COURSE INFORMATION

Tuesdays and Thursdays, 11:00am - 12:15, CoBank Center for Agricultural Education (ARDEC campus)

FACULTY

Dr. Michael Martin
Dept. of Ag and Resource Economics
B 333 Clark Building

Email: michael.j.martin@colostate.edu
Office Hours: Wednesdays 11-noon or by appointment

COURSE OVERVIEW

Agriculture is an ever-evolving and dynamic field of study where the past and present meet in our everyday lives. The diverse nature of agriculture in Colorado and the United States illustrates the relationship between history of agriculture and the world of today. This course will explore the relationships between the history of agriculture in the US and our society today through classroom and real-world experiences. The topics will range in time from the agricultural practices of the Pre-Columbian era to the industrial agriculture of today. Furthermore, students will learn about significant philosophical ideas such as Jefferson’s classical agrarianism and technological developments like the green revolution. Students will also have the opportunity to work with the history of agriculture through hands-on activities.

COURSE OBJECTIVES

1. The student will be able to identify the major historical events in American agricultural history.
2. The student will be able to recognize the influence of different groups of people in America agriculture.
3. The student will be able to differentiate between differing agricultural ideologies.
4. The student will be able to argue how the history of agriculture has shaped the world of today.
5. The student will be able to conduct hands-on historical research project.

REQUIRED TEXTS:


*Additional readings will be posted on the course’s Canvas Website*
COURSE CONTENT

1. Agricultural practices and history of Pre-Columbian America
2. Agricultural practices and history of the early Colonialists
3. Agricultural practices and history in the Federalists Era
4. Agricultural practices and history during early industrial revolution
5. Agricultural practices and history of the Industrial Age
6. Agricultural practices and history during the Green Revolution
7. Agricultural practices and history during the Neo-Agrarian Era
8. Agricultural ideology – Classical Agrarianism
9. Agricultural ideology – Romanticism Agrarianism
10. Agricultural ideology – Southern Agrarianism
11. Agricultural ideology – Neo-Agrarianism and Agricultural Populism
12. Development of agricultural education and Extension
13. History of agriculture in Colorado
14. History of environmental and water rights in Colorado
15. Conducting hands-on research projects

COLORADO STATE UNIVERSITY RESOURCES

If you are a student who will need accommodations in this class due to a disability or chronic health condition, please make an appointment with me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying accommodation letter from Resources for Disabled Students is required before any accommodation is provided. Student Disability Center https://disabilitycenter.colostate.edu/ located in TILT, room 121 or via phone 970-491-6385.

Need Help? CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970-491-6053 or go to http://health.colostate.edu. If you are concerned about a friend or peer, Tell Someone by calling 970-491-1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (http://safety.colostate.edu/tell-someone.aspx ).

PRINCIPLES OF COMMUNITY

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.
SEXUAL ASSAULT AND VIOLENCE ELIMINATION

CSU’s Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that professors follow CSU policy as a “mandatory reporter” of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the professor in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While professors are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the professor requires that the professor inform appropriate CSU channels to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see The CSU HEALTH NETWORK, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/. And, The Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is http://www.wgac.colostate.edu/need-help-support.

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90.0-100%</td>
<td>A</td>
</tr>
<tr>
<td>80.0-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70.0-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60.0-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 59.9%</td>
<td>F</td>
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</table>

