

Introduction

The Course

Critical Perspectives in Agriculture was developed to enhance students' knowledge on how power structures, lack of access, and identity shape the experiences of marginalized groups in agriculture.

Developing the next generation of extension educators, faculty, K-12 educators, and industry leaders to have empathy and cultural awareness is critical in preparing them to work with and serve those from different cultural backgrounds.

Social Justice can be used as a learning tool to help educate and transform future generations of agricultural professionals. Social justice is the critiquing of social systems; transforming thinking; and enacting action for social, political, and economic justice (Fraser, 2009).

Examining social justice in agriculture can help students process how they have historically been and are currently situated within the discipline and consequently, become more engaged in the course (Cummings, 2019; Ladson-Billings, 1995; Martell, 2018).

Do you see a just agriculture in our future? How do we achieve a just agricultural society? How can learning about our histories help us imagine the future?

Purpose & Research Question

The **purpose** of this study was to explore and describe how College of Agriculture students visualize a just future in agriculture after participation in a social justice agricultural education course.

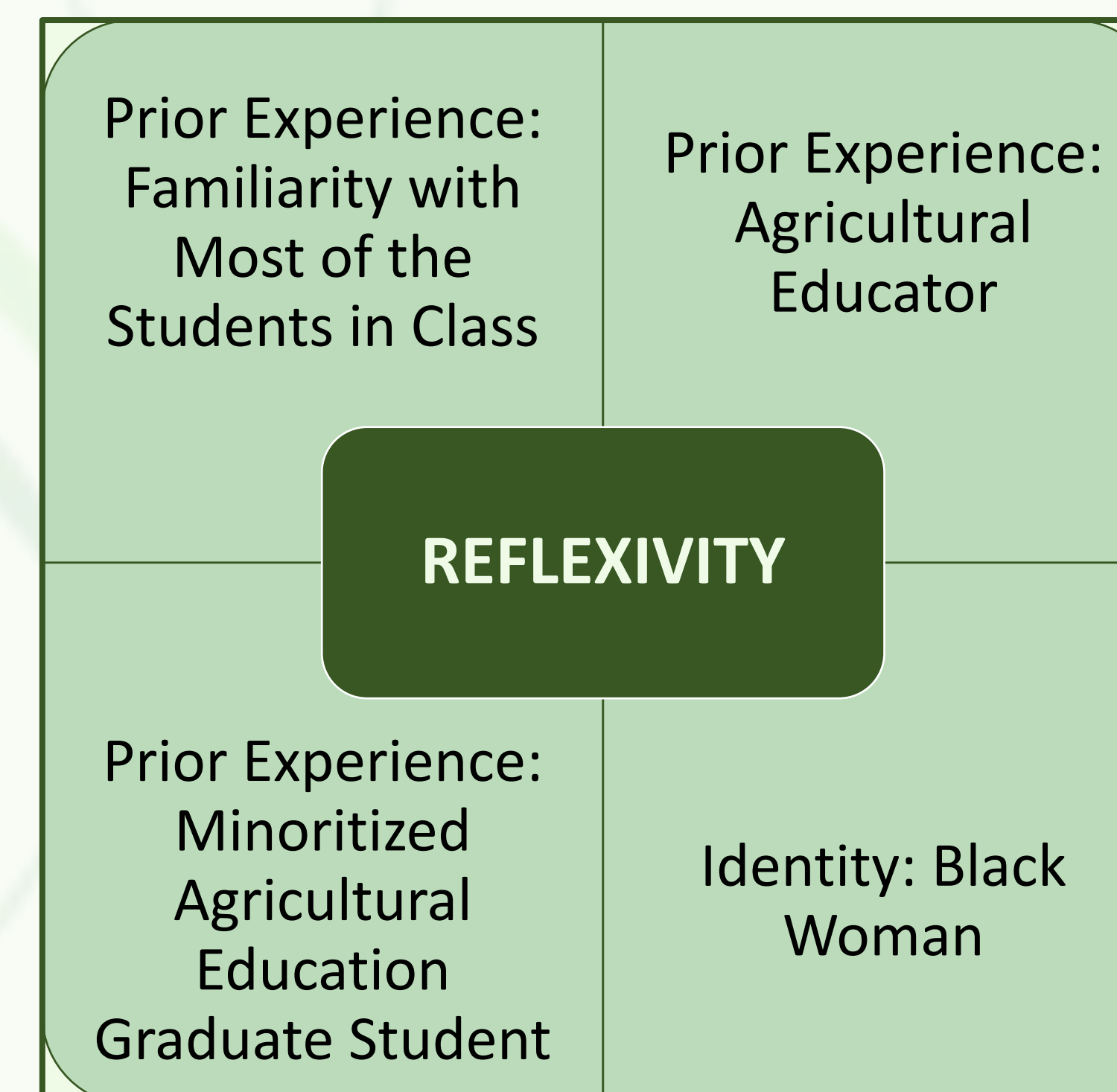
The **research question** that guided this study was: How do College of Agriculture students enrolled in a justice-based agricultural education course imagine a just agricultural future?

Methods

This research is part of a larger single case study to examine students' learning experiences.

Table 1. Student Demographics

Pseudonym	Major	Program & Year	Race
Iris	Ag Comm	UG, Senior	White & Latinx
Amaya	Ag Ed	MS, 1 st Year	Black
Missy	Ag Comm	MS, 2 nd Year	White
Nicole	Ag Ed	PHD, 1 st Year	Black
Charles Henry	Ag Ed	PHD, 2 nd Year	Black
Daisy	Animal Sci	PHD, 3 rd Year	Black



Data Points

Semi-Structured Interviews – 30-60 minutes

Student Reflections

Class Discussion

Findings

Skeptical Hope for Increased DEI Efforts/Just Agricultural Society

"I doubt I will ever see a truly "level" playing field for all agriculturalists in my lifetime." -Missy

"I am hopeful (but skeptical) for a more diverse agricultural industry." -Nicole

"Not the ones running things now. It's just not going to happen." -Daisy

Equitable Access to Resources

"Everyone would have equitable access to resources in farming and food production." -Iris

"...equitable distribution of resources in relation to universities, food systems...respect and acknowledgement of different cultural food values and systems." -Charles Henry

Students Saw Themselves Participating in Change-Making

"The way we ended the course was like, so how are we going to change it [injustice]? This course introduced me to ways I can do that." -Amaya

"I'm going to really make a point to create connections and relationships in ag for kids who might not normally see themselves." -Missy

Conclusion

Courses like #AgCrit that challenge our biases and current knowledge, expand representation in agriculture, and help us imagine what our futures could look like should be encouraged for all agricultural students.

"Our work fighting injustices began in the classroom as analyzed discussions, but it will carry on as tangible change in our communities as long as we keep fighting and paving the way for those who will come behind us." -Iris