**Auburn University**

**CTCT 8800 Syllabus**

1. Course Number: CTCT 8800

Course Title: History and Philosophy of Agricultural Education

Credit Hours: 3 Semester Hours

Prerequisites: None

Corequisites: None

2. Term: Fall 2022

**Day/Time:** Class Hours: Distance Canvas

**Instructor:** David Chapman, Ph.D.

Office Address: 3084 Haley Center

Contact Information: Office Phone: 678-232-7509

Email: dlc0037@auburn.edu

Office Hours: by appointment

3. Text and Major Resources:

There is no required text for the course. All assigned readings (journal articles & relevant literature) will be provided.

Barrick, K. (1989). Agricultural education: Building upon our roots. *Journal of Agricultural Education,* 24-29.

Camp, W. G. (1987). Smith, Hughes, Page, and Prosser. *The Agricultural Education Magazine,* February.

Camp, W. G. & Hillison, J. H. (1984). Prosser’s sixteen theorems: Time for reconsideration. *Journal of Vocational and Technical Education,* 1(1), 13-21.

Flanders, F. B. (2008). Cultivating a program for sustainable agricultural education. *The Agricultural Education Magazine,* 6-8.

Glassman, M. (2001). Dewey and Vygotsky: Society, experience, and inquiry in educational practice. *Educational Researcher, 30*(4), 3-14.

Hillison, J. (1986). *Agricultural teacher education preceding the Smith-Hughes Act*. Virginia Plytechnic Institute and State University.

Hillison, J. (1993). The role of virginia in the development of the ffa. *Journal of Agricultural Education,* 37-45.

Hillison, J., & Bryant, B. (2001). Agricultural societies as antecedents of the FFA. *Journal of Southern Agricultural Education Research, 51*(1), 102–113.

Hughes. M. & Barrick, R. K. (1993). A model for agriculture education in public schools. *Journal of Agricultural Education, 34*(3), 59-67. doi: 10.5032/jae.1993.03059

Lakes, R. D. (1985). John Dewey’s theory of occupations: Vocational education envisioned. *Journal of Vocational and Technical Education, 2*(1), 41-47.

Love, G. M. (1978). An introduction to the philosophy of agricultural education. *Journal of the American Association of Teacher Educators in Agriculture, 19*(1), 2-10.

Luetkemeyer, J. F. (1987). The Snedden/Prosser social efficiency paradigm of vocational education. *Journal of Industrial Teacher Education,* 25(1), 31-40.

Mercier, S. (2015). *Food and agricultural education in the United States*. Washington, DC: AGree.

Miller, L. E. (2006). A philosophical framework for agricultural education research. *Journal of Agricultural Education, 47*(2), 106-117.

Moore, G. E. (1988). A philosophy primer for agricultural educators. *The Agricultural Education Magazine, 61*(6).

Moore, G. E. (1988). The forgotten leader in agricultural education: Rufus. W. Stimson. *The Journal of the AATEA, 50-58.*

Moore, G. E. & Gaspard, C. (1987). The quadrumvirate of vocational education. *Journal of Technical Education, 4*(1).

Myers, B. E. & Dyer, J. E. (2004). Agriculture teacher education programs: A synthesis of the literature. *Journal of Agricultural Education, 45*(3), 44-52.

Parr, B. & Edwards, M. C. (2004). Inquiry-based instruction in secondary agricultural education: Problem solving-an old friend revisited. *Journal of Agricultural Education, 45*(4), 106-117.

Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education, 47*(1), 17–29. doi: 10.5032/jae.2006.01017

Roberts, T. G., Harder, A., & Brashears, M. T. (2016). *American Association for Agricultural Education national research agenda: 2016-2020.* Gainesville, FL: Department of Agricultural Education and Communication.

Smith, K. L., & Rayfield, J. (2016). An early examination of the educational intent of supervised agricultural experiences (SAEs) and project-based learning in agricultural education. *Journal of Agricultural Education, 57*(2), 140-160.

