

Rural Sociology/Sociology 140

Introduction to Rural Sociology and Development

Spring Semester 2008

Lectures: TR 6:00-7:15pm, Agricultural Hall, Rm 10

Instructor:

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Office hours: Thurs 2:00-3:30

and by appointment

COURSE DESCRIPTION

Rural Sociology 140 provides an introduction to the study of rural people and places, including an examination of interaction between society and natural resources. The course will begin by primarily examining rural issues and development within the U.S. context, focusing on food systems and changing agriculture structures and the impact of land use decision-making on communities and natural resources. The latter portion of the course will expand the scope internationally and focus on development issues within the context of globalization. The course will provide an introduction to sociological theory and core concepts as they relate to rural institutions and communities, agriculture, food systems, natural resources, the environment, and development.

COURSE OBJECTIVES

The main objective of the course is to put on our sociological glasses to look at rural issues and how people and the environment interact within the institutional structures of the state, the economy, and community, and in response to new opportunities and impediments brought about by globalization. The course is guided by the idea that debates, conflicts, decision-making, and proposed solutions to issues of society and natural resources represent competing narratives or “stories” engaged or structured by relations of power. The course aims to engage real-world challenges and improve student’s skills at inquiry, analysis, and critical thinking to be more compassionate and engaged citizens.

REQUIRED READINGS

The following books are REQUIRED for the course and can be purchased from the Rainbow Cooperative Bookstore (426 W. Gilman, just off State St.). At least one copy of each book will be on reserve at the Steenbock Library

Leopold, Aldo. 1949. *A Sand County Almanac: And Sketches Here and There*. New York, NY: Oxford University Press. (this is the edition with a white cover with pencil illustrations of geese on the front.)

Pfeiffer, Dale Allen. 2006. *Eating fossil fuels : oil, food and the coming crisis in agriculture*. Gabriola, B.C. : New Society Publishers.

Ruff, Allan and Tracy Will. 2003. *Forward! A history of Dane: the capital county*. Madison, WI: Dane County Historical Society.

Shiva, Vandana. 2000. *Stolen Harvest : the hijacking of the global food supply*. Cambridge, MA: South End Press.

All other readings, some lecture materials, and other key information will be available as downloadable material or direct links to websites, which can be accessed through Learn@UW: <https://learnuw.wisc.edu/> and the library/reserves page at My UW.

COURSE REQUIREMENTS

1. *Preparation/Attendance/Participation*. Preparation, attendance, and participation are expected in this course.

I expect each student to have read the assigned readings and completed assignments before coming to class. It is a good idea to take notes when you are reading so you can participate in class discussions. Please bring the reading materials and your notes with you to class.

Students are allowed a total of 3 absences over the course of the semester, without an impact on your participation grade. Please let me know at the beginning of the semester about any dates you will be absent from class for religious or other reasons. When you are absent, you are responsible for taking the initiative to find out what you missed. You should obtain notes from a fellow classmate and also ask me about updates, news, and clarifications.

Attendance is required but so is your active engagement with the course material. You need not always have something to say, but your consistent participation and attention in lecture and class discussion is a course requirement.

2. *End-of-Lecture Responses to Posted Question*. There are approximately 30 lecture sessions for this course this semester. At the end of *most* lectures, I will provide a question to the class. The question will be a simple one asking you to respond to some aspect of class that day, and the questions will change from one lecture to the next. They will be easy for you to answer *if* that you have done the readings and paid attention in class. You should bring an extra sheet of paper with you each class period, and you should turn in your response on your way out of class. You will receive zero, one, or two points for each response. You may submit one response per lecture. (The number of end-of-lecture responses you submit and points awarded will be considered in your overall participation grade at the end of the class.)

3. *Reading Reflections.* For 9 of the 15 weeks this semester, you are required to write a reading reflection based on one or more of the readings assigned for that week. In your reading reflection, you must (a) convey that you have meaningfully engaged with at least one of the required readings for that week, and you must (b) discuss the reading(s) in relation to recent lecture and discussion concepts. You will receive a maximum of 15 points for each reading reflection, depending on the quality of your work and the degree to which you adhere to these two requirements. Beyond these requirements, you have a lot of flexibility regarding what you can include. Some good things to cover in your reading reflection might be: the primary arguments of the reading(s), how various readings differ or overlap with each other, your critical evaluation of the evidence provided to back up the arguments, your own questions about the reading(s), how the readings affected you personally/emotionally, and/or comments or suggested discussion questions for class. Pay attention to the syllabus and reading lists, you will not get credit for your reading reflection if you only reflect on readings assigned in earlier or later weeks. You are encouraged of course to think about the week's assigned readings in relation to past readings. Reading reflections must be proofread, typed in 12-point font, and the equivalent of one double-spaced page (minimum). These should be submitted to the appropriate "dropbox" folder on Learn@UW. These are due by 5pm on Thursday. Note that I will *not* accept late reading reflections. You may not accrue "extra-credit" above 135 points on the reading reflections.

