General Information
Instructor: Paul W. Barkley (Ballard 226, phone 737-1433) email (pbarkley@oregonstate.edu)

Office hours: MWF 11:AM – 3:PM Appointments are appreciated. PLEASE NOTE : I do not use or understand “TEXTING.” Similarly, I do not use or participate in any of the “social media” features (FACEBOOK, TWITTER, LINKEDIN, etc.) available on modern electronic equipment. I cannot be contacted via these tools. Face-to-face is best, the telephone is suitable (541-737-1433), and, in extreme situations, you may contact me by email (pbarkley@oregonstate.edu), but there is no guarantee that I will open your message in a timely manner.

Course Credits: Three credit hours
Prerequisites: No rigid pre-requisites. An introductory course in economics is helpful.

Catalog Description
Focuses on the historical development of the agricultural industry in the United States from the time of settlement through recent times. The colonial years, expansion into Western territories, development of new technologies, and the eventual emergence of government as an important force in agriculture receive special attention. The relationship between agriculture and the remainder of the economy call attention to poverty, money and banking, pure food laws, and the reaction to the NewDeal.

Learning Resources
- Graduate students will read a commentary on the history of agriculture in Gene Wunderlich, Seven Creations: Agriculture to God, self-published, 2011. (This book will be on reserve in the Valley Library. It is also available through Amazon.com)
- All students will receive lists of online materials helpful in several parts of the course.

Student Learning Outcomes:
- Students enrolled at the 400 level will be able to:
  o Describe the fragile but necessary development of the agricultural economy of the United States
  o Compare and explain why different regions of the country developed in different ways and at different times
o Recognize the relationship between political and economic activity in the period(s) after 1850
o Write short (less than five pages) commentaries on specific events related to agricultural technology

• In addition to the above, students enrolled at the 500 level will be able to:
  o Identify postures taken by 20th Century Presidents and their Secretaries of Agriculture regarding the role of public policies related to farming, agriculture, and food systems
  o Write a term paper on an agreed upon feature in the history of American agriculture
  o Summarize the importance of various public land laws to the development of the nation’s farming industry

**Evaluation of Student Performance**

• Undergraduate student grades will be calculated from the following:
  o One mid-term examination (35% of total grade)
  o A comprehensive final examination (45% of total grade)
    ▪ Note: The mid-term and the final examinations will be based almost exclusively on “short-answer” questions
  o Several (usually 5-7) pop quizzes (10%).
  o Short (3-5 pages) written commentaries on 1-3 topics (10%)

• Students at the graduate level will be graded as follows
  o One mid-term (25%)
  o One comprehensive final examination (40%)
    ▪ NOTE: The two written examinations will include one or more questions directed solely at the %00-level students.
  o Several pop quizzes (10%)
  o One research paper (approximately 12-18 pages in length) on a subject negotiated with the instructor (25%)

• Most information transfer comes from reading and lecture. Open discussion is encouraged.

**Students with Disabilities:** I will provide reasonable accommodation for students who submit appropriate documentation of special learning needs. Please let me know early in the term if special arrangements are needed. “Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.”
Student Conduct

“Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.” Violations include: Cheating, Fabrication, Assisting, Tampering, and Plagiarism. The full OSU Statement of Expectations for Student Conduct is available at: http://oregonstate.edu/admin/stucon/achon.htm

Course Content:

Students seeking degrees granted by OSU’s AREc Department receive excellent training in the technical and economic aspects of the disciplines and sub-disciplines represented by the degrees the department offers (Agricultural Business Management and Environmental Economics and Policy). However, there is little opportunity for students to determine how their specialized knowledge fits into the 400-year record of agricultural development in North America. This course attempts to show the relationships between agriculture and the remainder of the U.S. economy with emphasis on how changes in social, political, and economic conditions have affected agriculture and its related industries. The major elements of the course are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction. Geography and Climate of N.A (Suitability for agriculture) Native American Agriculture ca.1600</td>
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<tr>
<td>2</td>
<td>Colonial Agriculture (North, Middle, and South.) Relationship between Agriculture and society (culture) in each section. Poverty and isolation</td>
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<td>3</td>
<td>Revolutionary period. Laying out, measuring, and distributing the land. Relationship between distribution of land and the rise of slavery</td>
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<td>4</td>
<td>Four major crops: Bread grains, rice, indigo, and cotton. Importance in domestic use and in world trade.</td>
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<td>5</td>
<td>Technology. (mid-19th Century) Especially importance of the cotton gin and grain harvesting equipment. Transportation.</td>
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<td>6</td>
<td>Post-Civil War: Agriculture organizes (The Grange, the agricultural wheels and others merge into the Peoples’ party (Populists))</td>
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<td>7</td>
<td>Agriculture catches up with the other parts of the economy</td>
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<td>8</td>
<td>Emergence of specific farm policies beginning about 1920</td>
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<tr>
<td>9</td>
<td>Depression, dust bowl, and the New Deal Policies</td>
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<tr>
<td>10</td>
<td>Contemporary farming, contemporary policy and some guesses about the future of American Agriculture. Summary.</td>
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