The course is available to advanced undergraduates (as RSOC 5610) and graduate students (as RSOC 6610). The primary objective of this course is to examine continuities and changes in the academic field of Rural Sociology. We will begin with a discussion of core concerns that marked the beginning of this field, and critically examine the institutional context of Land Grant universities where the field of Rural Sociology was nurtured. We will next move on to a set of contemporary topics within the field, starting with a detailed analysis of the North American food system. We will move from there to questions of social capital, human capital, and problems of persistent poverty in rural America. We turn next to questions of migration, focusing on the African American population of the U.S., beginning with the great diaspora to the North which started in the 1930s and continued through the 1970s. We then consider return migration of African Americans to the South over the last two decades. We conclude with a set of discussions on rural health issues focusing on the U.S.

The course will be run as a graduate seminar. Responsibility for leading discussions on reading material will rotate among all seminar participants. Active participation in discussions is expected by graduate and undergraduate students alike. A copy of this syllabus is posted on my homepage.

INSTRUCTOR: Dr. Conner Bailey bailelc@auburn.edu
313A Comer Hall www.ag.auburn.edu/~bailelc
844.5632

OFFICE HOURS: By appointment or chance. Normally I am in office Monday-Friday by 8:30 a.m. Drop-ins welcome, but I recommend setting an appointment in advance.

TEXTS:


SUPPLEMENTAL READINGS: Additional reading material will be made available as photocopies or in electronic format either from journals to which the AU Library has electronic access, from the AU Library’s EReserve system, or in some cases as .pdf files from the instructor. For EReserve, the password into this course’s set of readings is the instructor’s last name.

EXAMINATIONS: There will be three take-home writing assignments. Assignments will take the form of two essays written in response to three or more questions. Separate exams will be written for students taking the course for graduate and undergraduate credit. As a general guideline, essays written by graduate students should require 1000-1200 words, while those written by undergraduates would be in the order of 800-1000 words. These are to be typed and double-spaced, leaving ample margins for comments. Exams are to be submitted via email as an attachment in Word or .pdf format.

RESEARCH PAPER: Both undergraduate and graduate students will prepare a substantive research paper on a topic of their choice as long as it is related to the field of Rural Sociology.
You are required to submit a brief abstract (roughly 200 words) of your proposed research along with a preliminary set of references on or before September 14th. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute. Completion of this assignment does not absolutely lock you into a topic; as the semester proceeds, you may decide to revise or even abandon your original idea.

Undergraduate students are expected to prepare a research paper of 3,000 - 4,000 words (i.e., 12-15 pages) worth a possible 100 points. Graduate students are expected to develop research papers of approximately 5,000 words (i.e., around 20 pages) worth a possible 200 points. The suggested length is only a guide indicative of descriptive and analytical depth expected; I am more interested in quality than quantity.

Research papers are to be submitted via email as an attachment in Word or .pdf format.

ACADEMIC HONESTY: The student academic honesty code of Auburn University will be enforced. This code is spelled out in the current issue of the Tiger Cub < http://www.auburn.edu/tigercub/>. You are encouraged to share notes, insights and ideas while preparing to write your own essay exam answers and research paper. However, you are required to write your exams and research paper on your own.

All work you submit must be your own. Appropriately cited materials that are used to bolster your line of argument, of course, are acceptable. In my experience, the vast majority of students are unfailingly honest. I have had, however, experience with those who have engaged in plagiarism, and several of my colleagues have noted that this has become an issue in their courses.

As a result, I am letting you know that I reserve the right to screen all written work you submit through a system known as Turnitin.com. This is why I require that all written work be submitted electronically.

ACADEMIC FREEDOM: The American Association of University Professors (AAUP) statement on academic freedom is a fundamental document < http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm> with which all students should be familiar. The statement as printed refers to faculty, but contemporary thought holds that such freedoms exist in the classroom generally and that students have the same rights as faculty when it comes to academic freedom. Academic freedom is both a right and a responsibility. There are forms of speech that are defined by law and commonly shared societal values as impermissible because they incite hate or reflect disrespect for others. In the realm of ideas, however, we often learn most from those whose views are unlike our own, but that only happens in an atmosphere conducive to listening and learning. My job is to help create that atmosphere. We will at times engage in discussion of issues over which there may be differences of opinion. You will be encouraged to speak your mind and you are expected to listen with respect to the opinions of others.