4. *Homework Assignments/Small Projects.* Throughout the semester there will be five small projects or homework assignments that you will be required to complete and turn-in. All projects components must be typed, double-spaced with 12-point font, well organized, properly cited, and thoroughly proofread. Specific details on each project will be given in class and posted on the Learn@UW course site when they come up in the semester. The general topic areas and due dates are listed here:
 1. Agro-food system analysis (50 points),
Due in class, Thursday, February 21st.
 2. Media and political analysis of immigration issue (50 points),
Due in class, Thursday, February 28th.
 3. Social Capital homework assignment (25 points),
Due in class, Thursday, March 6th.
 4. Development literature analysis (50 points),
Due in class, Tuesday, April 29th.
 5. Decision-Making analysis (75 points),
Due in class, Thursday, May 8th.

5. *Exams.* There will be a mid-term and a final exam. The mid-term exam will be given during the normal class period on Thursday, March 13th and will cover material from the first section of the course (100 points). The final exam will take place on the assigned exam date and time for this course, Tuesday, May 13th at 7:25-9:25pm (150 points). Exams will be a combination of short-answer and long essay; expect a strong emphasis on essay questions.

GRADES

Grades will be based on the following distribution, out of a total of 735 points:

100 points	Attendance/Preparation/Participation (including End-of-Lecture Responses to posted question – approximately 40 points)(14%)
135 points	Reading Reflections (9 x 15 points each) (18%)
250 points	Homework assignments/Small projects (34%)
100 points	Mid-Term Exam (14%)
150 points	Final Exam (20%)

EXAM POLICY

I expect that you will be able to take both of the exams on the dates indicated. However, if you will be unable to take a regularly scheduled exam, you must inform me before 2:00pm of the day of the exam. Makeup exams will always be held within two weeks after the regularly scheduled exam and will consist of a single essay question.

ASSIGNMENTS: LATE POLICY

Reading reflections: I will not accept late reading reflections. These are due by 5:00pm Thursdays into the appropriate “dropbox” in the Learn@UW site for this class. See details above.

End-of-Lecture Responses: I will not accept late responses. You must submit these as you leave class. See details above.

Homework and Small Projects: Please submit your work on time. These projects are designed in a way that tries to engage you in the different subjects of the course and also distribute your workload. Although I will accept late submissions, I will subtract 10% of the total points available for late assignments up to a week late. After one week I will subtract the 10% and then subtract one additional point for each day the assignment is late.

NIGHTTIME SAFETY

The University of Wisconsin-Madison has established several transportation and walking escort services to help you stay safe while getting around campus and the nearby areas after dark. To help take responsibility for your own safety and that of your friends, make use of services such as UWMadison SAFEwalk and SAFERide programs:

<http://www2.fpm.wisc.edu/trans/Safe/>

Semester Schedule - Readings, Assignments and Exams

All readings other than books listed in assigned books are on the library reserve page that can be accessed from MyUW and the Learn@UW course page.

January 22: Introduction to Introduction to Rural Sociology and Development 140

January 24: What is Rural Sociology?

Excerpt from Mills, C. Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press in Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7th Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 8-12.

Pettigrew, Thomas, F. 1996. *How to Think Like a Social Scientist*. New York: HarperCollins College Publishers. p. 1-19

Farmer, Frank. 1997. "Rural, Definition of," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 623-626.

Rathge, Richard. 1997. "Rural Demography," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 626-629.

Economic Research Service. "Measuring Rurality: What is Rural?"
<http://www.ers.usda.gov/Briefing/Rurality/WhatIsRural/>

Economic Research Service. 2007. "Rural America At A Glance – 2007 Edition"
Economic Information Bulletin Number 31.
<http://151.121.68.30/Publications/EIB31/EIB31.pdf>

January 29: Changes in United States Agriculture

Heffernan, William. 1997. "Agro/Food System," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 46-51.

