

*Young men [and women] closing their academical education with this, as the crown of all other sciences, fascinated with its solid charms, and at a time when they are to choose an occupation, instead of crowding the other classes, would return to the farms of their father, their own, or those of others, and replenish and invigorate a calling, now languishing under contempt and oppression.*

Thomas Jefferson, 1803

# *The Farm in Literature and Culture*

Students enrolled in this course will explore the role of agriculture in literature and culture. By reading fiction, non-fiction, poetry, and folklore as well as viewing film and visual arts, students will enhance their understanding of the role that farming, ranching, and agriculture have played not only in American life but also in the world at large.



**Throughout this course, you will learn to:**

- STUDY literature based on how it contributes to our understanding of farms and farmers in America
- RESEARCH how one farming/ranching culture or literary period historically built on another
- DISCUSS multiple genres of farm texts by explicating and analyzing through online conversations
- WRITE a farm journal/blog by collecting texts and connecting them with your own thoughts about farm literature
- ARTICULATE your knowledge of the farm through use of proper grammar and terms common to the agriculture discipline

## Instructor:

Rosa Thornley, M.S. | [rosa.thornley@usu.edu](mailto:rosa.thornley@usu.edu) | English Dept.

## Required Course Materials and Technology:

- *Farm: A Multi-Modal Reader* by Kinkead, Funda, and McNeill (ISBN 978-1-59871-722-8 available only in USU Bookstores)
- Internet access
- Compatibility with Microsoft Office tools and Adobe Reader

## Time Management:



This course is designed as a virtual classroom, NOT self-paced independent study. You will work with and at the same pace as your classmates, interacting weekly on discussion boards.



Since you are studying literature in this course, you can expect to do a lot of reading.



Because the course is delivered online, you can expect to do a lot of writing to demonstrate your understanding of and proficiency in the material assigned.



To succeed in completion of this course, plan on devoting **three to five hours a week** on your work, depending on your reading and writing abilities.

## Grading:

Grading for this course is divided into four sections:

Blog Posts	40%
Discussions	30%
Research Assignments	25%
Quizzes	5%
Total	100%

**Blog posts** evaluate your research and critical thinking skills in multiple modes of literature and agricultural history. Writing short analysis essays in your own online journal gives you an opportunity to create your own contemporary literature. You will be assigned the area of study, but you choose the farm topic to write about.

Weekly **discussions** help you explore, analyze, and explicate the assigned readings with your classmates. In each discussion, you will comment once with your response to the material before Wednesday, and then at least once to one of your classmate's posts before Saturday night.

**Research assignments** are required for you to demonstrate your understanding of the material that we have studied throughout the semester. You may choose from three different genres to research and write in: 1. Analysis essay, 2. Literature review, or 3. Fieldwork with short essay.

**Quizzes** test your knowledge of vocabulary and concepts used in the agriculture and literary disciplines.

Don't fool yourself into thinking that missing a 10-point assignment won't substantially affect your grade; 10 out of only 160 points possible in one section start to diminish your grade immediately. Do the math.

You can use the following grading scale to determine your grade at any point in the semester. However, you may be interested to know that I adjust the grades to the second highest percentage in the class at the end of the semester. Since you don't know who or what that grade is, I don't recommend banking your grade on it.

## Grading Scale

93% - 100%	A
90% - 92.9%	A-
88% - 89.9%	B+
83% - 87.9%	B
80% - 82.5%	B-
78% - 79.9%	C+
73% - 77.9%	C
70% - 72.9%	C-
68% - 69.9%	D+
63% - 67.9%	D
60% - 62.9%	D-
0 - 59.9%	F

**Late Work:** We move at a pace that doesn't allow you to fall behind and still succeed. This class will reflect professional situations you will find yourself in the future, and now is the time to practice professional behavior.

## Legalese:

*This section is determined by institutional policies and procedures*

**THIS IS AN ONLINE COURSE: ALL SUPPLEMENTAL READINGS, DISCUSSIONS, QUIZZES, AND SUPPORTING ASSIGNMENTS ARE ORGANIZED AND PUBLISHED ON CANVAS.**

**Disclaimer:** Class schedules and deadlines are subject to change at the discretion of the teacher. You will be notified on the message board.