THINGS THAT GO BEEP: Cell phones, pagers, and other electronic devices which might distract should be turned off or put on silent.

COMMUNICATION VIA EMAIL: Consistent with University policy, I will use your official Auburn University email address for electronic communications. It is your responsibility to monitor your email account.

STUDENTS WITH DISABILITIES: I will make every possible effort, in cooperation with the Program for Students with Disabilities, to provide students with disabilities an equal opportunity to pursue their education. I request that any student with a documented disability let me know what arrangements will best serve their needs and to do so as soon as possible.
Students needing accommodations should arrange a meeting the first week of class (or as soon as possible early in the semester). Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu.

EVALUATION FOR UNDERGRADUATE STUDENTS: 440 course points. Each of the three exams is worth 100 points, and the research paper is worth 100 points.

An additional 40 points can be earned on the basis of class participation and preparation of your abstract. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience; (4) how prepared you are to lead seminar discussions when it is your turn to do so; and (5) the timely submission of a well-prepared abstract for your research paper.

EVALUATION FOR GRADUATE STUDENTS: 550 course points. Each of the three exams is worth 100 points, and the research paper is worth 200 points.

An additional 50 points can be earned on the basis of class participation and preparation of your abstract. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience; (4) how prepared you are to lead seminar discussions when it is your turn to do so; and (5) the timely submission of a well-prepared abstract for your research paper.

SCHEDULING MATTERS FOR FALL 2009: I will miss class on September 21st and classes on both October 12th and 14th. The first is due to my serving on an advisory council on coastal processes in Louisiana and the second is due to my serving as Panel Manager overseeing review of proposals for the USDA program “prosperity for small and medium sized farms and rural communities.” Please use the time to work on your research papers.

FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS: Course grades will be assigned as a percentage of total course points, where:

A = 90% and above
B = 80 to 89.9%
C = 70 to 79.9%
D = 60 to 69.9%
F = 59.9% and below.
READING ASSIGNMENTS
To be completed by date indicated

19 August  ORIENTATION


24 August  CONTEXT AND ORIGINS


26 August  AN ENGAGED SOCIAL SCIENCE (1)


Gill, Duane. 2009. “A 20 Year Research Odyssey: The Exxon Valdez Oil Spill.” Unpublished manuscript. 27 p. (.pdf attachment from instructor)

31 August  AN ENGAGED SOCIAL SCIENCE (2)


2 September  THE LAND GRANT UNIVERSITY COMPLEX

Ch. 2: Science, Agriculture, and Social Change (pp. 19-49) (EReserve)

7 September WHAT IS NEOLIBERALISM AND WHY SHOULD I CARE?


9 September REMAKING THE NORTH AMERICAN FOOD SYSTEM

Hinrichs, C.C. Introduction; Practice and Place in Remaking the Food System (pp. 1-18)  
Lyson, T.A. Civic Agriculture and the North American Food System (pp. 19-32)

DRAFT ABSTRACT AND PRELIMINARY REFERENCE SECTION FOR RESEARCH PAPER DUE SEPTEMBER 14TH

14 September FOOD AND COMMUNITY

Gilespie, G. et al. Farmers’ Markets as Keystones in Rebuilding Local and Regional Food Systems. (pp. 65-83)  
Clancy, K., J. Hammer, and D. Lippoldt. Food Policy Councils; Past, Present, and Future (pp. 121-143)  
Thomson, J.S., A.N. Maretzki, and A.H. Harmon. Community-Initiated Dialogue; Strengthening the Community through the Local Food System (pp. 183-200)

16 September RETHINKING ANIMAL AGRICULTURE

Stevenson, G.W. and H. Born. The “Red Label” Poultry System in France; Lessons for Renewing an Agriculture-of-the-Middle in the United States (pp. 144-162)

Barham, E. The Lamb that Roared; Origin-Labeled Products as Place-Making Strategy in Charlevoix, Quebec (pp. 277-297).