Lasley, Paul. 1997. "Farms," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 258-262.

Danbom, David. 1995. Selections from *Born in the Country: A History of Rural America*. Baltimore: Johns Hopkins University Press.

Ruff and Will. 2003. *Forward! A history of Dane: the capital county*. pp. 91-120.

January 31: Changes in United States Agriculture continued

Buttel, Frederick H. 2003. "Continuities and Disjunctures in the Transformation of the US Agrofood System," in David L. Brown and Louis E. Swanson (eds.), *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Pennsylvania State University Press. pp. 177-189.

Key, Nigel. 2007. "Cropland Concentrating Faster Where Payments Are Higher." Economic Research Service, USDA.

<http://www.ers.usda.gov/AmberWaves/November07/PDF/Cropland.pdf>

Ruff and Will. Pp. 121-202

February 5: Ecological Impacts of U.S. Agriculture

Ribaudo, Marc. 2003. "'Dead Zone' in the Gulf: Addressing Agriculture's Contribution." *Amber Waves* 1(5). Economic Research Service, USDA.

<http://www.ers.usda.gov/amberwaves/november03/pdf/deadzone.pdf>

Paulson, Tom. 2008. "The lowdown on topsoil: It's disappearing." *Seattle Post-Intelligencer*. January 22, 2008. A1, A4.

http://seattlepi.nwsource.com/local/348200_dirt22.html

Martin, Andrew. 2008. "In the Farm Bill, a Creature From the Black Lagoon." *New York Times*. January 13, 2008.

<http://www.nytimes.com/2008/01/13/business/13feed.html?ex=1200891600&en=047e0a9285419db7&ei=5070&emc=eta1>

Tilman, David. 1999. "Global environmental impacts of agricultural expansion: The need for sustainable and efficient practices." *Proceedings of the National Academy of Sciences USA*. 96: 5995–6000.

Leopold, Aldo. 1999. "The Farmer as Conservationist." In J. Baird Callicott and Eric Freyfogle (eds.) *For the Health of the Land*. Washington DC: Island Press. Pp 161-174.

Pfeiffer, Dale. 2006. *Eating Fossil Fuels*. Pp. 1-51.

February 7: Case Study of Dane County, WI – guest lecture by Allen Ruff

Ruff and Will. Pp. 203-314.

February 12: Strategies for Addressing Challenges of U.S. Agricultural Structure

Kirschenmann, Fred, Steve Stevenson, Fred Buttel, Tom Lyson and Mike Duffy. "Why worry about the agriculture of the middle?" [www.agofthemiddle.org](http://www.agofthemiddle.org/papers/whitepaper2.pdf)
<http://www.agofthemiddle.org/papers/whitepaper2.pdf>

Buck, Daniel, Christina Getz, and Julie Guthman. 1997. "From Farm to Table: The Organic Vegetable Commodity Chain of Northern California." [Sociologia Ruralis](#). Vol. 37(1):3-20.

Berry, Wendell. 1986. *The Unsettling of America: Culture and Agriculture*. San Francisco: Sierra Club Books. - selections to be announced

February 14: Technology – the Case of Recombinant Bovine Growth Hormone

Martin, Andrew. 2007. "Consumers Won't Know What They're Missing." *The New York Times*. November 11, 2007
<http://www.nytimes.com/2007/11/11/business/11feed.html>

Kroger Company press release on rBST.
http://www.thekrogerco.com/corpnews/corpnewsinfo_pressreleases_08012007.htm

Monsanto Press release on rBST
<http://monsanto.mediaroom.com/index.php?s=43&item=449>

Turner, Steven R. 2001. "On Telling Regulatory Tales: rBST Comes to Canada." *Social Studies of Science*. 31(4): 475-506.

February 19: Fair Trade

Raynolds, Laura T. 2000. "Re-embedding global agriculture: The international organic and fair trade movements." *Agriculture and Human Values* 17: 297–309.

Additional readings to be announced

February 21: Food Systems, Eating as an Agricultural Act

Kloppenburg, J., J. Hendrickson, et al. 1996. "Coming into the foodshed." *Agriculture and Human Values* 13(3):33-42.

Wilkins, J. L. 2005. "Eating Right Here: Moving from Consumer to Food Citizen." *Agriculture and Human Values*. 22(3): 269-273

Pollan, Michael. 2002. Power Steer. *New York Times Magazine*. March 31.

