

Exploring World Agriculture

Instructor: Dr. Greg Perry, Ag & Resource Economics
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Class Hours: Meets Monday, 2:00-3:40 PM in Milam 33

Office Hours: Students are free to drop in anytime

Prerequisites: None specific. The course is open to all students, particularly those majoring in the agricultural sciences. Students should complete the spring course in order to participate in the subsequent foreign travel experience.

Course Format: Spring Term: two-hour weekly lecture/discussion sessions (2 credits)
Travel Term: two-week foreign travel experience (December 9-24),
accompanied by OSU instructors (**optional 2 credits**)

Overview: Many OSU agricultural students are not well prepared to meet the challenges of 21st century agriculture as it relates to the world economy. Although well trained in the technical aspects of domestic agricultural production and business, students often lack the international perspective and experience that will be necessary to address worldwide food and agricultural issues. AREC/ANS/HORT 438X *Exploring World Agriculture* (EWA) addresses this need by increasing student knowledge and understanding of agriculture in the global setting.

This is a class in exploring *World* agriculture. Criteria for understanding and comparing agriculture and food systems will be developed from a variety of different perspectives. In order to narrow the focus of inquiry, a specific region of the world is selected as a basis for closer examination. During spring term, the class will explore different dimensions of agricultural production and the food industry in this region. The subsequent travel experience will then give students the opportunity to visit the targeted countries and experience first hand some of the issues discussed in class. The 2004 EWA class will focus on the agriculture, culture and people of Chile and Argentina.

Course Objectives:

1. To increase student awareness of the role of agriculture in the global economy.
2. To increase student appreciation of the agriculture, culture and trade in foreign countries
3. To improve opportunities for students to obtain employment in international agriculture.

Classroom Activities:

1) Weekly guest speakers will provide unique, first hand perspectives on the countries of interest, including information on agricultural and cultural issues, in-country contacts, and travel logistics.

2) Students will further explore aspects of history, politics, culture, customs, agricultural systems, food consumption, trade and economic policy through ongoing in-class conversations.

Grading is on a pass/no pass basis. To pass students must:

- t Attend all class sessions (one excused absence is permitted)
- t Complete a weekly writing assignment, either in class or a 1 page typewritten report (questions will be provided each week)
- t **Select (by April 5) and complete (by May 31) one of three special projects:**
 - a) Visit with a native of Argentina or Chile for 6 one hour sessions
There is no written component to this option
 - b) View and write one page reactions to three movies that involve Chile or Argentina
Focus on what you learned about these countries/what additional questions you have.
Don't discuss the plot. A list of possible movies is attached.
 - c) Write a three-page paper on a specific issue related to agriculture in Chile or Argentina, or U.S. agricultural trade with one of these two countries. **You must do some research before writing the paper.**

Class Schedule

March 29	Class overview and introduction to Chile and Argentina Travel Planning
April 5	Geography and culture of Chile Video: "Introducing Chile" Guest Speaker: Susana Diaz
April 12	Geography and culture of Argentina Video: "Argentina – Land of Natural Wonders" Guest Speaker: Maria Zapiola
April 19	Political history of Argentina Video: "The Garden of Forking Paths" (Argentina) Guest Speaker: Soledad Zapiola
April 26	Political history of Chile Video "A Force More Powerful" Guest Speaker: Ricardo Letelier
May 1	Dinner with Authentic Chilean and Argentine food Centro Cultural Cesar Chavez (across from Gill Coliseum) 1-5 pm
May 3	Cropping systems comparisons between US, Argentina and Chile

Guest Speakers: Carolina Saint Pierre & Maria Zapiola (Argentina)
Juan Carlos Izquierdo & Pilar Banados (Chile)

- May 10 Agriculture in the Global Economy - consumption, trade, employment
 Larry Lev, AREc (confirmed)
 Should the U.S. restrict Chilean berry imports?
 U.S. perspective – Rufus La Lone
 Chilean perspective - Pilar Banados
- May 17 No class
- May 24 Study Abroad and Other International Programs
 Amy Nelson Green
 Student Conduct
 Dan Schwab
- May 31 Reactions and suggestions of students who went on 2001 trip
 Final travel plans