Thoron, A. C. & Myers, B. E. (2008). Agriscience: Sustaining the future of our profession. *The Agricultural Education Magazine,* 9-11.

True, A. C. (1929). *A history of the agricultural education in the United States 1785-1925.* Washington, DC: U.S. Government Printing Office.

Wirth, A. G. (1972). Charles A. Prosser and the smith-hughes act. *The Educational Forum, 36*(3), 365-371.

Washburn, S. G. (2007). What impact will state and federal legislation have in future curricular decisions?. *The Agricultural Education Magazine,* 18-20.

Wolf, K. J. & Connors, J. J. (2009). Winning the war: A historical analysis of the ffa during world war II. *Journal of Agricultural Education, 50*(2), 114-122.

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**4. Course Description:**

An extensive review of the history and philosophy of agricultural education with an emphasis on beliefs, philosophy, issues, research, roles, curriculum, methodology, organization, and key individuals as it relates to the historical development of agricultural education.

**5. Course Objectives:**

Upon completion of this course, students will be able to project themselves as competent, committed, and reflective professionals in the field through their ability to:

1. Demonstrate an understanding of agricultural education with a specific focus upon history and philosophy within agricultural education.
2. Identify key components of the historical and philosophical development of agricultural education.
3. Establish an understanding of agricultural education research related to the history and philosophy of agricultural education.
4. Develop a personal philosophy of agricultural education based upon relevant literature and key philosophers within the field.
5. Connect various philosophies and historical events to the development of agricultural education.
6. **Course Content:**

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| --- | --- | --- | --- |
| **Week** | **Course Topic** | **Readings** | **Assignment** |
| Week 1  8/16-8/21 | Introduction and Course Overview | Syllabus/  Course Overview  Video | Introduction/Review Course |
| Week 2  8/22-8/28 | Introduction to the Philosophy of Agricultural Education | Love(1978)  Miller(2006)  Moore(1988) | Discussion 01 |
| Week 3  8/29-9/4 | Foundations of American Systems of Agricultural Education | True(1929) | Discussion 02 |
| Week 4  9/5-9/11 | Agricultural Education: Building Upon our Roots | Barrick(1989)  Hughes/Barrick(1993) | Discussion 03 |
| Week 5  9/12-9/18 | Food and Agricultural Education in the United States | Mercier(2015) | Discussion 04 |
| Week 6  9/19-9/25 | Development of the Smith-Hughes Act | Camp(1987)  Moore/Gaspard(1987)  Wirth(1972) | Discussion 05 |
| Week 7  9/26-10/2 | Philosophical Examination of Experiential Learning | Roberts(2006)  Lakes(1985) | Discussion 06 |
| Week 8  10/3-10/9 | John Dewey and Inquiry-Based Instruction | Glassman(2001)  Parr/Edwards(2004) | Discussion 07 |
| Week 9  10/10-10/16 | **Personal Philosophy of Agricultural Education Paper** | Complete Paper  \**See Syllabus*\* | **Philosophy Paper** |
| Week 10  10/17-10/23 | Charles Prosser: Sixteen Theorems | Camp/Hillison(1984)  Luetkemeyer(1987) | Discussion 08 |
| Week 11  10/24-10/30 | History of SAE and Project Based Learning in Agricultural Education | Moore(1988)  Smith/Rayfield(2016) | Discussion 09 |
| Week 12  10/31-11/6 | History and Development of Youth Leadership Organizations in Agriculture | Hillison/Bryant(2001)  Hillison(1993)  Wolf/Connors(2009) | Discussion 10 |
| Week 13  11/7-11/13 | Agricultural Education Teacher Education | Hillison(1986)  Myers/Dyer(2004) | Discussion 11 |
| Week 14  11/14-11/20 | Sustainability of Agricultural Education | Flanders(2008)  Thoron/Myers(2008)  Washburn(2007) | Discussion 12 |
| Week 15  11/21-11/27 | Thanksgiving Break/Early Submission of Final Paper |  |  |
| Week 16  11/28-12/4 | **History & Philosophy of Agricultural Education Final Paper** | Complete Final Paper \*See Syllabus\* | **Final Paper** |

