



Course Syllabus

Fall Semester 2009

Course: Ag & Ext Ed 511

Title: Extension History, Philosophy and Objectives (3)

Meeting Time: Course materials will be made available on the Blackboard system each Tuesday evening no later than 6:45 p.m. Content is expected to be reviewed and completed prior to the following Tuesday, at which time content for the next class will be made available.

Location: This is a distance delivered course available at Online@UT.

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Text: None Required . . . This is a “history and philosophy” course. You will learn about some history of this organization we call “Extension” and you will develop a personal philosophy based upon what you learn and experience. All students will be expected to read from media materials, handouts and from books, periodicals, web-based references and other references available to them in various locations. Numerous resources are available for this course in the UT Library, or other university libraries throughout the state and on the web. While it is not required that you be on campus to participate in this course, it is expected that each student will have access to and utilize the library and web based educational materials. This may require you to make at least one or two visits throughout the semester to the UT Library, or another university library to access those resources. However, the intra-library loan policy is very user-friendly. With good planning, books and other references could be mailed to you and returned without having to travel.

Course Description:

Historical and philosophical foundation of adult education in American agriculture, key figures, issues, legislative movement, farmer organizations and programs. Cooperative Extension Service, origin, legislation and growth and nature of present-day objectives and programs.

Course Goals:

The overall objective of this course is to acquaint the students with the major events and factors that have contributed to the development of agricultural and/or extension education in the United States. By the end of this course the student will understand why extension education is as it is today. Students satisfactorily completing Ag & Ext Ed 511 will be able to:

- S** examine the evolution of higher education in the United States;
- S** explore the early beginning of education in the United States;
- S** identify major discoveries and events in American agriculture that impacted the information delivery system;
- S** describe the social and/or other events that contributed to the development of extension education;
- S** know the impact of federal and state legislation on the land-grant institutions and the Cooperative (Agricultural) Extension Service;
- S** develop an understanding of Cooperative Extension, its philosophy, its origins, and its opportunities;
- S** know the educational philosophers and leaders in early agricultural and extension education;
- S** understand current beliefs, practices and structures on the Cooperative Extension Service; and,
- S** identify and discuss trends in American life that will continue to affect Cooperative Extension in the future and the implications of these trends for Extension work.

Note: This course is designed to encourage student interaction via the discussion boards and other electronic media provided by the Blackboard course management system. While some material will be covered by the instructor, much of what you learn in this course will be via your interaction with other students. While this will be a challenge via distance delivered courses, it is my personal goal to meet this challenge. As such, a substantive amount of time in this course will be spent reading and reacting to other students' thoughts and research.

Course Assignments:

The course will be organized around a set of activities in which we will engage collectively and independently. Group interaction will be dependent upon your use of specified tools in the Blackboard course management system. Several of the written assignments will provide the basis for our on-line discussions. ***There will be no traditional "quizzes, tests or exams" to be administered during this course.***

This section of the syllabus provides some description/elaboration on the independent activities in which it is proposed that you engage. It is requested that you type (double spaced) all written materials you submit.

A. Reflection Papers:

This activity is intended to enable you to exhibit competence in writing. It is to provide you opportunity to reflect, in writing, your thoughts on various aspects of our organization. It is intended to allow you to “talk to yourself” in writing and to allow you and the instructor to interact (“talk to each other”) in writing. At the same time, these reflections will provide the instructor with evidence of your careful thinking. That careful thinking is to be based upon your study, including your finding connections between what you read, what is covered in class and your own professional and personal experiences.

You are asked to reflect upon three questions which represent the substance of this course. More importantly, the activity of reflecting is to enable you to consciously suggest connections, to be critically analytical, to draw upon your own experience, observations, study, etc.