Films Available on Chile and Argentina

Movies in Spanish (with English subtitles) available at Hollywood Video Downtown
"Funny Dirty Little War", 1983, Hector Olivera (Argentina)
"Time for Revenge", 1981, Adolfo Aristarain (Argentina)

Films in English available at most video stores
AEvita@, 1997, Alan Parker, (111, PG) (Argentina)
AThe Tango Lesson@, 1997, Sally Potter (11, PG) (Argentina)
ATango@, 1998, Carlos Saura (111, PG-13) (Argentina)
AMissing@, 1982, Costa Gavras (111, PG) (Chile)

Movies and documentaries available in the Valley Library
"Funny, Dirty Little War", 1983, Hector Olivera (Argentina)
AIn Women's Hands: The Changing Roles of Women@ (Chile)
APeace and Justice in Central and Latin America@ (Argentina)

Students and Faculty from Argentina & Chile

Susana Diaz	Santiago, Chile	Food Science	
Carolina Saint Pierre	Bahia Blanca, AR	Crop Science	
Maria Zapiola	Balcarce, AR	Crop Science	
Guillermo Pizarro	Bahia Blanca, AR	Crop Science	
Jose and			
Marcela Ceballos	Buenos Aires, AR	Electrical Engineering	ceballos@ece.orst.edu
Pilar Banados	Chile	Horticulture	banadosp@science.oregonstate.edu
Cristian Vyhmeister	Los Angeles, Chile	Business	cvyhmeister@yahoo.com
Antonio Torres	Vina del Mar, Chile	Food Science	
Juan Carlos Izquierdo			
Rufus La Lone	rrufus@yahoo.com		

Survey for Comparative World Agriculture Class

1. Chile and Argentina offer a wide variety of agricultural activities that we can visit during our two week tour. There are, in fact, many more activities that we can see than we have time to visit. On this first day of class, we want to get a better sense as to the things that you as a group would be most interested in seeing. We can then plan an itinerary that will be of interest to all those planning to go. Below are a number of potential activities that we can visit. Please circle the number, on a 1-7 scale, that best indicates your interest in each of these activities (7=extremely interested, 0=no interest).

	<u>No Interest</u>		<u>Neutral</u>			<u>Very Interested</u>	
A. Agricultural Production							
(a) Avocado farm	1	2	3	4	5	6	7
(b) Plum, Nectarine farm	1	2	3	4	5	6	7
(c) Tomato, Cantaloupe farm	1	2	3	4	5	6	7
(d) Blueberry farm	1	2	3	4	5	6	7
(e) Raspberry farm	1	2	3	4	5	6	7
(f) Dairy farm	1	2	3	4	5	6	7
(g) Beef operation	1	2	3	4	5	6	7
(h) Horse operation	1	2	3	4	5	6	7
(i) Poultry operation	1	2	3	4	5	6	7
(j) Vineyard	1	2	3	4	5	6	7
(k) Hog operation	1	2	3	4	5	6	7
(l) Cut Flower operation	1	2	3	4	5	6	7
(m) Citrus farm	1	2	3	4	5	6	7
(n) Potato farm	1	2	3	4	5	6	7
(o) Llama operation	1	2	3	4	5	6	7
(p) Corn/Soybean farm	1	2	3	4	5	6	7
(q) Other _____	1	2	3	4	5	6	7
B. Aquaculture Production							
	1	2	3	4	5	6	7
C. Food Processing							
(a) Dairy processing	1	2	3	4	5	6	7
(b) Livestock slaughter	1	2	3	4	5	6	7
(c) Meat processing	1	2	3	4	5	6	7
(d) Seafood processing	1	2	3	4	5	6	7
(d) Shellfish processing	1	2	3	4	5	6	7
(e) Winery	1	2	3	4	5	6	7
(f) Fruits & vegetable processing	1	2	3	4	5	6	7
(g) Cereal processing	1	2	3	4	5	6	7
(h) International corporation	1	2	3	4	5	6	7
(i) Organic foods	1	2	3	4	5	6	7

