Rural Sociology 1500: Intro to Rural Sociology

Fall 2017
Mondays and Wednesdays 12:45 pm – 2:05 pm
Gateway Film Center - Room: HOUSE 2
The Ohio State University

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School of Environment and Natural Resources
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Office Hours: After Lecture on Wednesdays; or by Appointment

Course Objectives
At the end of this course students should be able to demonstrate
1. Basic knowledge and understanding of the concepts, theories and theoretical perspectives in sociology;
2. An ability to apply sociological concepts to various issues and topics, including issues and topics relevant to rural and urban places in American society, and other societies around the world;
3. An understanding of the different methods used by social scientists to conduct research and compile knowledge; and
4. An ability to think critically about issues and topics affecting rural society, specifically, and American society, generally, as well as other societies around the world.
Thinking critically means: understanding the strengths and weaknesses of different and/or opposing points of view no matter how strongly you believe that you are right and everyone else is wrong.

Key Dates:
• Midterm Exam #1: September 25th (In-Class)
• Midterm Exam #2: November 20th (In-Class)
• Final Exam: December 14th, 2:00 – 3:45 PM
• Response Papers: September 6th, September 20th, November 1st, November 29th
• In Class Activities/Quizzes: Random Dates
This course meets the following GEC requirements:

1. **Diversity – Social Diversity in the United States**

   **Goals:** Students should understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

   **Expected Learning Outcomes:**
   (a) Students should be able to describe and evaluate the roles of such categories as race and ethnicity, gender and sexuality, disability, class, and religion across institutions and cultures in the United States.
   (b) Students should be able to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

2. **Social Sciences – Organizations and Politics**

   **Goals:** Students should understand: the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

   **Expected Learning Outcomes:**
   (a) Students should understand the theories and methods of social scientific inquiry as they apply to the study of organizations and political bodies.
   (b) Students should understand the formation and durability of political, economic and social organizing principles and their differences and similarities across contexts.
   (c) Students should be able to comprehend and assess the nature and values of organization and polities, and their importance in solving social problems and forming policy.

**Attendance and Participation:**

**REGULAR CLASS ATTENDANCE IS HIGHLY RECOMMENDED.** While being in the classroom is a prerequisite for completing the in-class exercises and quizzes, attendance itself is not graded. Nevertheless, we suggest you attend class regularly for two reasons:

(1) **People who skip class do not do well.** They miss crucial discussions and opportunities to apply and build knowledge. Reading slides or articles outside of class, alone, can deprive you of context and depth of exploration. Be in class.
(2) **You pay approximately $645.25 per credit hour as a student (this class is 3 credit hours).** This class is meant for your benefit and personal academic growth; however, it is hard to ensure that growth if you’re not in class.

In the event of needed/excused absences, PLEASE COMMUNICATE WITH THE PROFESSOR OR TEACHING ASSISTANT REGARDING EXCUSED ABSENCES AND POSSIBLE ALTERNATIVE ARRANGEMENTS FOR A DOCUMENTED ILLNESS, A STUDENT ORGANIZATION/SPORTS RELATED ACTIVITY, OR OTHER LEGITIMATE REASON.

**Technology Use in Class:**

**USE OF CELL PHONES(TEXTING/SURFING is not appropriate during class.** If you choose to make a call or have to accept a call, please leave the room quietly. Please do not text or browse the internet during class. Cell phones and laptops during quizzes and exams must be turned off.

Because it is so easy for computer use in classes to be for activities other than taking notes and because this sort of non-class use can be distracting to other students, we will discuss and identify an appropriate protocol for monitoring and controlling non-class related use of computers during class during the first day of class.
**Academic Misconduct:**

For all assignments for this course, the Code of Student Conduct of The Ohio State University applies. Academic misconduct is defined as any activity that compromises the academic integrity of the university or subverts the educational goals of this course, including plagiarism. Specifically, plagiarism is the representation of another’s work or ideas as one’s own, including the unacknowledged word-for-word and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu

**Students with Disabilities:**

*AACCESSIBILITY IS A PRIORITY.*

We will try to promote universal access to the course, but understand that our own perspectives may be limited. We respect your privacy, but want students to feel comfortable discussing suggestions, requirements, or improvements that could make a more responsive classroom. We recommend contacting the Disability Services Main Office to coordinate reasonable accommodations for students with disabilities.

Please contact the Disability Services Main Office at 614-292-3307 in Room 098 Baker Hall to coordinate reasonable accommodations for students with documented disabilities. Or visit the internet address of this office at http://www.ods.ohio-state.edu for more information.

**Grievances and Solving Problems:**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.

**Diversity:**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

**Counseling and Consultation Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. **If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation**
Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

**Title IX**

Title IX is a portion of the United States Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. Section 1681-1688. It was renamed the Patsy Mink Equal Opportunity in Education Act in 2002. It states (in part) that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

**Respect and Classroom Etiquette**

By its nature, any course in sociology focuses on issues that can be controversial, emotional and/or political. There will also be a diversity of students in our class. That means there will likely be many perspectives represented in our class.