The instructor will examine your written reflections, reacting to evidence of:

- Care and clarity of thought
- Substance of thought
- Connections you consider between what we are dealing with in this course and your own extension work responsibilities and experiences (such as, how your thinking can guide what you are doing in your work and what you think you might/should do that would represent some adjustments in how you have been performing your responsibilities).
- Since this activity is something of a “free-wheeling” exercise, you will not be expected to do the careful footnoting of sources drawn upon as you would in more formal papers. *However, it is expected that, in the text of your reflections, you name the sources (published or otherwise) upon which you draw.*

B. Reflection Questions and due dates:

- What single event do you believe was most significant to the establishment of the land-grant university system? Why? ***Due in the Digital Drop Box September 22.***
- Why was an organization such as the Extension Service necessary and what led to its development? ***Due in the Digital Drop Box by October 20.***

- What is (describe) Extension as it now functions? Compare your thoughts and/or comments to the prospects for the existence of an Extension Service in the foreseeable future. ***Due in the Digital Drop Box by December 1.***
- C. Prepare a major written report on a person, law, court case, federal commission report, government document, book, etc. that has had a major impact on agriculture, extension or education. Obtain a copy of the law or report, etc. and read it or do research on an individual. Prepare a 3-5 page typed report. You will need to share your selected topic with the instructor and other students by no later than September 18th. You may post your chosen topic on the discussion board. Once a topic is posted, I would ask that no other student select that same topic. If two students select the same topic, the one who posted it first will be allowed to use that topic. This assignment is ***due in the digital drop box by no later than November 3.*** Suggested topics, books, etc. might include (but are not limited to):

Hatch Act
 Second Morrill Act
 Country Life Commission
 Farm Life Schools
 Smith-Lever Act
 General Education Board
 Agricultural Adjustment Act
 Capper-Ketchum Act
 Seaman A. Knapp
 Bankhead Act (Jones, Flannigan)
 Joint Committee Report on Extension Programs, Policies and Goals
 Hard Tomatoes, Hard Times
 The Grange in America
 A Statement of Scope and Responsibility
 A People and a Spirit
 Extension in the 80's: A perspective for the Future of the Cooperative Extension Service
 The Warner and Christenson Report
 Extension in Transition; Bridging the Gap Between Vision and Reality
 Federal Agricultural Improvement Reform Act
 Understanding Agriculture: New Directions for Education

D. Class Presentation

Each student's written report will be made available to other students for their review and reaction. Think of it as an "oral presentation" assignment, even though you will not be in a traditional classroom giving it. The week of November 3rd will be devoted to each student reading all

other students written reports and reacting to them on the discussion boards. Each student is expected to engage in a written dialogue with his/her fellow students on these written reports. Ask questions, provide opinions and feedback, etc. More information will be made available about how this will work as the due date draws nearer.

E. A Personal Philosophy of Extension

Each student will write a one-page personal philosophy statement reflecting “My philosophy of extension”. This is to be turned in on *December 1st*. It should reflect substantial thought. You should identify your goals of agricultural or extension education and describe how these goals are best accomplished.

F. Interview a retired or “senior” (minimum of 30 years experience) Extension Agent or specialist. Specific guidelines to follow in conducting the interview will be provided. Basically, the purpose of the interview is to determine how Extension has changed during the career of the individual interviewed. This will be due *November 10th*. These assignments will also be collectively posted on discussion boards for students to review and discuss during the week of November 10th. (Again, additional information about how this will work will be provided as the assignment due date draws nearer.)

Basis for Evaluating Performance in AEE 511:

Your final grade in AEE 511 will be based upon the following:

<u>Activity</u>	<u>Percent of Grade</u>
Reflection Papers (3 @ 10 pts ea.)	30
Written Report	25
Class Presentation of Written Report (Participation in discussion)	15
Interview (including participation in discussion)	15
Philosophy Paper	10
General Class Participation (on-line office hours, e-mail etc general discussion board contributions etc.)	<u>5</u> 100

Grading Scale:

- 100 - 90 percent = A
- 89 - 80 percent = B
- 79 - 70 percent = C
- 69 - 60 percent = D
- 59 - 0 percent = F

Academic Honor:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. All students are reminded of the honor statement which is included in all official student documents (admission applications, catalogs, [Hilltopics](#), etc.). It is assumed that all students in this course will abide by The University of Tennessee Honor Statement which reads: *"As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity"*.