D. Marketing & Trade

(a) Wholesale fruits & veggie	1	2	3	4	5	6	7
(b) Exporting firm	1	2	3	4	5	6	7
(c) Government marketing firm	1	2	3	4	5	6	7
(e) Regulatory Agency	1	2	3	4	5	6	7
(f) Agriculture Government Agency	1	2	3	4	5	6	7
(g) R&D and technology transfer	1	2	3	4	5	6	7

E. Visiting with Students 1 2 3 4 5 6 7

F. Tourist Stuff

(a) Visiting major gov=t buildings	1	2	3	4	5	6	7
(b) Visiting museums	1	2	3	4	5	6	7
(c) Sunbathing in Viña del Mar	1	2	3	4	5	6	7
(d) Hiking in Los Andes	1	2	3	4	5	6	7
(e) Canoeing/boating on lakes	1	2	3	4	5	6	7
(f) Hot springs (swim/soak)	1	2	3	4	5	6	7
(g) Shopping	1	2	3	4	5	6	7
(h) Authentic Bar-B-Q	1	2	3	4	5	6	7
(i) Sitting, observing people	1	2	3	4	5	6	7
(j) Learning to dance the tango	1	2	3	4	5	6	7
(k) Attending a show in Buenos Aires	1	2	3	4	5	6	7
(k) Other _____	1	2	3	4	5	6	7

2. A major class component is the trip to Chile and Argentina. Please use the 1-10 point scale below to indicate how likely you are to go on the trip (10=absolutely will be going, 1=for sure not going).

3. Please indicate how you found out about this class.

_____ A student who went last year told me about it.

_____ My advisor told me.

_____ I received an email about it.

_____ I saw a flyer in class or on a bulletin board.

_____ Other (Please indicate) _____

4. Why are you interested in taking this class? What do you hope to gain from the class and (perhaps) the trip to Argentina and Chile?

Journal Assignment #1

Please address the following questions:

1. What is the furthest you have ever been from home (in miles)? Where did you go on this trip?
2. What is the furthest you have ever been from home (in strangeness)? Describe the situation.
3. How does Corvallis differ from where you have lived most of your life?
4. Where geographically do you think you will be in 10 years? Why?
5. At the bottom of your submitted page, state three specific questions you would like Susana Diaz to address in the next class regarding Chile.

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Journal Assignment #2

Given our discussion of Chile and Chilean culture, indicate three things that (a) surprised you, (b) are attractive (or unattractive) about living in Chile and being a Chilean, and (or) (c) motivate you to learn more about Chile, either by traveling there or by doing some outside reading?

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Writing Assignment #3

1. Indicate what your percentage chance of going on the trip is at this point (0-100%).
2. Write your reactions to today=s presentation and discussion **or** respond to the following questions:
 - a) How often have you been in close contact with people from other cultures?
 - b)How comfortable are you in dealing with people from other cultures?
 - c) Do you see yourself working in a position that will require close contact with people from other cultures?

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Writing Assignment #4

Having now viewed the video and the subsequent discussion, what is your take on Peronism?
Do you think the movement started by Juan and Eva Peron has been good or bad for Argentina?

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Writing Assignment #5

I'd like you to summarize your impressions about the agriculture in Chile and Argentina. What are some things that surprised you, that you didn't know or understand? What would you like to learn more about? If you are going on the trip this winter, does this change any of the things you would like to see then?

Writing Assignment #5

I'd like you to summarize your impressions about the agriculture in Chile and Argentina. What are some things that surprised you, that you didn't know or understand? What would you like to learn more about? If you are going on the trip this winter, does this change any of the things you would like to see then?

Writing Assignment #6

Where do you stand on the issue of free trade? Do you think we should pursue more free trade agreements or do you think we need to pull back and adopt more protectionist trade policies? If you were “king for a day”, how would you resolve the trade problems for U.S. caneberries?

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