February 21st - HOMEWORK ASSIGNMENT ON FOODSYSTEMS due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

February 26: Immigration & Impacts on “Receiving” Communities

Kotlowitz, Alex. 2007. “Our Town.” *New York Times Magazine*. August 5.

Economic Research Service. 2005. “Rural Hispanics at a Glance.” Economic Information Bulletin Number 8. <http://www.ers.usda.gov/publications/EIB8/eib8.pdf>

Valentine, B.E. September 2005. “Uniting Two Cultures: Latino Immigrants in the Wisconsin Dairy Industry.” Working Paper 121. The Center for Comparative Immigration Studies. University of California, San Diego.

February 28: Immigration & Impacts on “Sending” Communities

Quiñones, Sam. 2004. “Emigration Brings Dollars Home but Leaves Mexican Town Behind.” *San Francisco Chronicle*. February 9.

VanWey, Leah, Catherine M. Tucker, and Eileen Diaz McConnell. 2005. “Community Organization, Migration, and Remittances in Oaxaca.” *Latin American Research Review* 40 (1): 83-107.

Information on the Puentes/Bridges program linking dairy farm employers and employees in Western Wisconsin. Look at the website and the background and description of the project. <http://www.puentesbridges.org/02HistoryPage.html>

HOMEWORK ASSIGNMENT ON Media and Political Analysis of Immigration Issue due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

March 4: Social Capital

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon and Schuster. pp. 15-64, p 134-147, p 438-451, 466-468

March 6: Critiques of Social Capital

Arneil, Barbara. 2006. *Diverse Communities: The Problem with Social Capital*. Cambridge: Cambridge University Press. pp. 15-25, 41-60, 85-91, 124-128

HOMEWORK ASSIGNMENT ON Social Capital due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

March 11: Review Session for Mid-Term Exam

March 13: Mid-Term Exam in Class

March 18, 20: Spring Break – No Class

March 25: Human – Nature Relationships

Leopold, Aldo. 1949. *A Sand County Almanac*. New York: Oxford University Press. pp. vii-ix “Foreward”, 6-18 “The Good Oak”, 112-116 “Flambeau”, 129-133 “Thinking Like a Mountain”, 201-226 “The Land Ethic.”

Erikson, Kai. 1998. “Trauma at Buffalo Creek” *Society*. January/February 1998. Pp. 153-161.

March 27: Land Use Issues in the Rural – Urban Divide

Daniels, T.L., and Bowers, D. (1997). *Holding our ground: protecting America’s farms and farmland*. Washington, DC: Island Press. pp. 1-29, 133-169.

Wisconsin Working Lands Initiative. “Report from the Steering Committee,” August 17, 2006. <http://www.datcp.state.wi.us/workinglands/pdf/so-0155web.pdf>

Heimlich, Ralph E. and William D. Anderson. 2001. “Development at the Urban Fringe and Beyond: Impacts on Agriculture and Rural Land.” Agricultural Economic Report No. (AER803) 2001 <http://www.ers.usda.gov/publications/aer803/>

Fulton, William, Rolf Pendall, Mai Nguyen, and Alicia Harrison. 2001. “Who Sprawls Most? How Growth Patterns Differ Across the U.S.” The Brookings Institution. <http://www.brookings.edu/es/urban/publications/fulton.pdf>

April 1: Rural Development in the Current U.S. Context

Atkinson, Robert D. 2004. “Reversing Rural America’s Economic Decline: The Case for a National Balanced Growth Strategy.” Washington, DC: Progressive Policy Institute.

Quark, Amy and Jane Collins. 2006. “Globalizing Firms and Small Communities: The Apparel Industry’s Changing Connection to Rural Labor Markets.” *Rural Sociology*. 71(2):281-310.

Additional selections to be announced

April 3: Amenity-Led Development

Green, Gary P, Steven C. Diller and David W. Marcouiller eds. (2005). *Amenities and Rural Development: Theory, Methods and Public Policy*. Northampton, MA: Edward Elgar. Selection to be announced.

