite: None

Module Description: Students analyze a range of issues relevant to agriculture and food production, and they develop strategies for dealing with agriculture issues within a global context.

Module Parameters: Access to community and government agencies responsible for agriculture planning, research and sustainable resource management.

Note: This module may raise sensitive ethical concerns. Emphasis should be placed on a “process” for conflict analysis and not on particular positions that may be expressed.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> analyze a range of economic, environmental and social issues in agriculture compare and contrast issues that involve agriculture in Alberta and Canada with similar issues at a global level 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> analyzing alternatives and consequences associated with each of five issues in agriculture. Alternatives and consequences to address relevant economic, environmental and social perspectives. <p><i>Assessment Tool</i> <i>Issue Analysis: Alternatives and Consequences, AGR3010–1</i> <i>Sample Issues for Research, Analysis and Debate AGRSAM</i></p> <p><i>Standard</i> <i>Analyze five issues to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> completing a research project that examines an agriculture issue of current significance in Alberta and/or Canada, and compares/relates that issue to similar issue(s) at the global level. <p><i>Assessment Tool</i> <i>Research Process: Local and Global Issues in Agriculture, AGR3010–2</i></p> <p><i>Standard</i> <i>Complete all components of research to a standard of 3 on the rating scale</i></p>	<p>25</p> <p>25</p>

MODULE AGR3010: ISSUES IN AGRICULTURE (continued)

Concept	Specific Learner Expectations	Notes
Issue Analysis (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list and categorize concerns being expressed regarding a social, economic and environmental issue in agriculture; e.g.: <ul style="list-style-type: none"> – environmental impacts – nutritional or food safety concerns – social, political or economic factors – ethical concerns • critically analyze a current issue in agriculture; e.g.: <ul style="list-style-type: none"> – identify conflicts among different stakeholder groups – gather information relevant to different sides of the issue – consider the implications of adopting different alternatives. 	<p>Discuss and provide a definition for “ethics.” View <i>The Ethics Jungle</i> (a CTS video on ethics available from ACCESS).</p> <p>Remind students that it is the “process” for issue analysis that is important, not particular positions that may be adopted.</p>
The Global Context	<ul style="list-style-type: none"> • relate a local social, economic or environmental issue in agriculture to a similar issue at the global level • compare statements made by scientists, different interest groups and the media regarding the issue • describe costs and benefits associated with different approaches for dealing with the issue at local and global levels. 	<p>For case studies and teaching activities on issues in agriculture, obtain <i>Issues: An Integrated Approach to Sensitive Science and Society Issues</i> (see Section I: Student Learning Guide).</p> <p>Consider positions taken by:</p> <ul style="list-style-type: none"> • producer/processor • environmentalist • animal welfare advocate • consumer • scientist • politician • business person. <p>Explore potential for compromise and/or consensus among stakeholder groups.</p>

MODULE AGR3010: ISSUES IN AGRICULTURE (continued)

Concept	Specific Learner Expectations	Notes
Action Plans	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare a position paper on a complex issue in agriculture; e.g.: <ul style="list-style-type: none"> – clarify the issue and identify related perspectives – develop a position and provide a rationale – outline a personal plan of action • participate in a debate of a complex issue in agriculture while assuming the role of one or more stakeholder groups; e.g.: <ul style="list-style-type: none"> – farmer – environmentalist – animal-welfare advocate – consumer – scientist. 	<p>Remember to focus attention on the “process” used to develop a position, rather than particular positions that may be adopted.</p> <p>Invite community members to participate in the debates and/or serve as moderators.</p>