* Please note that Plus/Minus grades (+/-) can be given at the discretion of the instructors. The instructors reserve the right to move the percentages for each grade downwards; grade percentages for an “A,” for example, may be moved to 85%. Grade thresholds will never be moved upwards of the percentage grading scale listed above.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday (T)</th>
<th>Thursday (Th)</th>
<th>Weekly Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Syllabus, Class Overview, Project Descriptions</td>
<td>Pre-Columbian Agriculture and Project Examples</td>
<td>T – Hurt - Ch. 1</td>
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<tr>
<td>8/28</td>
<td>Pre-Columbian Agriculture and Project Examples</td>
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<tr>
<td>9/4</td>
<td>Agriculture during the Colonial Era</td>
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<td>T – Danbom – Ch. 2</td>
<td>Project Checkpoint #1 (9/7)</td>
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<tr>
<td>9/11</td>
<td>Classical Agrarianism and Agriculture during the Federalist Era</td>
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<td>T – Hurt (72-77)</td>
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<tr>
<td>9/18</td>
<td>No class</td>
<td>Agriculture during the Federalist Era</td>
<td>T - Hurt - Ch. 3</td>
<td>Response #1 (9/19)</td>
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<tr>
<td>9/25</td>
<td>Romantic Agrarianism</td>
<td>Agriculture in the United States before Civil War</td>
<td>Th – Hurt (117-158)</td>
<td>Project Checkpoint #2 (9/28)</td>
</tr>
<tr>
<td>10/2</td>
<td>Agriculture in the American Civil War and Land-Grant Institution and agricultural research</td>
<td>T – Danbom – Ch. 6 Th - Land Grant Institutions (Martin)</td>
<td>Response #2 (10/3)</td>
<td></td>
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<tr>
<td>10/9</td>
<td>Mid-Term Review</td>
<td>Mid-Term Exam</td>
<td></td>
<td>Response #3 (10/10) Mid-term Exam (10/12)</td>
</tr>
<tr>
<td>10/16</td>
<td>No class</td>
<td>Agriculture in the Industrial Revolution</td>
<td>Th – Danbom – Ch. 7</td>
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<tr>
<td>10/23</td>
<td>Roles of minorities in agriculture in the late 1800s through early 1900s and Agricultural at the start of the 20th century</td>
<td>T – Hurt – Ch. 5 Th – Danbom – Ch. 8</td>
<td>Project Checkpoint #3 (10/26)</td>
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<tr>
<td>10/30</td>
<td>Agriculture in early Colorado statehood and history of water rights in Colorado</td>
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<tr>
<td>11/6</td>
<td>Agricultural and rural America in the early 20th century</td>
<td></td>
<td>T – Danbom – Ch. 9</td>
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<tr>
<td>11/13</td>
<td>Green revolution in America during the middle of the 20th century and urbanization of America after World War Two</td>
<td>T – Danbom – Ch. 11 Th – Hurt – Ch. 8</td>
<td>Response #4 (11/16)</td>
<td></td>
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<tr>
<td>11/20</td>
<td>Fall Break</td>
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<tr>
<td>11/27</td>
<td>How history has shaped our contemporary issues in American and Colorado agriculture</td>
<td>Presentation of students’ hands-on research projects</td>
<td>T – Danbom – Ch. 12</td>
<td>Response #5 (11/30)</td>
</tr>
<tr>
<td>12/4</td>
<td>Presentation of students’ hands-on research projects</td>
<td>Review for final</td>
<td></td>
<td>Student Pres. &amp; Final Product of Project</td>
</tr>
<tr>
<td>12/11</td>
<td>Final Exam – 6:20-8:20pm</td>
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<td></td>
<td>Final Exam</td>
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</table>
ASSINGMENTS

All assignments must be typewritten. Late assignments will be accepted only if you can adequately explain why the assignment was late. This explanation must be typed, separate from the assignment, and turned in at the same time of the assignment. The explanation must be honest, trustful, and detailed. Some important points with this policy: I want you to do the assignments, get credit for doing, and take responsibility for your own actions and circumstances.

Do not email assignments to me!
Turn the assignments in during class or bring them to my office!

ASSIGNMENTS IN DETAIL

Mid-term exam – 15%

Final exam – 20%

Five response papers: (1 page each, double-spaced, 1” margin, 12 font, Times New Roman) about different topics in agricultural history assigned throughout the semester – 10%

- Response #1 - Thomas Jefferson is considered the grandfather of American agrarianism. His arguments of farmers being the best representatives of democracy still resonate with agrarians today. In fact, his message has been utilized by rural and urban agriculturalists alike. Why do you think Thomas Jefferson has so much appeal to a wide-variety of agriculturalists?
- Response #2 – The romantic agrarians of the mid-1800s were often concerned with how technology (railroads, steam engines, etc.) destroyed the tranquility of rural America. We are in a situation which has brought forward a related debate on technology in agriculture (i.e., GMO, organic, environmentalism, etc.). How would you compare the debates you know today to the world of romantic agrarians of the past? What position(s) would the romantic agrarians take? Use examples from our readings to prove your point.
- Response #3 – The Morrill Land-Grant of 1862 provided money for states to established higher education institutions to teach agricultural topics. The context of America and American agriculture has drastically changed since then. Do you think that all higher education institutions should offer some education about agriculture? Or, do you think that only Land-Grant Institutions should provide this education? Why and what effect would your position have on agriculture and America?
- Response #4 – The green revolution created an amazing abundance in agricultural production during the 20th century. The green revolution also reconstructed and deconstructed rural America in the process. Do you think the costs were worth the benefits? Spend time unpacking these costs and benefits in detail and provide a concluding thought?
- Response #5 – The ideology of neo-agrarianism has been well articulated in the past twenty years. Yet, this ideology only explains one side of the ideological divide in America today. How would describe the ideology of conventional agriculturalists today? Provide three value statements and detail why they matter to this group.
The following rubric is how your response papers will be graded:

