AGED 510
Agricultural Values & Ideologies
3 credits
Tuesdays, 2:00-4:50pm
CoBank Center for Ag Ed

FACULTY
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Dept. of Ag and Resource Economics   Office Hours: Wednesdays 12-1 or Email for an appointment
B 333 Clark Building

COURSE OVERVIEW
The Agricultural Values and Ideologies course will explore how people have conceptualized agriculture in the United States through time. Students will learn who agricultural ideologies have shaped agricultural history and our agricultural values today. Furthermore, the course will explore who differing agricultural ideologies impact the work in agriculture today and in the future.

COURSE OBJECTIVES
1. Identify the differences between agricultural identity and values.
2. Analyze the different agrarian ideologies though United State history
3. Explain how different historical events have shaped agrarian ideology
4. Explore differences among agricultural values sets
5. Appraise how personal agricultural ideologies affects work in agricultural settings
6. Critique how agricultural values and ideologies will change in the future.

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 ).

COURSE READINGS
There is no textbook for this course, all readings will be posted on Canvas

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.

MENTAL HEALTH STATEMENT

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 at by calling 970.491.1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (http://supportandsafety.colostate.edu/tellsomeone). Rams take care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

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

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.
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*The postings will be due by Noon, Tuesday for that week and all other assignments should be turned in during class that week.*
COURSE READINGS

The course readings can be found on the course page from the library (https://reserve.colostate.edu/ares/ares.dll) or by going to the Canvas page for course, clicking the Modules tab, and then Courses Reserves. The titles of the readings should match the titles listed in the weekly outline.

ASSIGNMENTS

All assignments must be typewritten and turned in during (unless told differently). 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, truthful, 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.

ASSIGNMENTS IN DETAIL

Weekly Posting on Canvas Discussion Board – 15% of total grade (1% each post)

These will be weekly responses to a prompt I provide on Saturday (the weekend before class) of that week. The postings will be due by Noon, Tuesday for that week. These postings will help develop lecture and discussion during class. There will be 15 total postings. The posting tends to be at least one paragraph unless otherwise stated. The topics each week include:

Module 1a: I am interested in learning more about you. Much like I have done with my instructor biography page, provide me with 5-9 bullet points of who you professional and personally. Feel free to have fun with some of the bullets.
Module 1b: What do you hope to learn from this class? How do you want to use the information?
Module 2: What do you value about agriculture, food, and natural resources?
Module 3: Thomas Jefferson had strong views about the spiritual nature of farming and wholesomeness of framework (i.e., closest to God). We can view of these comments as political hyperbole, but the sentiment is worth exploring. Do you find Jefferson’s comments have resonance with agriculturalists today?
Module 4: Classical Agrarianism is rooted in the idea that land ownership is key to developing the yeoman (political responsibility farmer). Considering the high price of land and challenges of acquiring land for new and young farmers/ranchers, is Classical Agrarianism applicable today in terms of property, if at all? In other words, is the dream still alive?
Module 5: How do you think Romantic and Classical Agrarianism align and do not align to each other? Try to focus on a couple of ideas with detail.
Module 6: Consumers today find deep connections to Romantic Agrarianism. Identify and explain three examples of Romantic Agrarianism resonates today.
Module 7: The progressive movement was marked by the role of experts and the government in helping to fix the ills of society. We know today that this can back fire in certain instances as some people prefer local control and guidance. How do you think agriculturalists view and work with experts (including Extension) and the government today?
Module 8: The Southern Agrarians introduced strong conservative values into agrarian thought. How do you see conservatism present in agriculture today?
Module 9: The Green Revolution brought tremendous developments in agricultural science and practice as well as impacting rural communities. How do you think the Green Revolution has impacted agrarian values and thoughts today?
Module 10: Neo-agrarian ideas have permeated the general public over the past twenty years. Why do you think Neo-Agrarianism found some traction with the general public?
Module 11: The most controversial and unique aspect of Agrarian Populism is the role of multi-national corporations. We see many people who would identify as agrarian populist also identify with the interest of multi-national corporations. How do you think this partnership impacts the messaging and work of people who identify with Agrarian Populism?
Module 12: We have just covered the major agrarian ideologies in the United States. What do you think the unifying idea of these ideologies is? Focus on just one idea (i.e., yeoman agriculture, environmentalism) and explore how it fits into each ideology. There may be an ideology where the idea does fit well, which is okay.