Remember: You may have strong, even uncompromising feelings about particular issues. That is terrific! However, in this class, there is no room for remarks that show intolerance for the points of view of others, or remarks that are explicitly prejudicial to other groups (especially along the lines of race, ethnicity, gender, sexuality, disability, etc.). Remember, one goal of this course is to learn how to think critically. That means understanding opposite points of view even as you hold firm to your own opinions/values/beliefs. We also expect students to use common courtesies such as being on time for class, listening without interrupting, and not talking or sleeping during lectures.

**Course Requirements and Grading**

Classroom time will primarily focus on elaboration of the assigned reading, application of the key concepts with supplemental content provided through lectures or guest presentations. Assignments to be completed outside of class will facilitate in-class work.

Grades will be assessed according to student performance on several different assignments. The breakdown of each assignment’s weight as a part of the final grade is as follows:

- **Midterm Exam #1:** 40 points
- **Midterm Exam #2:** 40 points
- **Final Exam:** 60 points
- **Response Papers:** 40 points (10 points each)
- **In Class Activities/Quizzes:** 20 points

The minimum percentages to achieve a given grade are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 percent</td>
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<tr>
<td>A-</td>
<td>90 percent</td>
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<tr>
<td>B+</td>
<td>87 percent</td>
</tr>
<tr>
<td>B</td>
<td>83 percent</td>
</tr>
<tr>
<td>B-</td>
<td>80 percent</td>
</tr>
<tr>
<td>C</td>
<td>77 percent</td>
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<tr>
<td>C+</td>
<td>77 percent</td>
</tr>
<tr>
<td>C</td>
<td>73 percent</td>
</tr>
<tr>
<td>D+</td>
<td>67 percent</td>
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<tr>
<td>D</td>
<td>60 percent</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60 percent</td>
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Readings, Assignments, and Exams:

Readings:
While there is no course textbook, there are various readings throughout the class that are meant to compliment the lectures throughout the semester. **Readings are to be completed before the class period with which they are listed.** Lectures will not include summaries of the readings, but rather dive further into the issues introduced in the readings. **Midterm and final exams will ask questions from both the readings and lecture materials, therefore it would be wise to keep up with the readings.**

Midterm exams:
There will be two midterms exams. Each midterm will consist of 20-30 multiple-choice questions, and 5-10 “short answer” questions. The first mid-term includes everything covered during the weeks 1-5 of class, and will be given at the beginning of the 6th week. The second mid-term exam will cover materials from weeks 5-13, and will be administered at the beginning of the 14th week. Each mid-term is worth 40 points – each accounting for 20 percent of your final grade each.

Final Exam:
The final exam is a multiple-choice and short answer format and will be given during the university-scheduled final exam period designated for this class of December 14th, 2:00 – 3:45 PM and will take place in the normal classroom. The final exam is worth 60 points (30 percent of the final grade). It will consist of 40 to 60 multiple choice questions and 5-10 short answer questions. **The final is comprehensive, covering material from the entire class.**

Study-guides will be provided approximately 1 week before the date of the exam.
Selected and/or Abbreviated Lecture Slides will be provided approximately 1 week before the exam.
**Make-up exams will be allowed only for an excused absence.**

Response Papers
There are **FOUR** one-page response papers. Each paper is worth 10 points for a total of 40 points, or 20 percent of your overall grade. Response papers are due in-class on the day assigned. These papers are opportunities to develop your “sociological imagination” by applying class concepts to your own realm of experience.

**Papers will be graded on the bases of:** (a) clarity and originality of ideas; (b) use of concepts and themes from readings; (c) logic and argument; (d) writing style and technical aspects of presentation (such as grammar, citations, and spelling). For general information on good writing see: OSU’s Center for the Study of the Teaching of Writing ([https://cstw.osu.edu/writing-center](https://cstw.osu.edu/writing-center)).

Response papers due dates are: **September 6th, September 20th, November 1st, and November 29th.**

In Class Activities and Quizzes
Finally, on 4-6 occasions, we will complete a fun in class activity or a fun “pop quiz.” You will be “graded” on the activity or quiz: if you are in class for the activity you will receive full credit. You are allowed one free absence. The points awarded for each activity or quiz will depend on the total number of quizzes given, for a total of 20 points, or 10 percent of your overall grade.
## Course Schedule:

