How will we feed and clothe 9-billion people in 2050?

PLS 195A (First Year Colloquium) 1 unit FALL 2019

Course Description:
How will we feed and clothe 9-billion people in 2050? This question cuts across many areas of scholarship, one of which is the Plant Sciences. Plants are a critical part of our environment (farms, landscapes, and natural areas), and they are essential for our survival as well as that of all life on the planet. Among other things, they provide a wide variety of foods, medicines, fibers for clothing, materials to build our homes, as well as vistas for our aesthetic pleasure. They are an important source of fuels that heat and cool our homes, cook our foods, light our streets, and run our engines. Plants are, and will continue to be, central to sustaining life on Earth. We will discuss aspects of this throughout the course.

Locations and Times:
Location: Modern Languages Rm. 210
Time: MoWe, 10:00 – 10:50 a.m. We meet only for the first half of the semester.

Instructor Information:
Names: Drs. David W. Galbraith and Samantha Orchard
E-mail: galbraith@arizona.edu, orchard@email.arizona.edu
Office Hours: By appointment with each instructor

Homepage:
http://www.d2l.arizona.edu (Access requires you to login with your NetID and password and you cannot access the course site unless you are registered in the course.)

Learning Objectives:
By the end of the semester, students will be able to:
• listen, speak, and write with increased clarity, through interaction with the speakers and classmates and writing weekly critiques.
• compare how different areas of research address the problem of how we will feed and clothe 9-billion people in 2050.
• judge how effective each speaker’s approach will be for addressing the question of how we will feed and clothe 9-billion people in 2050.
• construct a personal philosophy as to how to address the problem of how we will feed and clothe 9-billion people in 2050.
• reflect on how they and other individuals can make changes in their lives that address the question of how we will feed and clothe 9-billion people in 2050.

Class meeting dates/location/assignments:
On Wednesdays, we will have an invited speaker who will illustrate how knowledge from their area of scholarship helps toward finding solutions to the problem of feeding 9 billion people. On the Monday following the speaker, we will have a class discussion of the topic, and the following Wednesday (one week after the speaker) you will turn in your critique (see below). The dates the class meets, the speaker, and when assignments are due follow:
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1</td>
<td>August 26:</td>
<td>Introduction/Discussion</td>
<td>David Galbraith, Samantha Orchard</td>
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<td>August 28:</td>
<td>Speaker 1</td>
<td>Dr. David Galbraith</td>
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<td>2</td>
<td>September 2:</td>
<td>No Classes</td>
<td>Labor Day</td>
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<td>September 4:</td>
<td>Speaker 2 (Critique 1 due)</td>
<td>Dr. Jia Hu POSTPONED UNTIL 9/9</td>
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<td>3</td>
<td>September 9:</td>
<td>Discussion Speakers 1 and 2</td>
<td>Dr. Jia Hu</td>
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<td>September 11:</td>
<td>Speaker 3 (Critique 2 due)</td>
<td>Dr. Rod Wing</td>
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<td>4</td>
<td>September 16:</td>
<td>Discussion Speakers 2 and 3 (Critique 2 due)</td>
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<td></td>
<td>September 18:</td>
<td>Speaker 4 (Critique 3 due)</td>
<td>Dr. Jesse Woodson</td>
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<td>5</td>
<td>September 23:</td>
<td>Discussion</td>
<td></td>
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<td>September 25:</td>
<td>Speaker 5 (Critique 4 due)</td>
<td>Tedley Pihl</td>
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<td>6</td>
<td>September 30:</td>
<td>Discussion</td>
<td></td>
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<td></td>
<td>October 2:</td>
<td>Speaker 6 (Critique 5 due)</td>
<td>Dr. Betsy Arnold</td>
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<td>7</td>
<td>October 7:</td>
<td>Discussion</td>
<td></td>
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<td></td>
<td>October 9:</td>
<td>Speaker 7 (Critique 6 due)</td>
<td>Dr. Duke Pauli</td>
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<td>8</td>
<td>October 14:</td>
<td>Discussion</td>
<td></td>
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<td></td>
<td>October 16:</td>
<td>Speaker 8</td>
<td>Dr. Samantha Orchard</td>
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<td></td>
<td>October 19:</td>
<td>Final Exam Assigned</td>
<td>Critique 7 Due by 1:00 p.m.</td>
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<tr>
<td></td>
<td>October 26:</td>
<td>Final Exam Due by 1:00 p.m.</td>
<td>Final Exam Due by 1:00 p.m.</td>
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**Course Format:**

A seminar format with invited speakers and discussion of their topics. Class attendance is mandatory. This is essential for hearing the speakers and participating in the discussions. Attendance will be taken each class period. You will receive credit for attendance only if you are present within the first 10 minutes of the class, and only if you stay for the entire class period. In other words, you can come to class up to 10 minutes late and still get credit for attendance for that class period, but you may also not leave early unless approved by the instructors ahead of time. Class attendance is extremely helpful toward your success in this course and your grade.