<table>
<thead>
<tr>
<th>Criteria / Points</th>
<th>0 points</th>
<th>5 points</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument Provided</td>
<td>No argument is present</td>
<td>Argument is present, but not clear</td>
<td>Argument is present and clear</td>
</tr>
<tr>
<td>Argument Shows Critical Thinking</td>
<td>Argument is missing</td>
<td>Argument is rather straightforward and does not articulate the complicated nature of history and/or society</td>
<td>Argument demonstrates critical thinking by highlighting the complicated nature of history and/or society</td>
</tr>
<tr>
<td>Evidence or Examples are Given</td>
<td>No evidence or examples are provided</td>
<td>The evidence or examples are not connected to the argument or too few in number</td>
<td>The examples and evidence are appropriate and substantiate the argument</td>
</tr>
<tr>
<td>Writing Quality</td>
<td></td>
<td>Writing is free of errors and the length is at least a page</td>
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| Total Points: 100 points                 |                                               |                                                                         |

**Final Project:** The final project will be discussed and spread out throughout the semester. You will be able to choose between four different types of projects. Some basic details will be included below. More discussion of each type and examples will be presented in class as well. Feel free to ask me any questions. There will be three checkpoints which will be graded. The final paper is due at the end of the semester (see assignment dates above) and you will also have an in-class presentation which will be gradated. A point break down of the project is as follows:

1. The checkpoints will help guide you through the project - 5%
   a. Checkpoint #1 – 1% (must include project type, one paragraph of your idea, and list any partners)
   b. Checkpoint #2 – 2% (a 1 page paper, double-spaced, 12 font, Times New Roman, 1” margins)
   c. Checkpoint #3 – 2% (a paper at least 3 pages [2 for a media project], double-spaced, 12 font, Times New Roman, 1” margins)
2. Product of the hands-on history project – 40%
3. In-class presentation covering the outcomes of the hands-on history project – 10%

**Types of Projects and Brief Requirement:**

1. Traditional History Paper on Agriculture (a paper at least 15 pages, double-spaced, 12 font, Times New Roman, 1” margins)
2. Agricultural Historical Site Development or Restoration – This project has to be connected with a historical society or credited effort in the community in relation to agriculture and history (a paper at least 6 pages, double-spaced, 12 font, Times New Roman, 1” margins and a timeline of pictures of the project)
3. Development of Agricultural History Media (**FINISHED** video, book, or other media along with a paper at 3 pages, double-spaced, 12 font, Times New Roman, 1” margins)
4. Oral History of Agriculture (a paper at least 11 pages, double-spaced, 12 font, Times New Roman, 1” margins and all transcribed interviews)
Suggested Readings:

R. Douglas Hurt, *Indian Agriculture in America: Prehistory to the Present*

R. Douglas Hurt, *American Farms: Exploring their History*

Richard White, *The Roots of Dependency: Subsistence, Environment, and Social Change among Choctaws, Pawnees, and Navajos*

Crevecour, *Letters from an American Farmer*

Thomas Jefferson, *Notes on the State of Virginia*

Leo Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America*

Henry David Thoreau, *Walden: or, Life in the Woods*


Pamela Riney-Kehrberg, *Childhood on the Farm: Work, Play, and Coming Age in the Midwest*

Lu Ann Jones, *Mama Learned Us to Work: Farm Women in the New South*

Paul V. Murphy, *The Rebuke of History: Southern Agrarianism & American Conservative Thought*

Herbert Agar & Allen Tate, *Who Owns America? A New Declaration of Independence*

R. Douglas Hurt, *The Great Plains in the Twentieth Century*

Paul B. Thompson, *The Agrarian Vision: Sustainability and Environmental Ethics*

Aldo Leopold, *A Sand county Almanac*

Wendell Berry, *The Unsettling of America: Culture and Agriculture*