Howe, Jim, Ed McMahon, and Luther Propst. 1997. *Balancing Nature and Commerce in Gateway Communities*. Washington DC: Island Press. Selection to be announced

April 8: Industrial Development – the Promise of Biofuels

David Morris. 2005. “Do bigger ethanol plants mean fewer farmer benefits?” *Rural Cooperatives*. USDA. Volume 72(6).
<http://www.rurdev.usda.gov/rbs/pub/nov05/bigger.htm>

Urbanchek, John M. and Jeff Kapell. 2002. *Ethanol and the Local Community*. The Renewable Fuels Association.
http://www.ethanolrfa.org/objects/documents/120/ethanol_local_community.pdf

Conniff, Richard. 2007. “Who’s Fueling Whom?” *The Smithsonian Magazine*. November 2007. <http://www.smithsonianmag.com/science-nature/presence-biofuel-200711.html>

April 10: Decision Making in Community Development and Natural Resource Use

Cronin, Amanda and David M. Ostergren. 2007. “Democracy, Participation, and Native American Tribes in Collaborative Watershed Management.” *Society and Natural Resources*. 20:527-542.

Hurley, Patrick T. and Peter A. Walker. 2004. “Collaboration Derailed: The Politics of ‘Community-Based’ Resource Management in Nevada County.” *Society and Natural Resources* 17:735–751.

Bullard, Bob. 1990. *Dumping in Dixie*. Selections to be announced.

April 15: Power in Rural Sociology

How do we make decisions? Who rules? Selections to be announced

April 17: International Development and Globalization

Excerpts from Giddens, Anthony. 2000. *Runaway World*. New York: Routledge. In Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7th Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 380-384.

Giddens, Anthony, Mitchell Duneier, and Richard P. Appelbaum. 2003. *Introduction to Sociology*. New York: Norton. pp. 195-215, 218, 462-463.

Carruthers, David. 2001. "From opposition to orthodoxy: The remaking of sustainable development." *Journal of Third World Studies*. 18(2):93-112.

April 22: Free Trade

United States Trade Representative. 2005. "Expanding Markets" Fact Sheet. http://www.ustr.gov/assets/Document_Library/Fact_Sheets/2005/asset_upload_file93_8213.pdf

United States Trade Representative. 2006. "Growth, Prosperity, Jobs, Security" Fact Sheet http://www.ustr.gov/assets/Document_Library/Fact_Sheets/2006/asset_upload_file451_9646.pdf

Smith, Geri and Cristina Lindblad. 2003. "Was NAFTA worth it? What global free trade can and can not do." *Business Week*. December 22, 2003.

Institute for Agriculture and Trade Policy. "*United States Dumping on World Agricultural Markets*" Cancun Series Paper. www.iatp.org.

Papademetriou, Demetrios, John Audley, Sandra Polaski, and Scott Vaughan. 2003. "NAFTA's Promise and Reality: Lessons from Mexico for the Hemisphere." Carnegie Endowment Report, November 2003. pp. 1-60. <http://www.carnegieendowment.org/files/nafta1.pdf>

April 24: Hunger, Malthusian Ideas, and Food Distribution

Food First. 2006. "Twelve Myths About Hunger." Food First (Institute for Food and Development Policy) Backgrounder. Summer. <http://www.foodfirst.org/12myths>

Pimentel, David and Anne Wilson. 2004. "World Population, Agriculture and Malnutrition." *World Watch Magazine*. 17(5):22-25.

Additional selections to be announced

April 29: The Green Revolution and Genetically Modified Organisms

Shiva, Vandana. 2000. *The Stolen Harvest*. Selections to be announced.

Buttel, F. H. 1989. "The Global Impact of Agricultural Biotechnology." In T.B. Mepham et al (eds.) *Agricultural Bioethics*. Nottingham, U.K.: University of Nottingham press. pp 345-360.

Pfeiffer, Dale. 2006. *Eating Fossil Fuels*. Pp. 53-85

HOMEWORK ASSIGNMENT ON Development Literature Analysis due in class. Details on the project available in the "Assignments" section of the Learn@UW Contents page

May 1: Energy, Development and the Global Environment

Selections to be announced

May 6: Justice and Equality in Rural Development, International Development, and Natural Resource Use

Dugger, William M. 1996. "Four Modes of Inequality." In *Inequality: Radical Institutional Views on Race, Class and Nation*. Greenwood Press. In Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7th Edition. Upper Saddle River, NJ: Prentice Hall. pp. 132-144.

Additional selections to be announced

May 8: Review Session for Final Exam

HOMEWORK ASSIGNMENT ON Decision-Making due in class. Details on the project available in the "Assignments" section of the Learn@UW Contents page

May 13: Final Exam - 7:25-9:25pm. Location to be announced.