



FACULTY

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Office Hours: Wednesday 12-1 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.

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

REQUIRED TEXTS:

Danbom, D. B. (1995). *Born in the country: A history of rural America*. Baltimore: John Hopkins University Press.

Hurt, R. D. (2002). *American agriculture: A brief history*. West Lafayette, Indiana: Purdue University Press.

Additional readings will be posted on the course's Canvas Website

COLORADO STATE UNIVERSITY RESOURCES

If you have any physical or learning disability which might compromise your success in this class, please make an appointment to see the instructor(s). They are willing to make appropriate accommodations that will enhance your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. The location is 100 General Services Building, 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>).

GRADING SCALE

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
Below 59.9%	F

* 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.

DETAILED WEEKLY OUTLINE

Week	Monday	Wednesday	Weekly Readings	Assignments Due
1/18	No Class on the January 18 th	Syllabus, Class Overview, Project Descriptions		
1/25	Pre-Columbian Agriculture		M – Hurt Ch. 1	
2/1	Agriculture during the Colonial Era		M – Danbom – Ch. 2 W – Danbom – Ch. 3	Project Checkpoint #1 (2/3)
2/8	Classical Agrarianism and Agriculture during the Federalist Era		M – Hurt (72-77) & Jefferson W - Hurt Ch. 3	
2/15	Agriculture during the Federalist Era continued	No class on February 17 th	M – Danbom – Ch. 5	Response #1 (2/15)
2/22	Agriculture in the United States before Civil War and Romanticism		M – Hurt (117-158) Emerson	Project Checkpoint #2 (2/24)
2/29	Agriculture in the American Civil War and Land-Grant Institution and agricultural research		M – Danbom – Ch. 6 Land Grant Institutions	Response #2 (2/29)
3/7	Mid-Term Review	Mid-Term Exam		Response #3 (3/7) Mid-term Exam (3/9)
3/14	Spring Break			
3/21	Agriculture in the Industrial Revolution		M – Danbom – Ch. 7 W – Hurt Ch. 5	
3/28	Roles of minorities in agriculture in the late 1800s through early 1900s and Agricultural at the start of the 20th century		M - Race & Agriculture W – Danbom – Ch. 8	Project Checkpoint #3 (3/30)
4/4	Agriculture in early Colorado statehood and history of water rights in Colorado	No class on April 6 th	M - Colorado History	
4/11	Agricultural and rural America in the early 20 th century		M – Danbom – Ch. 9 W – Danbom – Ch. 10	
4/18	Green revolution in America during the middle of the 20 th century and urbanization of America after World War Two		M – Danbom – Ch. 11 W – Hurt – Ch. 8	Response #4 (4/18)
4/25	How history has shaped our contemporary issues in American and Colorado agriculture		M – Danbom – Ch. 12 W - Berry	Response #5 (4/25)
5/2	Presentation of students’ hands-on research projects			Student Presentations
Final	Final Exam - TBA			Final Exam

ASSIGNMENTS

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

1. Five response papers (1 page each) 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.
2. Three checkpoints for the final project due throughout the semester – 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, 1” margins)
 - c. Checkpoint #3 – 2% (a paper at least 3 pages [2 for a media project], double-spaced, 12 font, 1” margins)
3. Product of the hands-on history project – 40%
4. In-class presentation covering the outcomes of the hands-on history project – 10%

5. Mid-term exam – 15%
6. Final exam covering the content of the semester – 20%

Types of Projects and Brief Requirement:

1. Traditional History Paper on Agriculture (a paper at least 15 pages, double-spaced, 12 font, 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, 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, 1” margins)
4. Oral History of Agriculture (a paper at least 11 pages, double-spaced, 12 font, 1” margins and all transcribed interviews)

Rubrics:

1. Response papers about different topics in agricultural history (5 Responses – 10% of total grade)

<i>Criteria / Points</i>	<i>0 points</i>	<i>5 points</i>	<i>15 points</i>
Argument Provided	No argument is present	Argument is present, but not clear	Argument is present and clear
Argument Shows Critical Thinking	Argument is missing	Argument is rather straightforward and does not articulate the complicated nature of history and/or society	Argument demonstrates critical thinking by highlighting the complicated nature of history and/or society
Evidence or Examples are Given	No evidence or examples are provided	The evidence or examples are not connected to the argument or too few in number	The examples and evidence are appropriate and substantiate the argument
Writing Quality		Writing is free of errors and the length is at least a page	
			Total Points: 50 points