Tentative Course Topical Outline:

<u>Date</u>	<u>Topic</u>
<u>August</u>	
25	Class Orientation Format, Assignments, Access to Resources
<u>September</u>	
1	Agricultural Development Prior to the Morrill Act
8	Agricultural Development from 1860 to 1900 -The Morrill Acts of 1862 and 1890 -The Hatch Act
15	The Life and Times of Seaman A. Knapp The Demonstration Method
22	Extension Comes of Age - The Smith-Lever Act
29	Early Extension Times and Methods
<u>October</u>	
6	An Overview of our Progress - From 1914 to the Present
13	A History of Reports on What We're Doing Wrong!
20	A Short History of UT Extension
27	Extension Today

November

- 3 Class Presentations
 Discussion Board Exercise
- 10 A Discussion of our Culture (Taken from your Interviews)
 Discussion Board Exercise
- 17 Toward A Philosophy of Extension
- 24 Open Class Date (Finish Outstanding Assignments)

December

- 1 Turn in Philosophy Statements, final reflection question . . .any
 remaining assignments . . . Course Wrap-up

References:

These titles and many more are available in most libraries. Depending upon the title, it may be available in either the Agriculture-Veterinary Medicine Library or the Main Branch on the East Campus here at UT. UT Library call numbers are provided in parentheses. However, you should also check the electronic catalog to assure availability of a reference. UT distance education students may use library loan service by contacting the library and making arrangements EARLY in the semester.

Bliss, R. K. (ed.) *The Spirit and Philosophy of Extension Work*, Graduate School, United States Department of Agriculture, and Epsilon Sigma Phi, 1952 (S544.E75)

Brunner, Edmund de Schweinitz, *Farmers of the World, The Development of Agricultural Extension*. New York: Columbia University Press, 1945 (S544.B7)

Eddy, Edward Danforth. *Colleges For Our Land and Times: The Land-Grant Idea in America*. Harper, 1957 (LA226.E38).

Holt, Rackham. *George Washington Carver, An American Biography*. Doubleday, 1963 (S417.C3H6 1963).

Kellogg, Charles Edwin, *The College of Agriculture: Science in the Public Service*. McGraw-Hill, 1966 (S533.K38).

Kelsey, Lincoln David and Cannon C. Hearne. *Cooperative Extension Work*. Comstock Publishing Associates, 1963 (S544.K4 1963).

Martin, Oscar Baker. *The Demonstration Work: Dr. Seaman A. Knapp's Contribution to Civilization*. The Stratford Company, 1921 (S417.K6M3).

- McKimmon, Jane (Simpson). *When We're Green We Grow*. The University of North Carolina Press, 1945 (TX174.C3M3).
- McMurry, Linda O. *George Washington Carver, Scientist and Symbol*. Oxford University Press, 1981 (S417.C3M3).
- Mosher, Arthur Theodore. *An Introduction To Agricultural Extension*. Agricultural Development Council, 1978 (S544.M67).
- Rasmussen, Wayne David. *Taking The University To The People: Seventy-Five Years of Cooperative Extension*. Iowa State University Press, 1989 (S544.R37 1989).
- Reck, Franklin M. *The 4-H Story*. 1951 (HS3313.F62R4).
- Reeder, R.L. *The People and the Profession: Pioneers and Veterans of the Extension Service Remember How They Did Their Jobs*. Epsilon Sigma Phi, 1979 (S544.R43).
- Sanders, H. C. *The Cooperative Extension Service*. Prentice-Hall, 1966 (S544.S2).
- Scott, Roy Vernon. *The Reluctant Farmer: The Rise of Agricultural Extension to 1914*. University of Illinois Press. 1970 (S545.S26).
- Sims, A.J. *History of the College of Agriculture, Agricultural Experiment Station, Agricultural Extension Service, University of Tennessee. 1869-1952*. 1953 (S537.T2S5).
- Smith, Clarence Beaman. *The Agricultural Extension System of the United States*. J. Wiley & Sons, Inc.; Chapman & Hall, Ltd. 1930 (S533.S57).
- Spicer, Edward Holland. *Human Problems in Technological Change*. Russell Sage Foundation, 1952 (HM101.S77).
- True, Alfred Charles. *A History of Agricultural Extension Work in the United States, 1785-1923*. U.S. Government print. off., 1928 (S533.T838).
- Vines, C. Austin and Martin A. Anderson. *Heritage Horizons: Extension's Commitment To People*. Journal of Extension, 1975 (S544.H47).
- Washington, Booker Taliaferro. *An Autobiography: The Story of My Life and Work*. J.L. Nichlos & Company, C1901 (E185.97.W293).
- Wessel, Thomas R. and Marilyn Wessel. *4-H, An American Idea, 1900-1980: A History of 4-H*. National 4-H Council, c1982 (S533.F66W45 1982).
- Works, George Alan. *The Land-Grant Colleges*. U. S. Government print. off., 1939 (LA226.W75).