**7. Assignments/Projects:**

1. **Complete the assigned readings for each week.**
2. **Participate in all class discussions.** Weekly discussion posts will include a summary/reflection of the reading, discussion question, response to classmates, and inclusion of a relevant journal article or literature. Each week you should make a one paragraph discussion post over the reading(s) for the week (5 Sentence minimum). The paragraph should be a summary/reflection of the readings. If more than one reading is provided for the week, you can select one to do your summary over or provide an overview of all readings. In addition to the summary, you should post a discussion question for your classmates to reflect upon in their weekly responses. The questions should be written to facilitate deeper/critical thinking about the readings or topics related to the readings. You should reply to two questions posed by your classmates each week (3 sentence minimum per reply). These class discussions are better facilitated if you post your discussion/question earlier in the week so that there is time for replies and additional discussion.

In addition to the summary and discussion questions, you should post a relevant journal article/literature each week. The articles/literature should either be related to the weekly readings or relevant to your personal research interests within agricultural education. The article/literature may be included as an attachment to the weekly discussion post, the link may be provided (if available), or it may be formally cited in APA. A short description of the article (2-3 sentences minimum) should be provided in the post. This will assist with providing relevant literature to be included in the major papers for the course and also providing everyone in the course with a bank of literature to better facilitate future research.

1. **Personal Philosophy of Agricultural Education:** The philosophy of agricultural education paper should summarize your personal philosophy of agricultural education. Be sure to think about the broad scope of agricultural education when completing this paper. Merge historical and philosophical foundations of agricultural education with your own personal beliefs and experiences in the development of your philosophy. Feel free to utilize sources and journal articles outside of those used in the course for reference. Cite all sources according to the most recent edition of the APA style manual. The paper should be 3-5 pages in length (not including title page or citations), double-spaced and in 12pt font. The paper is due by 12:00AM on the Sunday following week 9. This specific date will be announced prior to week 9 in the course.
2. **History and Philosophy of Agricultural Education Final Paper:** The history and philosophy of agricultural education final paper should represent your understanding of the history and philosophy of Ag Ed utilizing course materials (articles/text) and related research journal articles. Be sure to think about the broad scope of agricultural education when completing this paper. This is not a personal philosophy or opinion based paper, but instead a culmination of your understanding of the history/philosophy of Ag Ed. Your paper may include a variety of areas within the field including the teaching process, philosophical foundations, Ag Ed history, key individuals, teacher education, agricultural literacy, psychology of learning, etc…**You must have a minimum of five journal articles outside of those presented in the course materials included and properly cited within the paper.** The articles should support your understanding and explanation within the paper. Cite all sources according to the most recent edition of the APA style manual. The paper should be 10-15 pages in length (not including title page or citations), double-spaced and in 12pt font. The paper is due by 12:00AM on the Sunday following week 16. This specific date will be announced prior to week 16 in the course.

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (12) | 50 | 600 |
| Philosophy Statement | 150 | 150 |
| History & Philosophy Paper | 250 | 250 |
|  | Total Points Available | 1,000 |

**Grading Rubric:**

75% Content

15% Grammatical

10% APA Style

**The following grading scale will be used:**

|  |  |
| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**8. Class Policy Statements:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments/discussion posts are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (http://www.auburn.edu/student\_info/student\_policies/).

**Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Academic Honesty Statement:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**10. Students with Disabilities Statement:**

“Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

**11. Justification for Graduate Credit:**

CTCT 8800/6 (History & Philosophy of Agricultural Education) builds upon previous experiences and education in agricultural education. Course content will analyze the philosophical and historical perspectives that have shaped today’s agricultural education programs. The course is taught at an advanced level and requires extensive student participation and self-direction. Students will be required to review, interpret, and analyze a vast amount of literature related to the history and philosophy of agricultural education. Grading in the course is based on students’ synthesis of a vast amount of technical literature and the preparation of documents that support comprehension, application, and instruction.