## Schedule

Module/Week	Readings: <i>The Farm: A Multi-Modal Reader</i>	Discussions	Assignments	Quiz
<b>Exploring our Roots</b>				
Week 1	<i>Reader</i> , Ch 1- "Growing a Nation." YouTube <i>Guns, Germs, and Steel</i> part 3 and 4 on YouTube	The culture of farming "You might be a farmer if ..."	Create your Farm Blog	
Week 2	<i>Reader</i> , Ch 3- "European Agricultural Tradition," "Historical ""Literary Texts," "A Note About Terms." Research- <i>Canterbury Tales</i> : General Prologue - Friar, Franklin, and Plowman	Characterization of the Plowman in <i>Canterbury Tales</i>	Farm Blog 1: Trace Your Farming Roots	European Chapter Terminology
<b>Noble Farmer</b>				
Week 3	<i>Reader</i> , Ch 4- "Noble Farmer," Crèvecoeur, Jefferson readings <i>monticello.org</i>	The Citizen Farmer: the rhetoric of Crèvecoeur and Jefferson		
Week 4	<i>Reader</i> , Ch 2 & 4- "First Farmer's Almanac," Thoreau readings Research <i>Poor Richard's Almanack</i> and	Contemplative Spiritual Farming: invoking gods and Transcendentalism	Farm Blog 2: Animal, Vegetable, Mineral - trace what you eat or wear	Noble Farmer

	Transcendentalism			
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**Reality of Farming**

Week 5	<i>Reader</i> , Ch 6&13- "Plantation System, Sharecropping, and Tenant Farming," "Sharecropper's Contract." "Gee's Bend Work-Clothes Quilts." Research Gee's Bend Alabama at <i>loc.gov</i> and <i>auburn.edu</i>	Sharecropper and Tenant Farmers: class and citizenship - comparison to the idealism of Crèvecoeur and Jefferson	Intro to Extended Reading and Farm-Related Research Projects	
Week 6	<i>Reader</i> Ch 5- "Homestead Act of 1862," "Elinore Pruitt Stewart," "Proving Up," "The Joys of Homesteading," "Success," "Farm Daughter Jokes," "Joke A." Research terms <i>etic</i> , <i>emic</i> , <i>epistolary</i> .	Proving Up: literary and cultural aspects of Elinore Pruitt Stewart's work	Farm Blog 3: Folklore	
Week 7	<i>Reader</i> , Ch 10-"Chickarees" PDF- <i>We Sagebrush Folk</i> <i>cornpalace.org</i>	Farm, Food, and Festivity: "We eat when we celebrate." Culture, availability, seasonality, economic nature, status, tradition, and context.		Reality of Farming

**Farm Goes to College**

Week 8	<i>Reader</i> , Ch 7: "History of the Land Grant College" Research Smith-Hughes Act of 1917, History of the FFA, Cooperative Extension Agencies in your area	Ag Education: Wendell Berry's "Jefferson, Morrill, and the Upper Crust."	Farm Blog 4: Legislating Agriculture	
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**Farming in Hard Times**

Week 9	<i>Reader</i> , Ch 13: "Visual Rhetoric," "Victory Garden Posters," "Women's Land Army." Ch 6: Post-World War II Agriculture," "DDT: The 'War-Born Miracle'." <i>agclassroom.org</i> film <i>Food to Win the War</i>	Fruits of War: visual rhetoric in war posters.	Extended Reading Proposal	
Week 10	<i>Reader</i> , Ch 6: ""John Steinbeck's <i>The Grapes of Wrath</i> ," "Woody Guthrie." "The Ballad of Tom Joad." YouTube	Poetry in <i>Grapes of Wrath</i> : Create a "found poem" from the text of <i>Grapes of Wrath</i> .	Farm Blog 5: Extended Reading: Book or Film Review FRR Project Proposal and Outline	
Week 11	<i>Reader</i> , Ch 6: "Tomás Rivera, <i>And the Earth Did Not Devour Him</i> ," "Cesar Chavez." <i>chavezfoundation.org</i> "Eulogy for Juana Estrada" <i>Chavezdiegorivera.org</i>	Migrant Workers: spiritual strength, justice, political deprivation, social deprivation in those searching for work (from Rivera quote)		

**Return to the Land**

Week 12	<i>Reader</i> , Ch 6: "Grant Wood, <i>Revolt Against the City</i> ." PDF <i>Bucolic Plague</i> YouTube <i>Back to the Start</i> and <i>The Scarecrow</i> TEDxUdeM, "How Rooftop Farming will Change how We Eat."	Back-to-the-Land Rhetoric: romanticizing the farm	Farm Blog 6: Visual Rhetoric or Pop Culture	College, Hard Times, and Romanticizing
Week 13	<i>Reader</i> , Ch 14: "Novella Carpenter: <i>Farm City</i> ." <i>The Garden</i> film by Scott Hamilton Kennedy	Urban Farming: annotated bibliography		FRR Project draft

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**Harvesting**

Week 14		Where did you start; where have you been; where are you going: reflection on the course		FRR Project peer review
Final			Farm Blog 7: Fieldtrip	FRR Project peer review