Module 13: Describe how conventional agriculturalists can work in non-conventional agricultural settings. Pay close attention to how someone would bridge that gap. Is it as simple as changing the language and examples used or more complex to building bridges people?

Module 14: Much like last week, describe how non-conventional agriculturalists can work in conventional agricultural settings. Pay close attention to how someone would bridge that gap. Is it as simple as changing the language and examples used or more complex to building bridges people?

Module 15: There a lot viewpoints on the agricultural literacy levels and agricultural values of the general public. The viewpoints range from consumers being only food literate and consciousness to completely ignorant about agriculture. Considering this wide-range, discuss one agriculture/food issue which the public as a strong understanding in and one issue which the public does not understand as well. Please provide detail with each issue and example. This discussion post will be quite varied and opinionated as we all have different perspectives.

**Personal Statement on your Agricultural Ideology and Values** – 15% of total grade

This paper will be a description of your own personal agricultural ideology and subsequent values. I want to see you connect your ideology and values back to things we talked about and read in class. This also means citing references when appropriate. The assignment will be two pages long, single spaced paragraphs, using Times New Romans font, and have 1” margins.

**How Agricultural Ideologies will evolve in the Future** – 15% of total grade

This paper will focus on how you think agricultural ideologies in the future beyond Agrarian Populism and Neo-Agrarianism. This paper is your opinion based on facts and events, so you will need to cite references when appropriate. The assignment will be two pages long, single spaced paragraphs, using Times New Romans font, and have 1” margins.

**Response Papers** – 35% of total grade (5% each)

These papers will ask you to apply your work, context, and audience to the given ideology or values set. If you are not working in the field of education or outreach currently, please envision your future and desired audiences. The paper should answer the following questions:

1. Do you think this agrarian ideology or agricultural values set is relevant to your work or educational/outreach audience?
2. How do you see (or don’t see) this agrarian ideology or values set represented in your work or educational/outreach audience?
3. Do you think you can (or cannot) leverage the ideas or values of this agrarian ideology or values set in your work or educational/outreach audience?
4. Please utilize three different examples from your work or educational/outreach audiences to help demonstrate your points for questions 1-3.

The topics of each response are:

1. Classical Agrarianism
2. Romantic Agrarianism
3. Southern Agrarianism
4. Neo- Agrarianism
5. Agrarian Populism
6. Conventional Agricultural Values
7. Non-Conventional Values

The response papers will be two pages long, double spaced paragraphs, using Times New Romans font, and have 1” margins.
How Agricultural Values impacts Your Context – 15% of total grade

This paper should be considered a summation assignment of the seven response papers. This paper will focus on the current or future agricultural conflicts you are or will have to work with. For example, you may have to work between groups of producers that have different views on the use of pesticides. How will you work with these different groups to develop a positive environment for learning or working?

You will need to provide at least five examples in this assignment. The paper should be organized around the five examples and answer the following questions for examples:

1. What is the topic causing conflict between the two or more groups?
2. What are the viewpoints and goals of each group pertaining to this topic?
3. What words would you not want to use to describe the topic for each group?
4. What words would you want to use to describe the topic for each group?
5. What are areas that the groups actually agree on? This does not have to be about the topic.
6. How can you use these points of agreement to move forward on the topic?

It is important to realize that you are not trying to solve the problem for the groups; rather, you are looking for ways for these groups to work together and find common ground.

The real-world examples you utilized for the response papers can be utilized in this paper and you can also utilized new examples as well. I will provide a sample of how write the paper for one topic and group later in the semester. This assignment should be at least six pages long, single spaced paragraphs or line, using Times New Romans font, and have 1” margins.

How Agricultural Values impacts Your Context – 5% of total grade

You will develop a short presentation for your classmates that focusing on the examples you have provided in the main paper.