

Course Information

Semester & Year: Spring 2026

Course ID & Section #: AG-33-E9873

Instructor's name: Alissa Sarvinski

Course units: 3

Instructor Contact Information

Office Location: HU-Rm 123

Office Hours are MW 12pm-1:30pm

Phone Number: NA

Email Address: Alissa-sarvinski@redwoods.edu

Course Meets- Monday-Wednesday 8:30am-9:55am

Required Materials

1. Writing Utensil
2. Binder or folder to collect lab materials and handouts
3. "Silent Spring" by Rachel Carson- The text will be provided by the instructor

Catalog Description

This course explores the sociology of agriculture presented through an examination of relationships between societies and their environments, economics, and agriculture. Emphasis will be on the analysis of agriculture's use of technology and the corresponding impact on the environment, economy and society. The development of agriculture and modern production systems from the colonization of the present-day United States and California will be examined, with a focus on increasing awareness of the importance of agriculture and its impacts on nearly every aspect of modern daily life.

Course Student Learning Outcomes

- Analyze current socio-political and ethical issues in agriculture.
- Analyze and identify the global impacts of agriculture industrialization, corporatization and globalization of food production.
- Interpret future trends in agriculture and the nature of current ethical issues in agriculture and sustainable development.

Prerequisites/co-requisites/ recommended preparation

Because this course carries with it CSU equivalent transfer units, students must be able to meet college-level reading and writing standards to complete this course. Successful completion of English 1A means that students have attained college-level reading and writing skills. Moreover, the course requires essay exams, papers, and readings that students lacking those skills will most likely be unable to complete. Lastly, program review data indicate that students who have not met the recommendation have less than a 55% chance to earn a "C" or better in the course.

Course delivery: This course is delivered in person and all assignments and activities will be posted on Canvas.

Student Commitment: As a three unit course, students should expect to spend roughly nine hours per week on the course. This time will consist of course content in person, readings, presentations, writing assignments and quizzes.

Late Assignments

Late assignments will not be accepted unless you reach out to me with an understandable reason as to why you cannot turn in an assignment on time.

Course Schedule

Lectures	Week	Topics	Assignments
Lectures 1 and 2	1/20-1/23	Syllabus Review, Fundamentals of Agriculture, Environment and Society	In class participation, readings
Lectures 3 and 4	1/26-1/30	Early man and Agriculture	In class participation, readings
Lectures 5 and 6	2/2-2/6	Human population growth, the rise of agriculture	In class participation, readings
Lectures 7 and 8	2/9-2/13	Agricultural growth in the United States	In class participation, readings, quiz
Lectures 9 and 10	2/16-2/20	Agricultural growth in California	In class participation, readings, current event due
Lectures 11 and 12	2/23-2/27	Agriculture and the World Economy	In class participation, readings
Lectures 13 and 14	3/2-3/6	Development of production and processing methods	In class participation, readings
Lectures 15 and 16	3/9-3/13	US ag enterprises and labor Agriculture Method Presentations	In class participation, readings, methods presentation due, quiz
	3/16-3/20	Spring Break-no class	
Lectures 17 and 18	3/23-3/27	Agriculture and its effect on environment	In class participation, readings
Lectures 19 and 20	3/30-4/3	The changing nature of rural society	In class participation, readings
Lectures 21 and 22	4/6-4/10	Ethical issues in agriculture-biotechnology	In class participation, readings
Lectures 23 and 24	4/13-4/17	Ethical issues in agriculture-animal agriculture	In class participation, readings, Quiz
Lectures 25 and 26	4/20-4/24	Regenerative Agriculture	In class participation, readings
Lectures 27 and 28	4/27-5/1	Future Trends in Agriculture	In class participation, readings
Lectures 29 and 30	5/4-5/8	Land Use Food culture Presentations	In class participation, readings, food culture presentation
	5/11-5/15	Finals Week	Comprehensive Final

**note this is a tentative schedule and it is subject to change

Agriculture methods Presentation

During the semester we will begin to work on an individual presentation on an agriculture method. More information will be made available on Canvas and in person. You will present at the end of the semester.

Food culture Presentation

During the semester we will begin to work on an individual presentation on a food culture of the world, besides the United States, and report to the class on their methods, styles and preferences. More information will be made available on Canvas and in person. You will present in the middle of the semester.

Current Event in Agriculture, Environment and Society

This assignment is a profile of a current event surrounding agriculture and the environment. Information will be made available on Canvas and in person for this assignment.

Weekly Reading and discussions

Each week you will be asked to read from Rachel Carson's book, *Silent Spring*. Class discussion will follow the reading. Participate in the discussion and reflect after the discussion for full points.

Evaluation & Grading Policy

Final Grade Calculations

Grade Breakdown:	Points	Percentage of Grade
In class discussion and participation from <i>Silent Spring</i> – 15 weeks @ 10 Points Each Week	150	20%
Quizzes - 3 @ 40 Points Each	120	16%
Agriculture Method Presentation	140	18%
Current Event in Agriculture and the environment	50	7%
Food culture Presentation	150	20%
Final Exam	150	20%
Total Points Possible	760	

Final

The final for the course will be administered during finals week. The final will be comprehensive and accounts for 20% of your grade. One attempt is allowed for the final.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. For this class, please see the specific assignment instructions for guidance on how and when generative AI tools may be used appropriately as we're working on and learning from a particular assignment. Also, please keep in mind that you are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodation for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280