21 September NO CLASS: WORK ON YOUR RESEARCH PAPER

23 September ORGANICS FOR EVERYONE?


Blanchard, T.C. and T.L. Matthews. Retail Concentration, Food Deserts, and Food-Disadvantaged Communities in Rural America (pp. 201-215)

FIRST WRITING ASSIGNMENT:
DISTRIBUTED SEPTEMBER 23rd
DUE SEPTEMBER 28th

28 September IMPACTS OF TECHNOLOGICAL CHANGE


30 September TECHNOLOGICAL CHANGE AND POLICY CHANGE: WHICH IS THE DRIVER?


5 October MOONSHINE, DRUGS AND THE SHERIFF


7 October HUMAN AND SOCIAL CAPITAL


NO CLASS THE WEEK OF OCTOBER 11-15 (INSTRUCTOR ON ASSIGNMENT WITH USDA IN WASHINGTON, D.C.)

12 October WORK ON YOUR RESEARCH PAPER
14 October WORK ON YOUR RESEARCH PAPER

19 October HUMAN, SOCIAL, AND NATURAL CAPITAL, AND THE PERSISTENCE OF RURAL POVERTY


Ch. 2: Human Capital, Labor Supply, and Poverty in Rural America (pp. 39-67). <EReserve>

Ch. 4: Theories in the Study of Natural Resource-Dependent Communities and Persistent Rural Poverty in the United States (pp. 136-172). <EReserve>

21 October EROSION OF TRADITIONAL RURAL LIVELIHOODS


Introduction: Poverty, Morality, and the Family in Rural America (pp. 1-24)

Chapter 1: The Place I Found: an Introduction to Golden Valley (pp. 25-54)
26 October  EROSION OF TRADITIONAL RURAL LIVELIHOODS


Chapter 2: Workers and Welfare: Poverty, Coping Strategies, and Substance Abuse (pp. 55-100)

Chapter 3: Family Life: Tradition and Safety (pp. 101-137)

28 October  MALE IS A GENDER, TOO


Chapter 4: Remaking Masculinity: Losing Male Breadwinners (pp. 138-179)

Conclusion: Understanding Poverty in Rural America (pp. 180-198)

SECOND WRITING ASSIGNMENT:
DISTRIBUTED OCTOBER 28TH
DUE NOVEMBER 4TH

(DATES TENTATIVE DEPENDING ON WHERE WE ARE ON READING)

2 November  OUT-MIGRATIONS


Introduction (xv-xxi). <EReserve>

Chapter 1: The Flats (1-21). <EReserve>


4 November  RETURN MIGRATIONS


Preface (xi-xix),

Chapter 1: Burdy’s Bend (pp. 1-16).

Chapter 2: Unlovable Land (pp. 17-44).
9 November  RETURN MIGRATIONS (2)


Chapter 3: Soul Searching (pp. 45-78).
Chapter 4: Miss Pearl’s Purse (pp. 79-106).
Chapter 5: Clyde’s Dilemma (pp. 107-121).

11 November  RETURN MIGRATIONS (3)


Chapter 6: Holding Hands (pp. 122-153).
Chapter 7: Mother’s Day (pp. 153-169).
Chapter 8: Election Day (pp. 170-194).
Afterward (pp. 195-200)

16 November  SOCIAL ISSUES RELATED TO RURAL HEALTH


18 November  SOCIAL ISSUES RELATED TO RURAL HEALTH (2)


RESEARCH PAPERS DUE BY 4:45 P.M., FRIDAY, NOVEMBER 19TH

23 November  THANKSGIVING HOLIDAY

25 November  THANKSGIVING HOLIDAY
30 November  SOCIAL ISSUES RELATED TO RURAL HEALTH (3)


Vitale, M., L. Marzan, and C. Bailey. 2008. Geographic Barriers to Primary Health Care Services for Residents in Toombs County, Georgia. ([.pdf attachment from instructor](https://instructor.pdf))

2 December  SOCIAL ISSUES RELATED TO RURAL HEALTH (4)


**FINAL WRITING ASSIGNMENT DISTRIBUTED THURSDAY, DECEMBER 3RD**

**DUE BY NOON ON TUESDAY DECEMBER 7TH**