<table>
<thead>
<tr>
<th>Tentative Dates</th>
<th>Subject(s)</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Class Introductions</td>
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<tr>
<td>August 23rd</td>
<td>Class Introductions and Syllabus Review</td>
<td><em>Assignments:</em> Bring any questions about the class or syllabus</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Introduction to Sociology</td>
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| August 28th     | Science, social science, and evidence based research | *Reading:* C. Wright Mills, Chapter One: The Promise from *The Sociological Imagination*
*Assignments:* Consider whether you consider sociology to be a science. Why or why not? *Write answer to be discussed in class.* |
| August 30th     | The Big Three and Theories of Social Change | *Reading:* Donnemeyer, R. People, Place, and Society, Chapter 1: *An Introduction to Sociology.*
*Assignments:* Consider what theoretical perspective best aligns with your worldview. We will discuss briefly on Monday. |
| **Week 3**      | Introduction to Rural Sociology |  |
| September 4th   | NO CLASS – LABOR DAY |                        |
*Assignment: Response Paper #1 Due*  
Which of Lichter and Brown’s 10 different “Rural America as…..” definitions do you think is most accurate? Why is this most accurate in your opinions? What evidence do you have? What have you experienced in your life that supports this view? |
| **Week 4**      | Population and Demography |  |
| September 11th  | Population Change in Rural America | *Reading:* Brown and Schafft (2011) Chapter 2  
<p>| September 13th  | What is Rural? What is Urban? |  |</p>
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| **Week 5**     | Population, Demography, Migration | **September 18th**  
In-Class Movie: Hollow  
**September 20th**  
Migration and Rural Diversification  
*Reading*: Brown and Schafft, Chapters 7: pg. 122-145  
*Assignment*: Reading Response #2 Due  
Reflecting on the movie, *Hollow*, as well as the readings from last week and this week, what are some of the challenges rural communities are facing because of migration? Why do people choose to stay or leave rural communities? Why would you move back or stay in the community where you grew up? |
| **Week 6**     | The Socialization Process & Families | **September 25th**  
Agents of Socialization: Family, Aging, and Community  
*Reading*: Donnemeyer, R. People, Place, and Society, Chapter 4: Socialization.  
**September 27th**  
Mid-Term #1 (In-Class) |
| **Week 7**     | Introduction to Research Process | **October 2nd**  
What Counts as a Fact? In-Class Activity  
*Reading*: Donnemeyer, R. People, Place, and Society, Chapter 2: Sociological Research.  
*Assignment*: Explore the Southern Poverty Law Center’s Hate Map: (https://www.splcenter.org/hate-map)  
**October 4th**  
Geographies of Hate: An Emerging Research Agenda (An Example from Paige’s Research)  
*Reading*: https://www.splcenter.org/20170427/100-days-trumps-america |
| **Week 8**     | Dimensions of Inequality and Rural Poverty | **October 9th**  
Introduction to Rural Poverty  
*Reading*: Brown and Schafft, Chapter 8: pp. 147 - 166  
**October 11th**  
Place, Race, and Gender  
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<tbody>
<tr>
<td>Week 9</td>
<td><strong>Rural Communities and Institutions</strong></td>
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<tr>
<td>October 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Community in Rural America</td>
<td><strong>Reading</strong>: Brown and Schafft: Chapter 3</td>
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<td>October 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Institutions in Rural Society</td>
<td><strong>Reading</strong>: Brown and Schafft, Chapter 4</td>
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<td>Week 10</td>
<td><strong>Introduction to Ag. and Food Systems</strong></td>
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<tr>
<td>October 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>In Class Movie: Dryland</td>
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<td>Week 11</td>
<td><strong>Food Systems and Agriculture</strong></td>
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<td>October 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Local Food Movement</td>
<td><strong>Reading</strong>: Kloppenburg et al. “Coming into the Foodshed”. “The New Farmers”- Orion Magazine</td>
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<td>November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Food Security, Food Sovereignty, and Food Justice</td>
<td><strong>Reading</strong>: White, Monica “D-Town Farm”. Assignment: Response Paper #3 Due</td>
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<td>Week 12</td>
<td><strong>Natural Resources and Energy</strong></td>
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<tr>
<td>November 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Natural Resources and Rural America</td>
<td><strong>Reading</strong>: Kranich, R.S. et al. “Resource Dependency in Rural America: Continuity and Change”. Pp. 208-225</td>
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<tr>
<td>Week 13</td>
<td><strong>Environment and Energy</strong></td>
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<tr>
<td>November 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Disaster in Rural Places</td>
<td><strong>Reading</strong>: TBA</td>
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<td><strong>Week 14</strong></td>
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<tr>
<td>November 20(^{th})</td>
<td>Mid-Term #2 (In-Class)</td>
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<tr>
<td>November 22(^{nd})</td>
<td>NO CLASS – THANKSGIVING BREAK</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Environment and Justice</td>
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<tr>
<td>November 27(^{th})</td>
<td>Introduction to Environmental Sociology</td>
<td>Reading: Buttel, F. (1987). “New Directions in Environmental Sociology”. Assignment:</td>
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<tr>
<td>November 29(^{th})</td>
<td>Environmental Justice and Race/Poverty</td>
<td>Reading: TBA Assignment: Response Paper #4 Due</td>
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Why is exposure to environmental risks unequally distributed by race and class? How do environmental justice campaigns build on legacies of the civil rights movement? Can you think of any examples of environmental injustice that have occurred or are occurring in Ohio or the Midwest presently?

| **Week 16**     | The Rural Rebound |                          |
| December 6\(^{th}\) | Amenities and Rural Development | Reading: Green, Gary P. (2010) Chapter 7: Natural Amenities and Asset-Based Development in Rural Communities in Mobilizing Communities, pg. 130 – 145. |
| Thursday, December 14\(^{th}\) | FINAL EXAM Gateway Film Center: House 2 |                          |