**Weekly written critiques:**

Before the start of class one week after each speaker’s presentation, you are required to turn in (via D2L) a written critique of each topic/speaker. In the critique, you will address the following questions:

1. What are the “big/global” questions raised or addressed by the speaker during their talk?
2. How is the speaker and/or their topic addressing these problems/questions?
3. What related points did you think of while listening to the talk?
4. How does this talk address the topic of the colloquium, “How will we feed and clothe 9-billion people in 2050?”

**Critique Format:**

Your critique is an essay, which should have 1-inch margins, be double-spaced and word-processed in 12-point font (such that one full page equals between 250 to 300 words – Times New Roman works well). Please no title page.

On the first page, type your name, course number and date on the left-hand side (single-spaced). Skip two (2) lines and center your title (the title of the talk). Skip two (2) lines again, and then change to double-spacing for the rest of your assignment. Your first paragraph should introduce the topic (Question 1 above). The next
three (3) paragraphs should address Questions 2 through 4 above. Your concluding paragraph should include points raised in the presentation that you found particularly interesting, troubling, or thoughtful. If you cite any facts to support your position, these must be properly cited and referenced.

**Spell check and proofread your critiques before turning them in. Please ensure you spell the speakers’ names correctly!**

Critiques are submitted via the D2L site under Assignments. To encourage students to submit their own, original writing, your submissions will be checked by Turnitin. Read more about Turnitin [here](https://academicaffairs.arizona.edu/syllabus-policies).

**Final Exam:**
The final exam will be in the same format as the weekly critique but with two differences: (i) Your response will be at least five pages in length, and (ii) it will integrate information that you have received over the semester. The exact topic will be provided one week before the exam is due. Your responses will also be submitted via D2L.

**Required Texts:**
None

**Required/Recommended Knowledge:**
Introductory university-level knowledge

**Grading:**
- **Attendance/Class Participation:** 75 points
  (5 points per class period)
- **Weekly written critiques:** 70 points
  (Critiques of speakers, 10 points each)
- **Final Exam:** 25 points
  (25 points)
- **Total:** 170 points

**Grade Distribution:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points (percentage of total points)</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 90%</td>
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<tr>
<td>B</td>
<td>80 to 89%</td>
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<tr>
<td>C</td>
<td>70 to 79%</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
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<tr>
<td>E</td>
<td>&lt; 60%</td>
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**Late Policy:**
Late assignments up to one-day late, but your grade will drop by 20% for being a day late.

**Incomplete policy:**
The grade of I (Incomplete) is given only in circumstances in which the student was unable to complete all of the course requirements due to illness or another documented reason.

**Grade Administration/Grade Appeal:**
The two instructors are responsible for grading different portions of the course. Direct questions concerning grading to the instructor who graded that critique.

**University-wide policies**
Links to the following UA policies are provided at [https://academicaffairs.arizona.edu/syllabus-policies]:
- Absence and Class Participation Policies
Class Attendance Policy:
The following are UA policies concerning class attendance:

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop). The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy). Absences must be pre-approved by the UA Dean of Students ([https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)). Because attendance is a part of the grade, absences may affect a student’s final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact one or both of the instructors as soon as possible. To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Notification of Objectionable Materials:
There may be topics or opinions expressed by the speakers or your classmates that may be deemed offensive by some students. This is part of a university education. Students are expected to make-up their own minds on how they feel about different topics, but it is expected that they will do so after listening to information from differing viewpoints. All speakers, instructors and fellow students must be treated with respect.

Attendance Policy and Classroom Behavior:
Attendance will be taken each class period, and you will only receive credit for attendance if you are present within the first 10 minutes of class and stay the entire class period. While in class, you are expected to conduct yourself in a manner conducive to learning and in a manner that does not interfere with other students’ or the instructors’ concentration or attention. Questions and discussion are encouraged, but with only one person speaking at a time, and with all paying attention to what the instructor or your fellow students are saying. If you need to do work for another class or catch-up with your friends’ social lives, do it outside of class. Please turn off your cell phone before the class begins.

You are responsible for being aware of and complying with the university’s policies regarding academic integrity and classroom civility. For general UA Codes and Conduct Information, see: [http://deanofstudents.arizona.edu/policiesandcodes](http://deanofstudents.arizona.edu/policiesandcodes).

Each University of Arizona student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming late or leaving early, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, and/or display defiance or disrespect to others, could be asked to leave the class and subjected to disciplinary action under the Student Code of Conduct. For examples of disruptive behavior in the classroom, see: [http://deanofstudents.arizona.edu/examplesofdisruptivebehavior](http://deanofstudents.arizona.edu/examplesofdisruptivebehavior).

The Arizona Board of Regents’ Student Code of Conduct ([http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students), ABOR Policy 5-308, prohibits threats of physical harm to any member
of the University community, including to oneself.

Confidentiality of Student Records:
See: http://www.registrar.arizona.edu/ferpa/default.htm