
History and Philosophy of Agricultural and Extension Education

Instructor

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Class materials and information posted on <https://learn.uark.edu>.

Purpose: The primary purpose of this course is to provide the student with an examined grounding in the seminal events and people in the history of agriculture (history), principle divisions of thought (philosophies), and decisions made (policy), resulting in the current state of affairs in agricultural and extension education. It has been said that policy is the expression or operationalization of philosophy and policy creates history yet is influenced by history. The convergence of these factors determines the future direction of agriculture and extension education.

Performance Objectives:

Philosophy

- Define philosophy.
- Develop a conversational knowledge of philosophers.
- Discuss the branches of philosophy metaphysics, axiology, and epistemology.
- Compare and contrast four of the systematic philosophies used throughout history in education (Idealism; Realism; Pragmatism; Existentialism) citing one or more *great thinkers* from each.
- Develop and articulate a personal and educational philosophy.
- Describe educational methods and practices guided by a pragmatic philosophy.
- Discuss John Dewey's philosophy of learning and teaching.

History

- Describe the events surrounding the formation of land grant universities.
- Discuss the creation of the 1860, 1890, and 1994 land grants.
- Outline major trends or eras in American agriculture, describing the technological, economic, social, and political factors that contributed to the development of public schools.
- Discuss the role of agriculture and agricultural education throughout American history.

Required Readings: Required course reading material will be available on the Blackboard website.

Recommended Textbooks and Readings: (available at online retailers and public libraries)

Suggested Readings:

Blauch, L.E. (1969). Federal cooperation in agricultural extension work, vocational education, and vocational rehabilitation. New York, N.Y.: Arno Press & New York Times.

Dewey, J. (1938). *Experience and Education*. New York: Touchstone

Dewey, J. (1944). *Democracy and Education*. New York: Macmillan Company.

Drache, H.R. (1996) *History of U.S. Agriculture and its relevance to today*. Danville, IL: Interstate Publishers.

Durant, W. (1991). The Story of Philosophy. New York: Simon & Schuster.

Eddy, E.D. Jr. (1957). *Colleges for our land and time. The land grant idea in American education*. New York: Harper & Brothers.

Hurt, R. (2002). *American Agriculture: A Brief History*. Revised Edition. West Lafayette, IN: Purdue University.

Morris, T. (1999). *Philosophy for Dummies*.

Rasmussen, W.D (1989). *Taking the university to the people: Seventy-five years of Cooperative Extension*. Ames, Iowa: Iowa State University Press.

Shepardson, W.H. (1929) *Agricultural education in the United States*. New York: MacMillan Company.

Stimson, R.W. & Lathrop, F.W. (1942) *History of agricultural education or less than college grade in the United States*. Bulletin No. 217. Washington D.C: United States Government Printing Office.

True, A.G. (1929). *A history of Agricultural Extension in the United States. 1785-1925*. USDA Miscellaneous Publication No. 15. Washington, D.C.: U.S. Government Printing Office.

The Encyclopedia of Arkansas History and Culture. Available at:

<http://www.encyclopediaofarkansas.net/>

Assignments

Blogs: (15 @ 10 each) Class Participation is based upon the blogs posted each week. I will post a question related to the weekly readings or videos. You will answer the question based upon your knowledge, experience or other educational information.

You are to answer the questions for the week and review your classmates' responses as well. You should plan to pose provocative questions or present a different thought or alternative. You should plan to post at least three questions or thoughts during the course.

Papers

Paper 1: (100 points) Identify, describe and discuss major factors (e.g. social, educational, political, philosophical, etc.) that you feel influenced the development of federal legislation for agricultural and extension education.

Philosophies/Philosophers Paper: (100 points). *Select one of these two areas to develop paper 2.*

Select from the list provided, or better yet from your own interests, an educational philosophy, philosopher or “great thinker” (many of the “great thinkers” we perceive as philosophers are not known as philosophers outside of our field). The paper should summarize the philosophy and describing the person most responsible for its introduction or popularity.

Dewey Paper: (100 points). John Dewey is considered the pre-eminent educational theorist of the 20th Century. This paper should describe his ideas on traditional and progressive education and his ideas for the philosophy of experience.

Each paper should be five to seven pages, citing at least five sources

Initial Philosophy (20 points)

Your initial philosophy submission which will not be elegant nor is it expected to be as such. This submission should be an initial “thoughts on paper” which should evolve and become more elegant by the end of the course. The expectation for this assignment is ½ to 1 full page maximum. Please submit through Blackboard in the assignment portal.

Educational Philosophy (50 points)

Writing a statement of your philosophy of education is a time-honored requirement of graduate courses in educational philosophy—even in agricultural education. Here again, the value of your educational philosophy statement is often the reflective introspection required in its development. Your statement should be short - about one page maximum. It should be something you believe could be used to guide decision-making in educational program development, delivery, and evaluation. While this is your statement of educational philosophy, you may decide to describe the purpose(s) of education and the role(s) of the participants in an ideal educational environ

Quizzes: (14 @ 10 points each). Brief exams will be given each week over the reading material.

Syllabus Content and Schedule Changes

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced.

Schedule of Classes: Refer to the weekly Schedule in Blackboard

Grading Scale: Grades will be assigned using these percentages of the total points possible.

Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F <59%

Late Assignments

Late assignments will be accepted up to three week days after the original due date. Grades on late papers will be lowered by 10 percent for every weekday the assignment is late. Assignments not submitted within three weekdays will receive a zero. No late assignments will be received after the last day of class.

Participation

Class participation will occur between and among students and the instructor through a variety of methods during the course including captured lectures, email and threaded discussions. Collectively, we benefit from everyone's contributions

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Educational Access.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the

permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required. First time academic honesty offenders will receive a zero for the assignment/exam. Second time offenders will receive an F in this course.

Copyrights

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.